

KS5 Long Term Curriculum Plan: Photography Year 12

<p>Curriculum Aim: Students will develop their understanding of photography through the hands on experience of working in a darkroom and photographic studio setting. They will become confident in using their cameras, manipulating camera settings to create a range of photographic outcomes. Creating digital portfolios of evidence that can be used for future careers whilst developing understanding of the importance of composition both photographically and in the presentation of their own work. Students will actively engage in the creative process, developing technical understanding of a range of processes. They will be critical, reflective learners, who use understanding of context and the works of other practitioners to inform their own development. They will develop ideas through sustained investigations, developing language relevant to intentions. Students will work with a range of light sensitive media exploring a range of techniques and processes as well as understanding the purpose, intention and function of their work and the photographic genre.</p>
<p>Link to prior learning: Students who have studied Art, Craft and Design at GCSE will have a solid understanding of the fundamental elements especially compositional techniques and will be able to critically evaluate their own and others work. They will understand the importance of line, tonal range and how colour theory applies to their work/images. Some students may have experience of using simple darkroom studio lighting and may have produced photographic work as part of their experimentation of media and processes. Students who have only studied Art at KS3 will have an understanding of the fundamental elements of Art and will be able to apply these skills to Photography. Active participation is built into all lessons, through crits, sharing ideas, discussion and tutorials.</p>
<p>Rationale of sequencing: The initial three projects have been created to give students a solid foundation within photography starting with photography from its basic origins. The technical processes explored will give students the knowledge and understanding needed in order to be successful within these topics and all future units, as well as at university and within a professional photography career. Future units continue to build upon the skills learnt developing students critical language, analysis and photographic techniques, culminating in personalised units of study where students create digital sketchbooks and final outcomes that are used as a portfolio of evidence.</p>

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	Pinhole and Portrait photography.	<p>Develop knowledge and understanding of how an image is captured.</p> <p>Explore darkroom processes, developing understanding of how to bulk load film and print your own black and white images.</p> <p>Develop knowledge and understanding of camera setting and their effects on images.</p> <p>Develop critical awareness and understanding of their own and others photographic processes.</p>	Digital portfolio of evidence and final outcome.
Autumn 2	Portraiture continued and Macro	<p>Develop understanding of studio lighting, the effects these processes create and explore lighting relevant to students intentions.</p> <p>Develop understanding of the digital photography processes, and how to use cameras and explore the limitations of these resources.</p> <p>Develop a critical awareness of the importance of selecting and organising images/imagery looking at the world we live in based on close details and surface textures.</p> <p>Explore digital and physical manipulation processes, diversifying the visual</p>	Digital portfolio of evidence and final outcome.

		impact of our work.	
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Spring 1	Mock exam paper provided by Exam board	Explore a range of initial ideas related to the theme, looking critically at contextual sources to help aid inspiration and creative development. Develop initial ideas through further investigation exploring various forms of photographic processes both digital and physical. Continue to explore ideas to fully realise intentions, in preparation for exam. Review and refine ideas through critical analysis of own and others work.	Digital portfolio of evidence and final outcome.
Spring 2			
Summer 1			
Summer 2	Contextual studies.	Explore a diverse range of photographers, critically evaluating their work based on students own area of interest. Develop understanding of the contextual factors surrounding their chosen photographers work. Through students critical analysis, develop students own practice as photographers.	Digital portfolio of evidence and final outcome. The personal study is a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification; which will be completed in year 13.

Further Information

KS4 National Curriculum

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/397548/GCSE_subject_content_for_art_and_design.pdf Course specification

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Many tasks at A'level are individual and based around 1-1 tutorials with their teachers. Students who are the most successful lead their own learning and are facilitated with how to explore these ideas based on teacher feedback and group critiques. Art History will be covered in all terms, looking at the wide and varied History of Art, Craft, Design, Photography and Architecture, specifically focusing on analytical, historical and sociological aspects which influence artists / designers work.