

A Level Art and Design - Photography

Curriculum Intent 2021-2022

Core aims of A Level Photography

In capturing moments of importance and beauty, photography helps people revisit memories in a way otherwise not possible. Simply put, photography grants people the ability to immortalize moments in time. It also helps us stay connected with our loved ones. In this way, photography proves more than just art – it's a modicum of teleportation. Studying photography will allow you to expand your skills as you immerse yourself in the subject whilst surrounded by peers with the same passion for imagery. You will gain confidence as a photographer, learn about all aspects of the medium and its pioneers all while building up a support network of like-minded people. The study of photography is a gateway to visual literacy, the potential outcomes are endless.

Photography will give you the breadth and depth of knowledge and skills to produce creative work and develop your understanding of the camera, whilst showing you ways to manipulate your images. You will develop your knowledge of image taking learning about: composition, aperture, ISO, shutter speed and the different effects that these have on images. As well as the challenging opportunities available with digital media, you will also learn about wet based photography in the dark room, exploring traditional print making such as: film, pinhole photography and producing photograms. This course will allow you to explore the works of your choice of photographers and inspire you to implement their styles of working into your own.

Over the 2 year course, you will go on a creative journey which will be led by yourself and supported by your teacher aiding your personal development, you will have creative freedom to produce what you would like as long as it links to the brief and mark scheme. This creative freedom to study artists of your choice will inspire and challenge you to achieve.

This course is split up into Component 1 and Component 2. Component 1 will start in year 12 and be completed in year 13. Component 2 will start and end in year 13. Component 1 consists of 2 portfolios with a supporting skills book; 'Journeys' and a Personal Investigation project, whilst Component 2 is set by AQA in the February of year 13.

This course will provide future preparation to creative subjects at Degree level, Art Foundation years as well as preparing you for a large number of fascinating and rewarding careers in the creative industry. If you decide that this pathway is not for you, the course provides life-long learning and transferable skills relevant to the study of photography. Decision making, digital understanding, communication, self-confidence, presentation, collaboration, self-analysis, research and marketing skills are all essential elements of future working practice and are imbedded in the foundation of photographic teaching.

Each year students display their work at Brine Leas School in an exhibition which we call 'The Summer Spectacular'. The show is open to the local community and is advertised in the local area each year. Students of all ages are encouraged to visit and explore the exhibition providing inspiration and motivation for future budding photographers and artists. Each year Tempest come into school to take professional

photographs of the year 7 and year 11 students, during this time photography students are taken with their teacher to experience the set up and structure of this event giving them an insight into future pathways.

Note: You do not have to own your own DSLR to complete this course, school have cameras that you can borrow to complete your work.

Trips and visits

Past Trips:

Past trips to Iceland (that run every other year) alongside the Geography department

Trip to Liverpool docks and Tate Museum

Assessment

Component 1: coursework element

60% of overall A Level

No time limit

96 marks

Students will be assessed against the 4 Assessment Objectives (AOs) set by the board, these are:

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

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.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Students will also have to produce a written element which accompanies their Component 1.

Component 2: exam element

40% of overall A Level

Preparatory period + 15 hour supervised time

96 marks

Students will again be assessed against the 4AOs listed above.

2022 cohort Covid-19 arrangements:

AQA have not currently released any adaptations to the Art and Design courses for the 2022 cohort. This means that currently all Components of the course must be completed by the students.

Please see website for internal assessment record.

Homework

Continuation of classwork
Experimenting with taught photography techniques in their own time
Taking photo shoots to support their classwork and component element

Clubs and/or intervention

Catch up clubs available as per the technology department timetable

Parental/Carer support

Deadlines can be accessible via Teams

Helpful sources of information

All teacher made resources and deadlines will be available to students on Teams

Connections to future pathways:

Direct links to careers:

Photographer, Commercial and Advertising Photographer, Corporate Photographer, Editorial and Press Photographer, Fashion Photographer, Fashion and Photographic Stylist, Fine Art Photographer, Wedding Photographer, Medical/Clinical Photographer, Estate Agency Photographer, Digital Imaging Specialist, Further Education Lecturer

Links to further education:

Photography, Art, Media, Graphics, Design, Fashion, Journalism

Year 12 Overview

Term	Knowledge	Assessment	Misconceptions	Representations	Connections to learning
Autumn 1 (Sep – Oct)	Big idea: Developing technical skills Rationale: Introduction to photography – learning how to use the camera and how to create technical and creative outcomes using both the camera and Adobe Photoshop. This will be lead via teacher workshops allowing students to build confidence in what will be a brand new subject to the majority.				

