

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
10	<p>Content STILL LIFE Introduction to Photography course Camera basics - Focus on photographer - Edward Weston Introduction to formal elements in Photography Presentation techniques At least 2 shoots including introduction to course and camera, formal elements and Weston Selective Colour Colour replacement</p>	<p>Content TRICK PHOTOGRAPHY Levitation - Sam Taylor Wood Developing photoshop skills Introduction to creativity, humour, and surrealism in photography At least 1 shoot including 1 camera trick technique and levitation</p>	<p>Content TRICK PHOTOGRAPHY Multiplicity - Introduction to multiplicity photography. Research a Multiplicity photographer. Developing photoshop skills. Complete at least 1 shoot.</p>	<p>Content PORTRAITS David Bailey Photomanipulation Developing personalised photographer research - prompts and photographers suggested where needed Lighting techniques</p>	<p>Content PORTRAITS choice Wes Naman Introduction to HDR Developing personalised photographer research - prompts and photographers suggested where needed Lighting techniques or John Rankin Developing an advanced and personalised final piece idea Detailed final piece planning Personalised final shoot development</p>	<p>Content PORTRAITS Final shoot Required to research and select their own artists linked to the theme. Plan a shoot, create a contact sheet x 20 photographs minimum, select best photographs, create three edits and a comparison slide.</p>
	<p>Skill development camera setup compositional skills Editing process Basic photoshop tools and techniques</p>	<p>Skill development Editing process Basic photoshop tools and techniques</p>	<p>Skill development Developing more advanced layering and masking using multiples;</p>	<p>Skill development Camera studio set ups flash techniques editing process</p>	<p>Skill development Developing more advanced layering and masking using multiples; Using colour selection tools; Applying concepts, layering and masking hybrids);</p>	<p>Skill development Developing advanced final idea (rather than a single image/series of images); Using a combination of artists and personal sources so create an individual response;</p>
	<p>Assessment Basic camera functions; Basic research/analysis skills; Basic presentation; Basic photoshoot planning; Colour adjustment editing (KEY ASSESSMENT)</p>	<p>Assessment AO2 focus - Manipulation and image development Assessment of technical ability and students eye for photo manipulation</p>	<p>Assessment Full project assessment for Trick Photography (KEY ASSESSMENT)</p>	<p>Assessment AO2 focus - Manipulation and image development Assessment of technical ability and photo manipulation</p>	<p>Assessment AO4 focus - Final image development and presentation AO2 focus - Manipulating images Assessment of ability to use studio equipment to create mood lighting</p>	<p>Assessment Photography skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others. Photoshop skills. (KEY ASSESSMENT)</p>
11	<p>Content Abstract & Minimal Students given suggested starting points but will be required to research and select their own artists linked to the theme. Plan a shoot, create a contact sheet x 20 photographs minimum, select best photographs, create three edits and a comparison slide.</p>	<p>Content Final coursework presentation and refinement Students should select and present the best work from all coursework projects. Icing on the cake!</p>	<p>Content Exam preparation Students are given an exam paper with several suggested starting points from the exam board but will be required to research and select their own artists linked to the theme. XThree Plan a shoot, create a contact sheet x 20 photographs minimum, select best photographs, create three edits and a comparison slide. Final shoot</p>	<p>Content Exam Presentation Students continue to work on their exam prep. Complete a 10 hour exam.</p>		
	<p>Skill development</p>	<p>Skill development</p>	<p>Skill development</p>	<p>Skill development</p>		

	Developing advanced final idea (rather than a single image/series of images); Using a combination of artists and personal sources so create an individual response;	Selection and refinement according to AOs; Refining rather than building projects;	Developing advanced final idea (rather than a single image/series of images); Using a combination of artists and personal sources so create an individual response;	Developing advanced final idea (rather than a single image/series of images); Using a combination of artists and personal sources so create an individual response;		
	Assessment AO4 focus - Final idea development and presentation Full project assessment for Portraits project Wholistic assessment of all projects so far according to course spec	Assessment AO1 -4 Holistic assessment of entire Unit 1 (c/w)	Assessment Photography skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others. Photoshop skills.	Assessment Internally marked and externally moderated using the marking criteria. This component is marked out of 96 marks and contributes 40% to the overall grade.		
