

Subject: Photography

Year: A LEVEL

YEAR 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content <u>Knowledge Prior / recall/ taught</u>	Focus - Pattern and Detail. Exploring different composition techniques. Photograms, toners, aperture and depth of field, viewpoints and cropping.	Continuing with pattern and detail. ISO and shutter speed, chemigrams, lighting and exposure, digital negatives.	Develop ideas for a final outcome/s. Consolidate their ideas and communicate their thinking to others through their final piece. Begin Journey and Experiences unit 2.	Journey and experiences - Exploring more photographic techniques - studio lighting, weaving, photoshop, black and white photography and Gesso. Building on previous skills, gaining more understanding of the constraints of the media.	Continue to develop skills in a range of media/ Techniques, producing a sketchbook of experimentation, ideas, artists and photographers work and annotations. Produce a final outcome that realises intentions.	Begin final project for coursework - 'Creative Investigation'. Students select their own theme and develop ideas appropriate to their intentions.
Skills Recall of knowledge and skills will be interleaved throughout the SOW	Learning and developing skills in a range of photography techniques. Health and safety	Continuing to develop knowledge of photography and photographers. Practicing using different methods and techniques. Health and safety	Planning, selecting, composition, layout, viewpoints, cropping, rule of thirds. Health and safety	Students revisit a number of photographic techniques as well as new ones - building on prior knowledge and skills, linking work to the artists/ photographers that they have studied. Health and safety	Building on prior knowledge skills learnt in previous projects, full experimentation of media, processes and techniques. Health and safety	Realise intentions, Health and safety
Key Questions	How have you applied different photographic techniques to recreate pattern and detail in your work?	How have you applied different photographic techniques to recreate pattern and detail in your work?	How does your work show inspiration from the photographers that you have studied?	How can you make progress? What techniques will you develop?	What do you need to do to show that you have fully experimented ?	What have you learnt about selecting materials that are appropriate to your intentions?
Assessment	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.
Literacy/numeracy/SMSC/Character	Measuring chemicals accurately, timings for exposure, Planning out	Measuring chemicals accurately, timings for exposure, Composition and	Scaling up, zooming in, Composition arranging of objects ensuring balance within	Composition and dividing of pages, foreground, middle ground and background, rule of thirds.	Planning out pages - Composition and dividing of pages Art vocabulary used through	composition and planning out pages. Art vocabulary used through discussion,

	pages - Composition and dividing of pages to ensure that they are aesthetically pleasing. Art vocabulary used through discussion, critique sessions and written work.	dividing of pages Art vocabulary used through discussion, critique sessions, questioning and written work.	their work. Rule of thirds explained. Art vocabulary used through discussion, critique sessions, questioning and written work.	Art vocabulary used through discussion, critique sessions, questioning and written work.	discussion, critique sessions, questioning and written work.	critique sessions, questioning and written work.
Enrichment opportunities and futures	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Gallery visits written into homework tasks	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Students are prompted to visit galleries and museums.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Students are prompted to visit galleries and museums.
Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Continuing with 'Creative Investigation' Students to study a range of photographers and photography practices, building on prior knowledge. Responding and thinking critically about the work of others.	Continuing to develop independent work, developing fluent ideas, thorough experimentation of media. Produce a final piece in response to their preparatory work.	Externally set assignment - this project is set by the exam board. Students use their prior knowledge of photography and photography practice to independently develop their ideas.	ESA preparatory work and final timed test - 15 hours. Students continue to develop their ideas in their sketchbook and produce a final outcome in a 15 hour timed test.	15 hour timed test	
Knowledge:						
Skills	Full experimentation pushing media to its limits - burning, stitching, gesso, surface manipulation, developing knowledge and skills through practicing and independent research. Flipped learning.	Greater understanding about how to link photographer's work and develop their own ideas that are innovative.	Using skills in sequential development and knowing that one thing informs the next. Ability to refine as work progresses, producing skillful, fluent, outcomes in a range of media.	Time to draw on all of the prior knowledge and skills learnt throughout the A Level course. Realising intentions and taking risks.	Learning skills in refining, sometimes the smallest of tweaks can make all the difference.	
Recall of knowledge and skills will be interleaved throughout the SOW						
Key Question	What aspects of photography are you most interested in and why?	How will you develop your idea to create an innovative piece of work, whilst still showing inspiration from a photographer/s?	What message are you trying to portray in your photography?	What subject matter and or media do you feel most proficient in? What form will your photography take?	Have you been successful? How do you know?	

Assessment	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	
Literacy/numeracy/SMSC/Character	Planning out pages - Composition and dividing of pages to ensure that they are aesthetically pleasing. Art vocabulary used through discussion, critique sessions and written work.	Composition and dividing of pages Art vocabulary used through discussion, questioning and written work.	Composition and dividing of pages, foreground, middle ground and background, rule of thirds. Art vocabulary used through discussion, questioning and written work.	Composition and dividing of pages Art vocabulary used through discussion, questioning and written work.	Scaling up, zooming in, Composition arranging of objects ensuring balance within their work. Rule of thirds explained again.. Art vocabulary used through discussion, questioning and written work.	
Enrichment opportunities and futures	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Gallery visits written into homework tasks	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period. Students are prompted to visit galleries and museums.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period.	A Level catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch, after school or during a study period.	