	<p>Introduction to course</p> <ul style="list-style-type: none"> ➤ Completion of bridging task and time to reflect on bridging tasks ➤ Working through past work and marking criteria 	<ul style="list-style-type: none"> ➤ Initial teacher assessment gaging prior knowledge of students 	<ul style="list-style-type: none"> ➤ How to use a camera in manual 	<ul style="list-style-type: none"> ➤ Showing students past A Level Photography folders to demonstrate what the course entails post bridging task alongside looking through the assessment criteria 	<ul style="list-style-type: none"> ➤ Some may have touched on Photography in high school, for others this maybe a completely new course. This allows for initial assessment and development
	<p>Skill based workshops</p> <ul style="list-style-type: none"> ➤ 6-8 weeks developing skill base. ➤ Students will complete workshops on the following topics to create a baseline knowledge of photography: ➤ Labelling a DSLR ➤ Viewpoint – alphabet task ➤ ISO ➤ Shutter speed ➤ Aperture ➤ Depth of field ➤ Composition rules ➤ How to analyse photography ➤ Zoom burst ➤ Panning ➤ Viewpoint ➤ Cutting in Photoshop ➤ Using the Clone Stamp in Photoshop ➤ Double exposure in Photoshop ➤ Painting with light ➤ Painting light onto objects ➤ Applying filters to the tank – paper as a diffuser, coloured filter 	<ul style="list-style-type: none"> ➤ Students will be assessed by the work they produce and present within their skills book and they will be given targets ➤ Students will receive verbal feedback ➤ Teacher led workshops will provide students with the skills to complete their own shoot for the given topic and this is what will be assessed as well as the students technical understanding 	<ul style="list-style-type: none"> ➤ Learning how to use a DSLR in manual is difficult and does take students longer to grasp. This skill is essential before moving forward onto the trickier techniques 	<ul style="list-style-type: none"> ➤ Demonstrating expectations through past student examples. ➤ Students should make notes through teacher led workshops. ➤ Using teacher targets to improve upon work. 	<p>The following skills will be gained from completing this workshop section of the course:</p> <ul style="list-style-type: none"> ➤ Analytical skills ➤ Creativity skills ➤ Lateral thinking ➤ Confidence building ➤ ICT/Media skills (Adobe Photoshop) ➤ Problem solving ➤ Presentational skills ➤ Dark room skills ➤ Camera skills

	<ul style="list-style-type: none"> ➤ Dropping fruit into water ➤ Balloon burst photography ➤ Setting up the studio ➤ Water droplet photography (as well as shooting through other mediums such as water droplets) ➤ Macro lens photography ➤ Grey ruler ➤ Photograms ➤ 35mm film ➤ Contact sheet with 35mm film ➤ Darkroom prints with 35mm film ➤ Digital pinhole ➤ Pinhole camera made from drinks can 				
Autumn 2 (Nov – end of Dec)	Big idea: Introduction to Component 1 (part A) Rationale: Introduction and beginning of component 1 ‘Journeys’				
	Introduction of Component 1 ‘Journeys’ <ul style="list-style-type: none"> ➤ Students will be shown past student examples and compare them against the marking criteria (AOs) 	Assessment Objectives: <ul style="list-style-type: none"> ➤ AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. 	<ul style="list-style-type: none"> ➤ Misconceptions about the idea of development (refinement is included) 	<ul style="list-style-type: none"> ➤ Past student work will be used to represent outcomes from this block of work 	<ul style="list-style-type: none"> ➤ Calling on knowledge of photography learnt from the first term, students will be able to see the level of work that has gone into example portfolios and use their existing knowledge of the mark scheme to grade the work accordingly

		<ul style="list-style-type: none"> ➤ 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. ➤ AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. 			
	<p>Begin Component 1</p> <p>‘Journeys’</p> <ul style="list-style-type: none"> ➤ Given brief ➤ Complete mood board of ideas and spider diagram of ideas ➤ Teacher lead work through artist – modelling outcomes 	<ul style="list-style-type: none"> ➤ Using AO1 research will be assessed ➤ First artist will be assessed using AO1-4 and teacher will provide targets 	<ul style="list-style-type: none"> ➤ Analysis tends to be difficult for most students – extra class on how to analyse 	<ul style="list-style-type: none"> ➤ Teacher lead modelling of first artist as well as in class presentations/’crits’ showcasing work completed and 	<ul style="list-style-type: none"> ➤ Calling on knowledge and skills books that were produced in the first term. This section of work is also preparing students to begin their component 1 study, giving them a

