

Curriculum Area: Photography

		Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12		Skill Building and Portfolio Development. Introduction to Photography through a series of workshops. *Getting used to your camera and its settings. *Planning a shoot – thumbnail sketches / anticipating issues or problems to be overcome *Phone photography *Zoom / white balance / focus / using RAW / camera angle / diagonal shots / monochrome *Abstraction *Wire + music task – exploration of light & dark using phone cameras and meditation with music and drawing before making a sculpture with wire. *Alphabet/Typography A study on framing and using cameras to capture typography in their environment *Analysing a photograph - Learn how to properly analyse a series of photographs using CFPM – Artist or own work. Urban Environment (Visit to Manchester) A focus on the urban environment where we explore the following: *Rule of thirds / triangle rule / repetition, ISO settings, Texture / close-up /macro, Use of colour, Depth of field, Leading lines, Perspective, Viewpoints, Abstract Digitally editing images and how to use Contact sheets	Using Film & Darkroom Techniques An introduction to the darkroom. *Process *Chemicals *Safety *Processing *Enlarging *Photograms Learn how to stop or blur motion. A guide on camera settings and using tripods properly. *Shutter Speed / Day & Night photography *Fireworks shoot *Capturing light trails from traffic *Capturing fast motion & Panning Still life photography Setting up a still life based on a theme to create a narrative. Vanitas Photography *How painting influences photography	Portraiture Building on the Vanitas Photography and taking elements to communicate the mood of a portrait. How to document people in photography. *Composition *Studio lighting *Rembrandt lighting *Projection / shadow /pattern *Distorted Portraits Creative freedom to create drama and interest – reflective surfaces, projection, scrunched, altered and affected. Natural Environment A focus on the natural environment. How shooting in the natural environment is different to Urban. *Landscapes *Nature shoot – Tatton park (trying to capture the rutting season and new life in the park. *Textures / closeups *Multiple exposures - Digital workshop on how to combine multiple images inc. portraits and nature TRIP OPTIONS Tatton Park, Knutsford, Manchester Gallery	Skill Development Levitation Photography Digitally removing elements of images *Text & Image – looking at the work of Barbara Kruger Photomontage – Physical & Digital *Stop Frame Animation	Personal Investigation 60% Introduction to Personal Investigation with teacher lead workshops while developing skills and new techniques, processes, and ways of working. This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s). Brain storming/ visual mind map. • Generate and develop personal ideas, Research primary and contextual sources • Record practical and written observations, • Experiment with media and processes generate and explore potential lines of enquiry using appropriate techniques	
	Assessments	<i>Final Piece on Urban Environment</i>	<i>Final Still life and on-going tutorials</i>	<i>Formal assessment on Natural Environment</i>	<i>Assessment- final projects discussed</i>		

Year 13		Personal Investigation Continuation of Personal Investigation: consolidating ideas, reviewing and refining work as it progresses. Organise, select and communicate ideas, solutions and responses, and present them in a creative and coherent way fully annotating and documenting the individual artistic journey. • Build on artist analysis and research skills making clear links with the work of others outlining how the inspiration as informed their creative process. Reviewing and refining final responses, completion of essay, sketchbook work and final outcomes for Personal Investigation Refine ideas towards producing personal resolved outcome(s).	Externally set exam 40%, Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes. AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Specific tasks to be decided by the student(s). However, students will be guided to complete: - Title page - Mind-map responding to the title - Artist workshops - Individualised drawings – with annotations - Artist information page AO2: Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress. Continuation of exam preparation: consolidating ideas, reviewing and refining work as it progresses.	Exam Unit and Completion AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. Final stages of exam preparation with 15 hour examination in May. Media experiments for final piece - Mixed media - 1 media Application experiments - Surface experiments - Final piece ideas - Trial final pieces - Final piece - Evaluation Students will use this time to make improvements to their coursework unit. Students will display Year 13 work in the A Level Art Exhibition in May. All coursework and examination work marked by teachers and marks sent to the exam board in May. Work displayed by teachers ready for the external moderator in June.
	Assessments	<i>Ongoing tutorials with teacher</i>	<i>Ongoing tutorials with teacher</i>	<i>External Assessment</i>

