

Subject: PHOTOGRAPHY		Year Group: 12
<p>Term 1 Key Focus/Topic(s) THE STORY- SKILLS BUILDING</p> <ul style="list-style-type: none"> • Weekly skills workshops. • Build confidence • Give knowledge of AOs • Exploring individual style • Covering AO1,2,3 & 4. <p><i>The next 2 terms are examples of the sort of ideas that could be covered - this changes - teacher dependant.</i></p> <p>AO1,AO2,AO3,AOt - covered by all task</p> <ul style="list-style-type: none"> • The Story research and mind mapping.AO1 • Art and photography Book Sculpting and photography - Sue Blackwell.AO1,AO2,AO3,AO4 • Memories – rule of thirds photography – Marbling – Emulsion transfer– John Piper. • Remnants – Framing. • Seasons – inverting and layering. 	<p>Term 2 Key Focus/Topic(s) Continue ‘The Story’</p> <p>AO1,AO2,AO3,AOt - covered by all task</p> <ul style="list-style-type: none"> • The scene of the story – Collage and montage – Mathias Jung. • The muse – photomontage (manual). • Dreams and Surrealism – 3D effects with photos – Magritte. • The Plot – digital photomontage. • The plot twist – printing on different surfaces - The Fauves • The alternative plot - pattern and multiples – Michael Wolf. • The ending – chosen experimentation. 	<p>Term 3 Key Focus/Topic(s) START COMPONENT ONE PART ONE</p> <p>Personal Investigation 60% of total A Level</p> <p>First part or chapters to this project. One sketchbook or digital folders. Final/larger pieces.</p> <ul style="list-style-type: none"> • Mind-mapping exploring personal project themes. Developing concepts AO1,AO3 • Artist research. AO1 • Being inspired by artists to create personal meaningful work. AO1, AO2, AO3, AO4. • Experimentation AO2 • Greatest hits – reviewing and reflecting.
<p>Term 1 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Weekly deadlines set and work checked. • Group tutorials weekly. 	<p>Term 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> • End of project graded. 	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Sketchbook/ digital folders • Final pieces/ larger works • All internally assessed
<p>Term 4 Key Focus/Topic(s) CONTINUE WITH COMPONENT ONE PART ONE</p> <ul style="list-style-type: none"> • Experimentation. AO2 • Greatest hits – reviewing and reflecting. AO2, AO3. • Planning final piece – concept refining. AO1, AO4. • Project personal final piece. 	<p>Term 5 Key Focus/Topic(s) COMPLETE COMPONENT ONE PART ONE</p> <ul style="list-style-type: none"> • Project personal final piece (completed in mock exam) AO4 • Evaluating whole project and final piece. AO4, AO3 	<p>Term 6 Key Focus/Topic(s) START COMPONENT ONE PART TWO</p> <p>Personal Investigation 60% of total A Level</p> <p>Second part or chapter to this project. One sketchbook or digital folder. Final/larger pieces.</p> <ul style="list-style-type: none"> • Mind-mapping exploring personal project themes. Developing concepts AO1 • Artist research. • Being inspired by artists to create personal meaningful work. AO1, AO2, AO3, AO4. • Experimentation AO2

		<ul style="list-style-type: none"> • Greatest hits – reviewing and reflecting.
<p>Term 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Weekly deadlines set and work checked. • One to one tutorials. 	<p>Term 5 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Mock exam. • Whole project hand in for grading towards A Level. 	<p>Term 6 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Sketchbook/ digital folders • Final pieces/ larger works • All internally assessed

Rationale:

The aim for Year 12 is to develop their understanding of the theoretical and practical skills associated with Photography as well as a range of artists for students to develop as individuals. The first project builds skills and techniques as a group – developed through group tutorials. Students become proficient in a variety of techniques in relation to Photography and learn how to evaluate and analyse using analytical language. They develop personal style and specialise as the course goes on. The second project is submitted as Component 1 Coursework and in the projects students are supported through mainly one to one tutorials and group sessions where appropriate.

Evaluation:

We take pride that we have a course that allows students to be themselves and create work personal to them, we give students freedom to be creative yet give them frameworks to enable them to hit the Assessment Objectives. Achievement is judged through ongoing reviews of work. Google Classroom is used to track students' grades which can be used for audit and data analysis. Teachers in the department can see each other's grades for comparison and reflection. One to one feedback and verbal discussions help students to reflect on and develop their work.