	and allowing students to touch upon knowledge gained in term 1	<ul style="list-style-type: none"> ➤ Students will receive verbal feedback ➤ Peer assessment of work using AOs 	<p>photography.</p> <ul style="list-style-type: none"> ➤ Photoshop refreshers also mostly required. 	assessing it against the AOs	clear model of how to achieve in Photography
Spring 1 (Jan – mid Feb)	<p>Big idea: Continuation of Component 1 (part A) Rationale: Continuation of component 1 ‘Journeys’ – artist 1 and 2</p>				
	<p>‘Journeys’ project:</p> <ul style="list-style-type: none"> ➤ Completion of artist 1-2 ➤ Can begin 3rd artist if complete early ➤ Corrections and improvements to artists ➤ Addition to skills book 	<ul style="list-style-type: none"> ➤ Artists will be teacher assessed using AO1-4 and teacher will provide targets ➤ Students will receive verbal feedback ➤ Peer assessment of work using AOs ➤ Class presentations/‘crits’ of work 	<ul style="list-style-type: none"> ➤ Students tend to struggle working independently 	<ul style="list-style-type: none"> ➤ Reminding students to constantly refer to the teacher led artist and example work that is provided for them in the shared area. ➤ Using ‘crits’ to peer assess work and therefore see where they need to improve their own practice. ➤ Using teacher targets to improve upon work. 	<ul style="list-style-type: none"> ➤ Calling on knowledge and skills books that were produced in the first half of the first term and artist knowledge gained in the second half of the first term
Spring 2 (End of Feb – beginning of April)	<p>Big idea: Continuation of Component 1 (part A) Rationale: Continuation of component 1 ‘Journeys’ – artist 3 and 4</p>				

	<p>‘Journeys’ project:</p> <ul style="list-style-type: none"> ➤ Completion of artist 3-4 ➤ Corrections and improvements to artists ➤ Addition to skills book 	<ul style="list-style-type: none"> ➤ Artists will be teacher assessed using AO1-4 and teacher will provide targets ➤ Students will receive verbal feedback ➤ Peer assessment of work using AOs ➤ Class presentations/‘crits’ of work 	<p>Reminders of certain photography techniques to the class (depending on artists selected by students)</p>	<ul style="list-style-type: none"> ➤ Reminding students to constantly refer to the teacher led artist and example work that is provided for them in the shared area. ➤ Using ‘crits’ to peer assess work and therefore see where they need to improve their own practice. ➤ Using teacher targets to improve upon work. 	<ul style="list-style-type: none"> ➤ Calling on knowledge and skills books that were produced in the first term as well as knowledge developed in the beginning of the second term
<p>Summer 1 (End of April - May)</p>	<p>Big idea: Completion of Component 1 (part A) Rationale: Completion of ‘Journeys’ project and skills book so far</p>				
	<p>‘Journeys’ project:</p> <ul style="list-style-type: none"> ➤ Students complete a final shoot based on their final idea for the project that is based on the artists that they have researched so far (they must link) ➤ Reminder of development and refinement section (AO3) – show class examples to support ➤ Completion of ‘Journeys’ project and skills book so far – students will submit both ‘Journeys’ and skills book work mid-May 	<ul style="list-style-type: none"> ➤ Artists will be teacher assessed using AO1-4 and teacher will provide targets ➤ Students will receive verbal feedback ➤ Peer assessment of work using AOs ➤ Class presentations/‘crits’ of work 	<ul style="list-style-type: none"> ➤ Guidance needed coming up with final concept to complete project 	<ul style="list-style-type: none"> ➤ Reminding students to constantly refer to the teacher led artist and example work that is provided for them in the shared area. ➤ Using ‘crits’ to peer assess work and therefore see where they need to improve their own practice. ➤ Using teacher targets to improve upon work. 	<ul style="list-style-type: none"> ➤ Calling on knowledge and skills books that were produced in the first term as well as knowledge developed in the beginning of the second term

Summer 2 (June – July)	Big idea: Introduction to Component 1 (part B) Rationale: Beginning Component 1 ‘Personal Project’				
	Introduction to Component 1 ‘personal project’ <ul style="list-style-type: none"> ➤ Students are to come up with a concept for their ‘personal project’ which links to the ‘Journeys’ project that they have already completed ➤ Begin research into the concept/idea 	<ul style="list-style-type: none"> ➤ Teacher will assess concept and whether the link is strong enough/clear enough ➤ Marking again AO1 for research 	<ul style="list-style-type: none"> ➤ Students find it difficult to come up with their own concept – we can support by giving students a list of ideas they could pick from if needed 	<ul style="list-style-type: none"> ➤ Showing past student examples to the class to model expectations 	<ul style="list-style-type: none"> ➤ This piece of work is set out and marked exactly the same as the ‘Journeys’ element of Component 1 that has been completed up until this point of the year

