

Curriculum Overview

A Level Photography: 2022 23

Year group: 12 and 13 A level Photography AQA

Periods per fortnight: 8

INTENT:

Aims of the Curriculum - :

Students will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They should be made aware of both traditional and new technologies.

Students will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This will be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Students use sketchbooks/workbooks/journals to underpin their work where appropriate. They may wish to develop their drawing skills in order to produce storyboards, thumbnail sketches and/or diagrams, where appropriate.

Students may use traditional methods and/or digital techniques to produce images.

Students are made aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.

Students know/understand/and are able to -;

Students must show knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in their chosen area(s) of photography
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to photography
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of photography.

Students achieve through this curriculum and learn how to -:

Students will be expected to demonstrate skills, as defined in **Overarching knowledge, understanding and skills**, in the context of their chosen area(s) of photography. Students will be required to demonstrate skills in all of the following:

- the ability to explore elements of visual language, line, form, colour, pattern and texture in the context of photography

- awareness of intended audience or purpose for their chosen area(s) of photography
- the ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need in photography
- appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement
- appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of photography
- understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.

Term	Topics studied	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Half Term 1	Human Form and Nature		<p>Students will need resources for the course in terms of a school photography pack available via parent mail.</p> <p>Students will need a DSLR camera with removable lens.</p> <p>Film camera – optional however, these can be bought fairly cheaply second hand.</p> <p>Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6th form art and photography room/studio and dark room.</p>
	Initial Assessment tests -: What Is Photography?	(Research the science and definitions 2/3 paragraphs only) Research different types of cameras including a photograph of each. How does the SLR Camera work? Composition Creativity	
	Early Photographers	A few paragraphs and pictures about the early pioneers of Photography – <ul style="list-style-type: none"> • Sir David Brewster, • William Fox Talbot, • Louise Daguerre • Joseph Niepce. 	
	The Camera Lucida and Pinhole Camera.	Research these two early cameras including the history and diagrams/picture of what the camera looks like and how it operates.	
	Apertures Your own aperture pictures x 6 – people/nature themed	Apertures Explain what they are and how they work - (Use diagrams) Take between 4-6 photographs that show the use of different apertures and depth of field. <u>(You must use people in your aperture photos).</u> <u>Print you picture on photographic paper A5 size.</u>	
Shutter Speed Your own slow to fast shutter picture x 6 – people/nature themed	Shutter Speed Explain what they are and how they work. Take between 4-6 photographs that show the use of different shutter speeds from fast to slow. <u>(You must use people in your aperture photos).</u> <u>Print you picture on photographic paper A5 size.</u>		

	<p>Light drawing</p> <p>Your own light drawings x5</p>	<p>Take 3 – 4 light drawing pictures in the dark room or studio using a slow shutter speeds. Use different sources of light. Write words and draw pictures. (Again make these people/nature themed – words, eye shape, hand shapes ect;</p> <p><u>Print you picture on photographic paper A5 size.</u></p>	
	<p>Film Speed /ISO/White Balance and RAW</p>	<p>ISO/raw and white balance Information page with diagrams. What is it how does it work? Practice using these variables alongside the camera aperture and shutter.</p>	
	<p>The Pin Hole Camera</p> <p>Own Pinhole Photographs</p>	<p>How is it operated, how does it work? Where is the shutter and aperture? Diagram and/or photo of a pinhole camera and how to make one. You can make your own.</p> <ul style="list-style-type: none"> • 4 photos taken on a pinhole camera showing 4 different apertures. (Use People) <p>You must annotate the timings and size of aperture clearly in your portfolios.</p> <ul style="list-style-type: none"> • Change your pin hole pictures form positive to negative on the enlarger. <p>Mount all 8 pin hole pictures up side by side and annotate.</p>	
	<p>Rayographs/ Monographs/ pictograms</p> <p>Man ray Christian Schad Ana Atkins</p> <p>Your own Monographs</p>	<p>I paragraph of information on Man Ray/ Christian Schad/Ana Atkins. Including pictures of their work. (select/find your own Rayograph/Monograph photographer for a higher grade) Rayographs/ pictograms what are they? Produce 6 good examples of your own monographs on the enlarger in the dark room. Try to complete these people themed where possible, jewellery, adornment, belt buckles, laces, hands, glasses, watches, lace, etc; . Use transparent /opaque items/3d and stencils that you have made, like cups, bottles, wine glass, bubble wrap etc;</p>	
Autumn Half Term 2	The Enlarger	How and Enlarger works/diagrams and label of the various parts.	Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6 th form art and photography room/studio and dark room.
	The Dark Room	<p>Diagram/picture of the dark Room and safety factors - to include;- (Red spots, chemicals, enlargers, equipment list – drip trays/tongs/negative/rule etc, board/filters/timer/development tanks and reel. How to develop, Stop, Fix and Wash prints in the dark room.</p>	

