

KS5 Long Term Curriculum Plan: Photography year 13

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| <p>Curriculum Aim: Students to continue to 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. Drawing methods such as pen or pencil on paper may enhance their development and understanding of photographic ideas, for example to plan shoots, analyse and deconstruct their own imagery, or record ways in which practitioners have used formal elements and visual language.</p> |
| <p>Link to prior learning: Students will have benefitted from deepening their understanding of photographic processes and techniques in year 12, as well as developing their use and application of subject specific terminology and the effects these have on visual imagery. These skills will continue to develop through further exploration and experimentation in year 13.</p> |
| <p>Rationale of sequencing: The knowledge and skills which have been embedded in year 12 are further enhanced through exploring professional practitioners in detail. Broadening understanding at this point, students are able to stretch and challenge their knowledge and skills through a personal focus/specialist photographic genre. Students will collate practical and contextual knowledge which will inform a piece of sustained writing within the GCE enabling students to be critical and reflective learners who understand the importance of constant re-evaluation. The final unit (Exam) is a celebration of their photographic development and forms 40% of the student's total mark. This unit encompasses all of the students learning and will demonstrate how much a student has learnt and developed across the entirety of the course.</p> |

| | Focus / Topic | Knowledge & Skills (from NC/Programmes of Study) | Assessment |
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| Autumn 1 and 2 | <p>Personal investigation Students to investigate a genre of photography or a group of photographers which will then in turn inform their own practice.</p> | <p>Continue to develop knowledge and understanding of photographic techniques and processes. Generate and develop ideas through researching primary and contextual sources. Record ideas relevant to intentions, critically evaluating their own and others work. Record practical and written observations, experimenting with a wide variety of media and processes including digital and lens based, exploring the characteristics of photography. To fully realise their intentions through outcomes that are informed by contextual and or other sources.</p> | <p>A minimum 1000 words of continuous prose, which may contain integrated images (12% of the total qualification). Digital sketchbook of supporting studies.</p> |

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| Spring 1 and 2 | Externally Set Assignment | <p>Students to develop ideas relevant to their intentions. Explore a range of photographic processes, experimenting both physically and digitally. Review and refine ideas relevant to intentions making links to contextual or other sources. Realise intentions through sustained focus.</p> | <p>15–hour period of sustained focus under examination conditions, where students will produce final outcome(s). Digital sketchbook of supporting studies</p> |
| Summer 1 and 2 | Externally set assignment continued and review and refine. | <p>Students will re-evaluate the quality of previous outcomes and reflect on present best, to develop outcomes. Students will continue to develop, experiment and record ideas so that all outcomes are fully realised.</p> | <p>Exhibition of all work produced.</p> |

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.