Carmel College Curriculum Implementation – KS 4 Long term plan Subject: Photography

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|  | Year 10 | Year 11 |
| Autumn half term 1  Sequential knowledge and skills | Photography GCSE- Environment  Introductory project to familiarise students with assessment objectives, build on prior knowledge of skills and introduced new media.  Gallery visit and photo-shoots – Paddy’s hole, Mima Modern art gallery in Middlesbrough (dependent on exhibition being open), Bridges, Broken Scar river etc.   * Visual mind map * Response to gallery visit. * Photo-shoots - College building, natural surroundings, graveyard etc.   Throughout the year, the sustained project of environment is broken up by drop down lessons of experimental photoshoots for ‘further work’ needed for coursework. | Component 1 portfolio  Research photographers who use photo-shop to enhance and develop their imagery -photographers such as Nelson Figuerdo research for mock photography exam.   * Visual mind map photo-shoot prep sheet should be reviewed and added to. * Trip to Newcastle * Response to gallery visit. – Side gallery if reopened / Baltic * Photo-shoots - Railway Station, Newcastle Town Centre. Quayside, Bridges, Sage, St James Park, changing environment. * Review of contact sheets. * Initial edits and response to Newcastle photoshoot. |
| Assessment Content and methods used to judge learning | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting |
| Autumn half term 2  Sequential knowledge and skills | * Develop responses to chosen photographer – explore techniques; build upon technical understanding and language. Record progression of work – screen shots – step by step.   Photographers from the past and present will be explored in lessons and homework photographers who have used a variety of techniques in their career - Students will complete a mono-print in the style of John Piper using an image from Paddy’s Hole. | Continue with the Sustained project – Environment  Produce final response during a 10 hour mock exam.  Students completed a photo-shoot in Newcastle in the Autumn half term 1 during the exam they will complete further editing. Create a range of initial ideas for a personal response. Developing and sampling final ideas for sets. Students will explore the work of Nelson Figuerdo / layering / Dan Freund/ tilt shift / text layouts, mixed media to produce a final outcome.  Continue with experimental ‘further work’ coursework.   * Experimental work supported with photographer / technical references. * Explore shutter speed, aperture control to create a set of work - fizzy water fruit / ink and water / light trails in the darkroom. * Create a range of initial ideas for a personal response to experimental unit. * Developing final set.   Finish experimental unit and any outstanding work. |
| Assessment Content and methods used to judge learning | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting | MOCKS – 10 hour practical exam based on creating their final piece for ‘Environment’. This will give students an experience of what they can get done in 10 hours for the real exam at Easter. It is also the final piece for their coursework which is part of the 60% of their final grade. |
| Spring half term 3  Sequential knowledge and skills | Sustained portfolio.   * Begin transferring most successful photographs /photographer research into portfolio book. * Photographer references * Explore Daniel Freud and complete a response to his work using College images – Acetates in the darkroom for development * Mixed media photographic response. | AQA externally set assignment papers given to students – students choose a theme to develop in A4 photographic sketchbook.  12 weeks preparatory period followed by a 10 hour exam. |
| Assessment Content and methods used to judge learning | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting |
| Spring half term 4 Sequential knowledge and skills | Sustained portfolio – Photography cont.  Review of assessment objectives :- Where am I now Q/A | Externally set assignment |
| Assessment Content and methods used to judge learning | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting | * 10 hour exam either before or after Easter * Sketchbooks for preparatory period for exam to be mark with final piece – 40% of final grade * Sketchbook for project and final piece to be marked – 60% of final grade * All work is marked with several members of the art department and verified by an external moderator |
| Summer half term 5 Sequential knowledge and skills | Sustained portfolio – Photography cont. | 10 hour exam. Hand in prep work at the beginning of the exam.  Week before Easter and week after.  GCSE completed |
| Assessment Content and methods used to judge learning | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting |  |
| Summer half term 5  Sequential knowledge and skills | Photography trip to Newcastle and Gateshead   * Create visual mind map photo-shoot prep sheet should be reviewed and added to. Before mock. * Response to gallery visit – Side gallery / Baltic write up trip. * Photo-shoots - Railway Station, Newcastle Town Centre. Quayside, Bridges, Sage, changing environment.   Tour of GCSE/ A level art exhibition  Experimental portfolio  Workshops based on film cameras, dark room, photograms  Enhanced DSLR – slow shutter speed light trails/painting, aperture – bokeh  Studio environment | Art exhibition of work from Y11 and A level students |
| Assessment Content and methods used to judge learning  Assessment | EOY Assessments   * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. |  |