

# Curriculum Intent and Implementation 2021-22

Subject: **AQA GCSE Level Art (Photography)**

Year group: 12 and 13 –

(8 periods a fortnight)

## **INTENT:**

### **Aims of the Curriculum - :**

Students are introduced to a variety of experiences that explore a range of fine art media, processes and techniques. They should be made aware of both traditional and new media.

Students explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students use sketchbooks/workbooks/journals to underpin their work where appropriate.

Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This is integral to the investigating and making processes. Students' responses to these examples are shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Students are be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They are made aware of the importance of process as well as product.

### **Students know/understand/and are able to -;**

Students show knowledge and understanding of:

How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within Fine art

- - Historical and contemporary developments and different styles and genres
- - How images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- - Continuity and change in different styles, genres and traditions relevant to Fine art
- - A working vocabulary and specialist terminology that is relevant to their chosen area(s) of Fine art.
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### **Students achieve through this curriculum and learn how to -:**

Achieve an A level grade – E to A\* in Photography.

Students are required to work in **one or more** area(s) of Photography, such as those listed below. They may explore overlapping areas and combinations of areas:

Portraiture, landscape photography (working from the urban, rural and/or coastal environment), still life photography (working from objects or from the natural world), documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation, moving image (video, film, animation).

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## How students address the school Virtues - :

### IMPLEMENTATION: Year 12

| Term                    | Topics studied<br>Add dates and any assessments included | Extended learning opportunities (homework, controlled assessments, field work, trips etc.) | How parents could support students   |
|-------------------------|--|--|--|
| see Curriculum Overview | See Curriculum Overview                                  | See curriculum Overview  | <b>Purchase of Photography pack and equipment</b><br><b>Purchase DSLR camera</b><br><b>Purchase a film camera</b><br><b>Support with lifts and travel to locations of interest</b><br><b>Support student good attendance</b><br><b>Support by attending parents evening and exhibitions.</b> |

## Curriculum Overview

### A Level Photography: Lens and Light Based Media 2019-20

Year group: 12 and 13 A level Photography

Subject (include exam board if examination subject): AQA Lens and Light Based Media (Photography)

Periods per fortnight: 8

| Term               | Topics studied<br><b>Human Form and Nature</b>                            | Extended learning opportunities (homework, controlled assessments, field work, trips etc.)  | How parents could support students   |
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| Autumn Half Term 1 | <b>Initial Assessment tests -:<br/>What Is Photography?</b>               | (Research the science and definitions 2/3 paragraphs only)<br>Research different types of cameras including a photograph of each.<br>How does the SLR Camera work?  | Students will need resources for the course in terms of a school photography pack available via parent mail.   |
|                    | <b>Early Photographers</b>  | A few paragraphs and pictures about the early pioneers of Photography – <ul style="list-style-type: none"> <li>● Sir David Brewster,</li> <li>● William Fox Talbot,</li> <li>● Louise Daguerre</li> <li>● Joseph Niepce.</li> </ul>   | Students will need a DSLR camera with removable lens.<br><br>Film camera – optional however, these can be bought fairly cheaply second hand.   |
|                    | <b>The Camera Lucida and Pinhole Camera.</b>                              | Research these two early cameras including the history and diagrams/picture of what the camera looks like and how it operates.  | Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6 <sup>th</sup> form art and photography room/studio and dark room. |
|                    | <b>Apertures</b><br>Your own aperture pictures x 6 – people/nature themed | Apertures<br>Explain what they are and how they work - (Use diagrams)<br>Take between 4-6 photographs that show the use of different apertures and depth of field.<br><u>(You must use people in your aperture photos).</u><br><b><u>Print you picture on photographic paper A5 size.</u></b> |  |