Year 13 Overview

Term	Knowledge	Assessment	Misconceptions	Representations	Connections to learning
Autumn 1 (Sep – Oct)	Big idea: Continuation of Component 1 (part B) Rationale: Continuation of ‘Personal Project’ which was started at the end of year 12 (Students may wish to improve their ‘Journeys’ project that they completed in Y12 alongside this block of work to improve their overall component 1 grade if they were not happy with their final outcome – this option is dependent on how the student is performing in Y13 and whether they are keeping on target with current workload)				

	<p>‘Personal project’:</p> <ul style="list-style-type: none"> ➤ Completion of artist 1-2 ➤ Can begin 3rd artist if complete early ➤ Corrections and improvements to artists ➤ Addition to skills book ➤ If students are not happy with their ‘Journeys’ outcome, students may improve their ‘Journeys’ folder alongside working on their new project to improve upon their grade 	<ul style="list-style-type: none"> ➤ Artists will be teacher assessed using AO1-4 and teacher will provide targets ➤ Students will receive verbal feedback ➤ Peer assessment of work using AOs ➤ Class presentations/‘crits’ of work 	<ul style="list-style-type: none"> ➤ Reminders of photography techniques as and when identified by teacher through assessment /glances 	<ul style="list-style-type: none"> ➤ Reminding students to constantly refer to the teacher led artist and example work that is provided for them in the shared area. ➤ Using ‘crits’ to peer assess work and therefore see where they need to improve their own practice. ➤ Using teacher targets to improve upon work. 	<ul style="list-style-type: none"> ➤ Calling on knowledge and skills that were gained in the first year or study
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<p>Autumn 2 (Nov – end of Dec)</p>	<p>Big idea: Continuation of Component 1 (part B) Rationale: Continuation of ‘Personal Project’ and AO3 emphasis (Students may wish to improve their ‘Journeys’ project that they completed in Y12 alongside this block of work to improve their overall component 1 grade if they were not happy with their final outcome – this option is dependent on how the student is performing in Y13 and whether they are keeping on target with current workload)</p>
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	<p>‘Personal project’:</p> <ul style="list-style-type: none"> ➤ Completion of artist 3-4 ➤ Corrections and improvements to artists ➤ Addition to skills book ➤ If students are not happy with their ‘Journeys’ outcome, students may improve their ‘Journeys’ folder alongside working on their new project to improve upon their grade 	<ul style="list-style-type: none"> ➤ Artists will be teacher assessed using AO1-4 and teacher will provide targets ➤ Students will receive verbal feedback ➤ Peer assessment of work using AOs ➤ Class presentations/‘crits’ of work 	<ul style="list-style-type: none"> ➤ Reminders of photography techniques as and when identified by teacher through assessment /glances 	<ul style="list-style-type: none"> ➤ Reminding students to constantly refer to the teacher led artist and example work that is provided for them in the shared area. ➤ Using ‘crits’ to peer assess work and therefore see where they need to improve their own practice. 	<ul style="list-style-type: none"> ➤ Calling on knowledge and skills that were gained in the first year or study
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				➤ Using teacher targets to improve upon work.	
	➤ Reminder of development and refinement (AO3), students may need to add to this section as this is an area that most do not complete in enough detail	<ul style="list-style-type: none"> ➤ Peer assessment of work using AOs ➤ Class presentations/'crits' of work ➤ Teacher set targets ➤ Students will receive verbal feedback 	➤ Constant reminders of this element through examples and teacher voiced reminder/targets	<ul style="list-style-type: none"> ➤ Reminding students to constantly refer to the teacher led artist and example work that is provided for them in the shared area. ➤ Using 'crits' to peer assess work and therefore see where they need to improve their own practice 	➤ Experimenting with different techniques which have been touched upon so far in the course
Spring 1 (Jan – mid Feb)	<p style="text-align: center;">Big idea: Completion of Component 1 (part B) including essay. Introduction and start of Component 2</p> <p style="text-align: center;">Rationale: Completion of component 1 essay</p> <p style="text-align: center;">Completion of 'personal project' and hand in of all component 1 elements for deadline early Jan</p> <p style="text-align: center;">Last chance to improve final grade for component 1 (60% of final grade) deadline end of Jan</p> <p>Start of component 2 (exam element) released on the 1st February by AQA (40% of overall grade) – research and artist ½</p> <p>Introduction to Component 2: Students will be supplied with a list of tasks set for Y13's, these will be set each year by AQA. Students will have until the *end of May/early June to complete their NEA design task. They will sit a practical exam which will be taken (usually) after Easter and will last 15 hours. They will work autonomously following the same structure as the previous projects. This should include: research, understanding through interpretation, skill development, initial ideas and final piece development. All work should be critically analysed.</p> <p style="text-align: center;">*Please note final hand-in and exam dates vary and can change year to year</p>				