12 A Level	<p>Content An introduction: What is photography?</p> <p>1. What is photography? - Exploring students' existing knowledge of and taste in photographic images Initial critiques and photoshoots for presentation knowledge</p> <p>Practical Skills Workshops P.1 FOOD</p> <p>1. Introduction to basic camera techniques and formal/visual elements - composition, line, contrast, perspective, pattern, movement, scale, colour, lighting.</p>	<p>Content Practical Skills Workshops P.2 Abstract Forms simplification and manipulation</p> <p>1. Abstract forms- Exploring manipulation of light and paper with Francis Bruguière, Jaroslav Rössler and others. Students explore the creation of aesthetic / subjective / expressive effects with simple materials and experiment with the manipulation of light and other formal elements - line, pattern, texture, focus etc.</p>	<p>Content Mini PPE Project: Social Documentary</p> <p>1. Compressed project to allow self direction of subject matter in preparation for component 1 Personal investigation and component 2 Externally set task</p> <p>They should consider issues such as:</p> <ol style="list-style-type: none"> 1. What types of subject matter or genres interest me? 2. What kind of photographer am I? 3. What types of photographic technology am I interested in using? 4. Where do I get good ideas for photographic projects from? 5. What resources/support do I need to generate a successful Personal Investigation? 	<p>Content cont.... Mini PPE Project: Social Documentary/Still Life</p> <p>1. What is a Photobook? Students to use the creation of a possible photobook as conclusion</p> <p>Personal Investigation</p> <ol style="list-style-type: none"> 1. Students reflect on their interests and practice in response to the Mini PPE project and begin their Personal Investigations. 2. Students to consider issues such as: <ul style="list-style-type: none"> • What types of subject matter or genres interest me? • What kind of Photographer am I? • What types of materials and media am I interested in using? • Where do I get good ideas for art projects from? • What resources/support do I need to generate a successful Personal Investigation? 3. In addition, prompt and provoke concepts using the following resource associated with each of the Threshold Concepts. 	<p>Content cont.... Personal Investigation</p> <ol style="list-style-type: none"> 1. Creation of body of work for Portfolio for Personal Investigation. 2. Produce: <ul style="list-style-type: none"> • Developmental shoots • Experimental work • Editing • On-going critical evaluation of own work • Critical exploration of photography/Art history and others work 	<p>Content cont.... Personal Investigation</p> <p>Creation of body of work for Portfolio for Personal Investigation. Produce:</p> <ul style="list-style-type: none"> • Developmental shoots • Experimental work • Editing • On-going critical evaluation of own work • Critical exploration of photography/Art history and others work <p>3. Introduction for written Related study. The related study should consist of a guided minimum of 1000 words of extended written response.</p>
	<p>Skill development PHOTOGRAPHIC</p> <ul style="list-style-type: none"> • Use manual and digital cameras and other image capturing devices e.g. handheld devices • Conduct strategic research, using a range of primary and secondary sources - books, galleries, cameras, Internet etc. - in order to develop critical 	<p>Skill development PHOTOGRAPHIC</p> <ul style="list-style-type: none"> • The Camera - Framing, studio lighting, aperture settings. Photoshop - Colour balance, Levels • Develop and employ appropriate subject specific vocabulary. Use this vocabulary to articulate in speech and in writing critical understanding. 	<p>Skill development PHOTOGRAPHIC</p> <ul style="list-style-type: none"> • Document learning imaginatively using appropriate forms E.g. Website, blog, book, etc. • Formats - Diptychs, photobooks etc <p>COLLABORATIVE</p> <ul style="list-style-type: none"> • Giving & receiving feedback about each other's work and using 	<p>Skill development PHOTOGRAPHIC</p> <ul style="list-style-type: none"> • Conduct strategic research, using a range of primary and secondary sources - books, galleries, cameras, Internet etc. - in order to develop critical understanding of photography. <p>PERSISTENT</p> <ul style="list-style-type: none"> • Sticking with difficulty by embracing risk, chance and failure as an important part of the process. • Daring to be different in pursuing an 	<p>Skill development PHOTOGRAPHIC</p> <ul style="list-style-type: none"> • Conduct strategic research, using a range of primary and secondary sources - books, galleries, cameras, Internet etc. - in order to develop critical understanding of context and relevance to chosen theme • Understanding and the use of pictorial space and 	<p>Skill development PHOTOGRAPHIC</p> <ul style="list-style-type: none"> • Mastery and application of techniques appropriate to the chosen work and direction relevant to intentions • Further development of appropriate subject specific vocabulary. Using this vocabulary to articulate in writing/verbalizing critical and contextual understanding.