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|                                  | <p><b>Shutter Speed</b></p> <p>Your own slow to fast shutter picture x 6 – people/nature themed</p>                           | <p>Shutter Speed</p> <p>Explain what they are and how they work.</p> <p>Take between 4-6 photographs that show the use of different shutter speeds from fast to slow. <u>(You must use people in your aperture photos).</u></p> <p><b><u>Print you picture on photographic paper A5 size.</u></b></p>  |   |
|                                  | <p><b>Light drawing</b></p> <p>Your own light drawings x5</p>   | <p>Take 3 – 4 light drawing pictures in the dark room or studio using a slow shutter speeds.</p> <p>Use different sources of light. Write words and draw pictures.</p> <p>(Again make these people/nature themed – words, eye shape, hand shapes ect;</p> <p><b><u>Print you picture on photographic paper A5 size.</u></b></p>  |   |
|                                  | <p><b>Film Speed /ISO/White Balance and RAW</b></p>   | <p>ISO/raw and white balance Information page with diagrams.</p> <p>What is it how does it work?</p> <p>Practice using these variables alongside the camera aperture and shutter.</p>  |   |
|                                  | <p><b>The Pin Hole Camera</b></p> <p>Own Pinhole Photographs</p>  | <p>How is it operated, how does it work?</p> <p>Where is the shutter and aperture?</p> <p>Diagram and/or photo of a pinhole camera and how to make one. You can make your own.</p> <ul style="list-style-type: none"> <li>• 4 photos taken on a pinhole camera showing 4 different apertures. <b>(Use People)</b></li> </ul> <p>You must annotate the timings and size of aperture clearly in your portfolios.</p> <ul style="list-style-type: none"> <li>• Change your pin hole pictures form positive to negative on the enlarger.</li> </ul> <p>Mount all 8 pin hole pictures up side by side and annotate.</p> |   |
|                                  | <p><b>Rayographs/ Monographs/ pictograms</b></p> <p>Man ray<br/>Christian Schad<br/>Ana Atkins</p> <p>Your own Monographs</p> | <p>I paragraph of information on Man Ray/ Christian Schad/Ana Atkins. Including pictures of their work. (select/find your own Rayograph/Monograph photographer for a higher grade)</p> <p>Rayographs/ pictograms what are they?</p> <p><b>Produce 6 good examples of your own monographs</b> on the enlarger in the dark room. Try to complete these people themed where possible, jewellery, adornment, belt buckles, laces, hands, glasses, watches, lace, etc; . Use transparent /opaque items/3d and stencils that you have made, like cups, bottles, wine glass, bubble wrap etc;</p>                         |   |
| <p><b>Autumn Half Term 2</b></p> | <p><b>The Enlarger</b></p>  | <p>How and Enlarger works/diagrams and label of the various parts.</p>   | <p>Encourage/support student to complete the 5 hours weekly</p> |

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|                                  | <p><b>The Dark Room</b></p>  | <p>Diagram/picture of the dark Room and safety factors - to include;- (Red spots, chemicals, enlargers, equipment list – drip trays/tongs/negative/rule etc, board/filters/timer/development tanks and reel.</p> <p>How to develop, Stop, Fix and Wash prints in the dark room.</p>  | <p>extended learning at home or by using the departments CFE 6<sup>th</sup> form art and photography room/studio and dark room.</p>  |
|                                  | <p><b>Film camera</b></p> <p>Take photos of people on your film camera. These can be themed/styled (see examples of what others have done) Adornment, phobias etc;</p> | <p>Film Camera – :</p> <p>How to Spool Film – Practice 1 hour.</p> <p>How to develop film in a development tank, including timings and process.</p> <p>How to produce a contact sheet + <b>your contact sheet.</b></p> <p>How to do a test strip + <b>your test strip.</b></p> <p>Develop your film and dry</p> <p><b>Produce 8 – 10 original dark room prints from your film on the enlarger.</b></p>   |  |
|                                  | <p><b>Experimental Dark Room Photography</b></p>   | <p>You will need one example of each method -:</p> <p>Annotate your work to explain what you have done for each effect.</p> <ol style="list-style-type: none"> <li>1 Folded paper</li> <li>2 Crumpled paper</li> <li>3 Developer Sponged,</li> <li>4 Rolled paper</li> <li>5 Developer Dabbed with fingers</li> <li>6 Developed layered on</li> <li>7 Brushed on developer cross hatch</li> <li>8 Paper moved under enlarger</li> <li>9 Paper tilted under enlarger</li> </ol> |  |
| <p><b>Spring Half Term 1</b></p> | <p><b>The Studio</b></p>   | <p>Produce/experiment/take photographs using the studio lighting, back drops and gels.</p> <p>Mount work in your portfolio on different types of photographic studio lighting, use and effects. Include information about angle of lighting, use of reflectors and types of background screens.</p>  | <p>Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6<sup>th</sup> form art and photography room/studio and dark room.</p> <p>Students will need to produce photoshoots off school site frequently. Parents can support by aiding students with 1.1 transport needs at weekends and after school.</p> <p>Students may wish to invest in makeup and costume during elements of the course parents can help by supporting this where possible and as required.</p> |
|                                  | <p><b>Montage</b></p>  | <p>Research 2 x Montage photographers such as - David Hockney<br/>Thomas Floroshetz<br/>Jacamocho Schmid</p> <p>Find your own montage photographer/artist for a higher mark.</p> <p>Compete 3 of your own montages using different techniques and your own photographs from your studio and outdoor shoot – (above)</p>  |  |
|                                  | <p><b>Photoshop</b></p> <p>You need to show and mount up your example photo Shop manipulations in your portfolio -:</p>  | <p>You need to manipulate your images on Photoshop. Show an example of each of the below in your portfolio -:</p> <ul style="list-style-type: none"> <li>● Tonal adjustments (show 1 black and white example)</li> </ul>   |  |