	<p>Film camera Take photos of people on your film camera. These can be themed/styled (see examples of what others have done) Adornment, phobias etc;</p>	<p>Film Camera – : How to Spool Film – Practice 1 hour. How to develop film in a development tank, including timings and process. How to produce a contact sheet + your contact sheet. How to do a test strip + your test strip. Develop your film and dry Produce 8 – 10 original dark room prints from your film on the enlarger.</p>	
	<p>Experimental Dark Room Photography</p>	<p>You will need one example of each method -: Annotate your work to explain what you have done for each effect.</p> <ol style="list-style-type: none"> 1 Folded paper 2 Crumpled paper 3 Developer Sponged, 4 Rolled paper 5 Developer Dabbed with fingers 6 Developed layered on 7 Brushed on developer cross hatch 8 Paper moved under enlarger 9 Paper tilted under enlarger 	
<p>Spring Half Term 1</p>	<p>The Studio</p>	<p>Produce/experiment/take photographs using the studio lighting, back drops and gels. Mount work in your portfolio on different types of photographic studio lighting, use and effects. Include information about angle of lighting, use of reflectors and types of background screens.</p>	<p>Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6th form art and photography room/studio and dark room.</p> <p>Students will need to produce photoshoots off school site frequently. Parents can support by aiding students with 1.1 transport needs at weekends and after school.</p> <p>Students may wish to invest in makeup and costume during elements of the course parents can help by supporting this where possible and as required.</p>
	<p>Montage</p>	<p>Research 2 x Montage photographers such as - David Hockney Thomas Floroshetz Jacamocho Schmid Find your own montage photographer/artist for a higher mark. Compete 3 of your own montages using different techniques and your own photographs from your studio and outdoor shoot – (above)</p>	
	<p>Photoshop You need to show and mount up your example photo Shop manipulations in your portfolio -: 1 example at least for each.</p>	<p>You need to manipulate your images on Photoshop. Show an example of each of the below in your portfolio -:</p> <ul style="list-style-type: none"> • Tonal adjustments (show 1 black and white example) • Colour adjustments. (use Image/ adjustment/ variations) • Solarize/posterize/invert/gradient map • Tools – move, lasso, crop, brush, sponge, eraser etc; • Rotation/re size. • Filters (x 5 mature ones e.g. grain) • Layers and layer filters • Own experimentation and creative effects. 	

		<ul style="list-style-type: none"> • Use of txt tool 	
Spring ½ term 2	<p><u>Final idea that will result in a final Outcome – AO4</u></p> <p>Remember your overall theme for your course work is Portraiture the Figure and/or Nature so chose your own imaginative sub theme.</p> <p>Complete 2/3 themed photo shoots</p>	<ol style="list-style-type: none"> 1. Title/theme. 2. Brain storm 3. Moods board 4. Photographers information that will inspire your work x2 <ul style="list-style-type: none"> - Monographs on theme. - Optional - Film shoot on theme and develop experiment with. - Digital Shoot 1 – : <p>.Contact sheet. .Print a range of your best work on photographic paper (originals) .Edits and Photoshop manipulation of 3 – 4 photos from shoot 1.</p> <ul style="list-style-type: none"> - Digital shoot 2- as above - Digital Shoot 3 – as above - 2/3 final piece ideas with layout/materials/photo shop ideas/how to build and create/test pieces. 	<p>Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6th form art and photography room/studio and dark room.</p> <p>Students will need to produce photoshoots off school site frequently. Parents can support by aiding students with 1.1 transport needs at weekends and after school.</p> <p>Students may wish to invest in makeup and costume during elements of the course parents can help by supporting this where possible and as required.</p>
Summer ½ Term 1	<p>Insightful/Personal Annotations Aesthetic and Technical</p>	<p>Produce 1 or 2 as appropriate for each Photo shoot and Theme in your portfolio.</p>	<p>Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6th form art and photography room/studio and dark room.</p> <p>Students will need to produce photoshoots off school site frequently. Parents can support by aiding students with 1.1 transport needs at weekends and after school.</p> <p>Students may wish to invest in makeup and costume during elements of the course parents can help by supporting this where possible and as required.</p>
	<p>Selection of Individual Starting Point for Main Portfolio - 60%</p>	<ul style="list-style-type: none"> • 1.1 Support from the teacher • View past high grade portfolio's • Use theme ideas bank to research • Use books/internet/articles/magazines to research • 	
	<p>Selection of Starting point for 2 – 3000 word essay.</p>	<p>Essay draft – ongoing. Deadline – September 9th 2019</p>	
	<p>Portfolio/coursework start</p>	<p>Produce - :</p> <p>Moods Board Mind Map Statement of Intent 6 – 10 Photographers/designers/crafts people/ literature artists information – personal /technical and aesthetic.</p>	
Summer ½ term 2	<p>Film Shoot x1</p>	<ol style="list-style-type: none"> 1. <u>Photo shoot - Film</u> – make a link to at least one of your Photographers -: 2. Print out all photographs on a contact sheet 	<p>Encourage/support student to complete the 5 hours weekly extended learning at</p>

