

Key Stage 5: Year 12 Photography

Overall Curriculum Goals

to develop practical and theoretical knowledge and understanding of:

relevant materials, processes, technologies and resources
 how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
 how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts
 continuity and change in different genres, styles and traditions
 a working vocabulary and specialist terminology.

Courses based on these specifications must require students to develop the skills to:

record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information
 explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements
 use knowledge and understanding of the work of others to develop and extend thinking and inform own work
 generate and explore potential lines of enquiry using appropriate media and techniques
 apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations
 organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.

Students can work entirely in digital media or entirely in non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Training Unit Aperture- Portraiture Lighting Shutter Speed Long Exposure Levitation Technique Multiplicity Ghost Effect Composition/ Leading Lines/Rule of 3rds/Symmetry etc HW	Training Unit Double Exposure Digital Collage Light Trails Air Brush High Pass Technique Joiners	Mini Project From a choice of previous exam themes. Student designed content from suggested inspiration materials. Researching appropriate artists. Analysing artworks through visual and written means. Producing observations in the form of drawings, paintings, photography or by any other appropriate means.	Mini Project From a choice of previous exam themes. Experiment with and selecting appropriate materials, reviewing and refining ideas before completing a conclusive piece. Developing ideas and themes for The Personal Investigation	The Personal Investigation (coursework) Develop a project title and theme. Research around the theme. Collect artists, ideas and imagery Work on analytical responses to the research in sketchbooks and by producing large scale work.	The Personal Investigation (coursework) Collecting primary sources to inspire further development of ideas in response to research phase. Develop observation work around this imagery. Developing a personal visual language to convey the meaning of the project to reflect on work in progress.
Key Vocabulary/Concepts/Ideas Investigate and analyse, record, develop, observe, accuracy. Manipulate, record, illustrate.	Key Vocabulary/Concepts/Ideas Investigate and analyse, record, develop, observe, accuracy. Manipulate, record, illustrate.	Key Vocabulary/Concepts/Ideas Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	Key Vocabulary/Concepts/Ideas Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other element	Key Vocabulary/Concepts/Ideas Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	Key Vocabulary/Concepts/Ideas Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

CIAG

Through the very nature of the projects in Fine Art, pupils are exposed to a wide range of artists, craftspeople and designers which gives opportunities to discuss career options within the creative industries. WE also have strong links with Oldham College Foundation Course and given the number of past pupils on creative degree pathways we try to include them in our CIAG by sharing creative social media platforms or having them in to run workshops relating to their specialism when possible.

Key Stage 5: Year 13 -Photography

Overall Curriculum Goals

Knowledge and Understanding: Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. Students must develop the knowledge and understanding as specified below through sustained practical application of skills to realise personal intentions. Students must learn how sources inspire the development of ideas. For example, drawing on: • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>The Personal Investigation (coursework)</p> <p>Developing ideas through experimentation with materials, processes, concepts. Use of SCAMPER tool to explore the widest range of possible outcomes. Reviewing and refining work in progress.</p>	<p>The Personal Investigation (coursework)</p> <p>Developing conclusive piece or pieces of students' own design.</p>	<p>THE EXTERNALLY SET TASK</p> <p>Select a title and theme from those provided by the board. Research around the theme. Collect artists, ideas and imagery Work on analytical responses to the research in sketchbooks and by producing large scale work. Collecting primary sources to inspire further development of ideas in response to research phase.</p>	<p>THE EXTERNALLY SET TASK</p> <p>Developing observation work around primary sources imagery. Developing a personal visual language to convey the meaning of the project to reflect on work in progress.</p>	<p>THE EXTERNALLY SET TASK</p> <p>Planning, reviewing and refining work towards a conclusion. INCLUDING THE TIMED PIECE.</p>	
<p>Key Vocabulary/Concepts/Ideas</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p>	<p>Key Vocabulary/Concepts/Ideas</p> <p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other element</p>	<p>Key Vocabulary/Concepts/Ideas</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p>	<p>Key Vocabulary/Concepts/Ideas</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p>	<p>Key Vocabulary/Concepts/Ideas</p> <p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other element</p>	

CIAG					
<p>Through the very nature of the projects in Fine Art, pupils are exposed to a wide range of artists, craftspeople and designers which gives opportunities to discuss career options within the creative industries. WE also have strong links with Oldham College Foundation Course and Salford University and given the number of past pupils on creative degree pathways we try to include them in our CIAG by sharing creative social media platforms or having them in to run workshops relating to their specialism when possible.</p>					