	<p>‘Personal project’:</p> <ul style="list-style-type: none"> ➤ Completion of final idea for project which must link to artist studied in project – therefore completing the project ➤ Completion of component 1 essay ➤ Addition to skills book ➤ Completion of ‘personal project’ and skills book – students will submit all component 1 elements (including improved ‘Journeys’) at the beginning of January ➤ Completion of teacher given targets to improve overall component 1 grade ➤ Final hand in for all component 1 elements end of January 	<p>➤ Component 1 work will be teacher assessed using AO1-4, this will then produce a mark which will equate to a predicted grade for the Component 1 element of the course (60% of final grade). Teacher will set targets for students to be getting on with during the rest of the January month ready for the final hand in at the end of January.</p>	<ul style="list-style-type: none"> ➤ Guidance needed coming up with final concept to complete project. ➤ Essay structures given to students to help structure their written element. 	<ul style="list-style-type: none"> ➤ Reminding students to constantly refer to the teacher led artist and example work that is provided for them in the shared area. ➤ Using teacher targets to improve upon work. ➤ Essay structures and examples given. 	<ul style="list-style-type: none"> ➤ Calling on knowledge and skills books that were produced in the first term as well as knowledge developed so far in the second year
	<p>Component 2:</p> <ul style="list-style-type: none"> ➤ 1st February – component 2 questions are released by AQA ➤ Complete research into component 2 questions and identify which question best suits them and their skills set ➤ Begin detailed research into the chosen question ➤ Complete artist 1 	<ul style="list-style-type: none"> ➤ Artist work will be assessed in the same way as the component 1 element (using AO1-4) ➤ Students will receive verbal feedback ➤ Students will receive teacher targets 	<ul style="list-style-type: none"> ➤ Guide through component 2 questions with class. Artist ideas to study. 	<ul style="list-style-type: none"> ➤ Reminding students to constantly refer to the component 2 example work that is provided for them in the shared area. ➤ Ensure that students complete targets given to 	<ul style="list-style-type: none"> ➤ Calling on all knowledge and skills that have been learnt so far in the course

		➤ Showcasing student work to model success		improve upon work.	
Spring 2 (End of Feb – beginning of April)	Big idea: Continuation of Component 2 Rationale: Continuation of component 2 – artist 2-4 in preparation for 15 hour exam				
	Component 2: ➤ Complete artist 2-4 ➤ Ensure AO3 ➤ Once artist and targets are completed students must plan what they aim to complete within their 15 hour controlled exam	➤ Artist work will be assessed in the same way as the component 1 element (using AO1-4) ➤ Students will receive teacher targets ➤ Students will receive verbal feedback ➤ Showcasing student work to model success	➤ Ensure AO3 criteria is clear and detailed enough in portfolios. ➤ Remind/reteach students of common misconceptions discovered by class teacher from glances in the classroom or from marking a set of work. ➤ Help guide students	➤ Reminding students to constantly refer to the component 2 example work that is provided for them in the shared area. ➤ Ensure that students complete targets given to improve upon work.	➤ Calling on all knowledge and skills that have been learnt so far in the course

			through planning their 15 hour exam and show them how they can display their planning in their portfolio.		
Summer 1 (End of April - May)	Big idea: Continuation of Component 2 and preparation for 15 hour controlled exam Rationale: Component 2 – 15 hour controlled exam Component 2 final deadline Exam moderation preparation				
	Component 2: ➤ Last minute preparations before the exam Completion of the 15 hour exam Hand in of completed component 2 work post exam	-	➤ Help guide students through planning their 15 hour exam if they haven't already done so.	-	-
	Post exam: ➤ Begin preparations for the display of photography work ready for the arrival of the moderator. Students will print and mount their component 1 and 2 work ready to attach to their board for display	-	-	-	-

<p>Summer 2 (June – July)</p>	<p>Big idea: Preparation for the moderator Rationale: Exam moderation preparation and completion</p>				
	<p>Post exam:</p> <ul style="list-style-type: none"> ➤ Complete preparations for the display of photography work ready for the arrival of the moderator. Students will print and mount their component 1 and 2 work and clearly attach it to their display board. 				