		<ol style="list-style-type: none"> 3. Print 8 – 15 of your best (A5 size) 4. Print – 3 – 4 show pieces (A4 size) 5. Develop and experiment with 2 – 3 of your images from 4. E.g. -: <ul style="list-style-type: none"> • Montage • Collage • Sew • Burn • Scratch into (Scruffito) • Photoshop techniques, colour, hue, tone, contrast, solarize, layer, use select tools, filters ect: 	<p>home or by using the departments CFE 6th form art and photography room/studio and dark room.</p> <p>Students will need to produce photoshoots off school site frequently. Parents can support by aiding students with 1.1 transport needs at weekends and after school.</p> <p>Students may wish to invest in makeup and costume during elements of the course parents can help by supporting this where possible and as required.</p>
	DSLR Photo shoot 1 – on going – minimum 1.	As above Film or Digital (you can do Video) Make a link to at least one of your photographers. you can bring new research and Photographers into your work at any point.	
Year 13 Term 1	DSLR Photo shoot/s 1 – on going – minimum 9 - A03	As above Film or Digital (you can use moving images and animation if you wish) Make a link to at least one of your photographers. you can bring new research and Photographers into your work at any point. 1 Work 1.1 with your teacher	Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6 th form art and photography room/studio and dark room.
	<p>Develop and Refine each Photoshoot that you complete. A01/A02</p> <p>View the <u>Develop and Refine</u> Power point for ideas produced by your teacher for support.</p> <p>Mount and compile a portfolio of work maturely and sophisticatedly appropriate to your theme</p> <p><u>Coursework</u> <u>Deadline – February 1st 2019.</u></p>	<p>For each shoot produce and mount up a -:</p> <ol style="list-style-type: none"> 1 Contact sheet of the best from your photoshoot. 2 4/5 original show pieces – cropped and enhanced. 3 <u>Develop</u> and refine by re doing the photo shoot or improving on to improve your grade. 4 <u>Refine</u> by experimenting with a theme/s to develop your photographs by -: <ul style="list-style-type: none"> • Using Photoshop manipulations e.g layers, filters, tilt shift text.ect • Sew into • Burn/tear • Montage/collage • Use different papers/acetate to print onto etc. • Put images onto fabric/wood etc • Produce 3d pieces 	<p>Students will need to produce photoshoots off school site frequently. Parents can support by aiding students with 1.1 transport needs at weekends and after school.</p> <p>Students may wish to invest in makeup and costume during elements of the course parents can help by supporting this where possible and as required.</p>
Year 13 Term 2	Exam Set 1 st February	<p>Select 1 starting point from the AQA exam paper. You have 9/10 weeks to produce a personal response/portfolio of work and evidence. Exactly the same as has been done for your coursework portfolio.</p> <ol style="list-style-type: none"> 1 1.1 work with teacher ongoing 9/10 weeks. Complete 1.1 conversation logs and planning logs to be shared on google classroom. 	Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6 th form art and photography

		2 Plan and prepare resources and test pieces for final outcomes A04 – mount into your portfolio.	room/studio and dark room.
	Controlled Period 15 hours/3 days. <u>Date/s to be confirmed each year</u>	Produce Final Outcome/s in exam conditions in the department. 1 Invigilators will be present 2 Work in silence 3 Technical support will be available in terms of specialist glues, cutting tools, spray paint and wood/metal work joining. 4 You are able to use a camera/dark room/studio and printer. <u>You cannot use the internet</u> only Word and Photoshop.	Students will need to produce photoshoots off school site frequently. Parents can support by aiding students with 1.1 transport needs at weekends and after school. Students may wish to invest in makeup and costume during elements of the course parents can help by supporting this where possible and as required.

IMPACT:

Measures -:

- Examination results.
- Lesson Observations and learning walks
- Student opting for course from GCSE
- Student engagement and motivation
- 1.1 work conversation logs
- Use of google classroom to post work and extended learning
- Student career paths
- Evidence of high quality work produced
- Successful exhibition/s trips and visits
- Students involved in school/Buckingham initiatives
- Successful moderation report from examiner AQA.

Links to virtues -:

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- **Resilience** - Acceptance of both success and failure and realisation that they work together in art and design Both are needed to succeed and move forward.
- **Ambition** - show case good/exemplary practice in department and student work/achievements. Careers/course links /development at each ks3,4 and 5.
- **Confidence** – Students are engage to take more responsibility for their learning and planning in preparation for year 11, 6th form, exam period s and working life. Confidence is enhanced by praise and award for achievement.
- **Respect** - Art team set high standards in terms of class conduct, behaviour policy, respect and appreciation for their environment and others working in the department.
- **Empathy** – Students are taught to Value of each other's differences and the part everybody plays to reach a goal.