	<p>understanding of photography.</p> <p>INQUISITIVE</p> <ul style="list-style-type: none"> • Wondering & questioning about the nature of photography. 	<p>INQUISITIVE</p> <ul style="list-style-type: none"> • Exploring & investigating the history of photography. • Challenging assumptions about photographic images and the role of the artist/photographer. 	<p>this to develop more sophisticated responses.</p> <ul style="list-style-type: none"> • Sharing the 'product' with each other and with an authentic audience beyond the classroom. 	<p>authentic process of enquiry and in the creation of personal and meaningful works of art.</p>	<p>real space, composition, rhythm, scale and structure in Photography</p>	
	<p>Assessment Review 1</p> <p>Photography skills, presentation of work, and reflecting critically on work and progress.</p> <p>Baseline grade</p> <p>*All gradings given against assessment criteria Ao1, Ao2 & Ao3</p>	<p>Assessment Review 2</p> <p>Photography skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others. Photoshop skills</p> <p>Overall workshop grade</p> <p>*All gradings given against assessment criteria Ao1, Ao2 & Ao3</p>	<p>Assessment Review 3</p> <p>Photography skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others</p> <p>Progress grade</p> <p>*All gradings given against assessment criteria Ao1, Ao2 & Ao3</p>	<p>Assessment Review 4</p> <p>Photography skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others</p> <p>Overall PPE grade</p> <p>*All gradings given against assessment criteria Ao1, Ao2, Ao3 & Ao4</p>	<p>Assessment Review 5</p> <p>Photography skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others</p> <p>Component 1. progression grade</p> <p>*All gradings given against assessment criteria Ao1, Ao2 & Ao3</p>	<p>Assessment</p> <p>Photography skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others. Including related study</p> <p>Component 1 progression grade</p> <p>*All gradings given against assessment criteria Ao1, Ao2 & Ao3</p>
13	<p>Content cont...Personal investigation</p> <ul style="list-style-type: none"> • Refine and develop ideas for final outcomes / resolution of ideas. • Decide on final format for Related study. 	<p>Content cont...Personal investigation</p> <ul style="list-style-type: none"> • Complete personal investigation - portfolio and related study. Develop and refine final pieces of work. Complete Related Study. • Select work to be submitted for assessment. • 	<p>Content External set task (from Feb 1st) release of paper.</p> <ul style="list-style-type: none"> • Developmental and preparatory work for individual chosen theme for externally set task. 	<p>Content External set task</p> <ul style="list-style-type: none"> • Complete external task - portfolio. Develop and refine final pieces of work. • Select work to be submitted for assessment. 		
	<p>Skill development Artistic</p> <ul style="list-style-type: none"> • Undertaking critical analysis to ascertain and discuss appropriate historical, social and political contexts for written Related study 	<p>Skill development Artistic</p> <ul style="list-style-type: none"> • Application of knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of own and others' evaluations 	<p>Skill development Artistic</p> <ul style="list-style-type: none"> • Use of knowledge and understanding of the work of others to develop and extend thinking and inform own work • Generation and exploration of potential lines of enquiry using appropriate media and techniques 	<p>Skill development Artistic</p> <ul style="list-style-type: none"> • Organising, selecting and communicating ideas, solutions and responses, and presenting them in a range of visual, tactile and/or sensory forms. 		
	<p>Assessment Review 1</p> <p>Photography skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others. Photoshop skills</p>	<p>Assessment Review 2</p> <p>Internally marked and externally moderated using the marking criteria. This component is marked out of 120 marks and contributes 60% to the overall grade. Including Related study</p>	<p>Assessment Review 3</p> <p>Photography skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others. Photoshop skills</p>	<p>Assessment Review 4</p> <p>Internally marked and externally moderated using the marking criteria. This component is marked out of 80 marks and contributes 40% to the overall grade. Deadline for marks 31st May</p>	<p>Assessment</p>	

	Including related study Component 1. progression grade *All gradings given against assessment criteria Ao1, Ao2, Ao3 & Ao4	Deadline for marks 31st May Component 1. Final grade *All gradings given against assessment criteria Ao1, Ao2, Ao3 & Ao4	Component 2. progression grade *All gradings given against assessment criteria Ao1, Ao2 & Ao3	Component 2. Final grade *All gradings given against assessment criteria Ao1, Ao2, Ao3 & Ao4		
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