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|                                | I example at least for each.   | <ul style="list-style-type: none"> <li>● Colour adjustments. ( use Image/ adjustment/variations )</li> <li>● Solarize/posterize/invert/gradient map</li> <li>● Tools – move, lasso, crop, brush, sponge, eraser etc;</li> <li>● Rotation/re size.</li> <li>● Filters (x 5 mature ones e.g. grain)</li> <li>● Layers and layer filters</li> <li>● Own experimentation and creative effects.</li> <li>● Use of txt tool</li> </ul>   |  |
| <b>Spring<br/>½ term<br/>2</b> | <p><b><u>Final idea that will result in a final Outcome – AO4</u></b></p> <p>Remember your overall theme for your course work is Portraiture the Figure and/or Nature so chose your own imaginative sub theme.<br/><b>Complete 2/3 themed photo shoots</b></p> | <ol style="list-style-type: none"> <li>1. Title/theme.</li> <li>2. Brain storm</li> <li>3. Moods board</li> <li>4. Photographers information that will inspire your work x2</li> </ol> <ul style="list-style-type: none"> <li>- <b>Monographs</b> on theme.</li> <li>- <b>Optional - Film shoot</b> on theme and develop experiment with.</li> <li>- <b>Digital Shoot 1 – :</b></li> </ul> <p>.Contact sheet.<br/>.Print a range of your best work on photographic paper (originals)<br/>.Edits and Photoshop manipulation of 3 – 4 photos from shoot 1.</p> <ul style="list-style-type: none"> <li>- <b>Digital shoot 2- as above</b></li> <li>- <b>Digital Shoot 3 – as above</b></li> <li>- <b>2/3 final piece ideas</b> with layout/materials/photo shop ideas/how to build and create/test pieces.</li> </ul> | <p>Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6<sup>th</sup> form art and photography room/studio and dark room.</p> <p>Students will need to produce photoshoots off school site frequently. Parents can support by aiding students with 1.1 transport needs at weekends and after school.</p> <p>Students may wish to invest in makeup and costume during elements of the course parents can help by supporting this where possible and as required.</p> |
| <b>Summer<br/>½ Term<br/>1</b> | <b>Insightful/Personal Annotations Aesthetic and Technical</b>   | Produce 1 or 2 as appropriate for each Photo shoot and Theme in your portfolio.  | <p>Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6<sup>th</sup> form art and photography room/studio and dark room.</p> <p>Students will need to produce photoshoots off school site frequently. Parents can support by aiding students with 1.1 transport needs at weekends and after school.</p>  |
|                                | Selection of Individual Starting Point for Main Portfolio - 60%  | <ul style="list-style-type: none"> <li>● 1.1 Support from the teacher</li> <li>● View past high grade portfolio's</li> <li>● Use theme ideas bank to research</li> <li>● Use books/internet/articles/magazines to research</li> <li>●</li> </ul>   |  |
|                                | Selection of Starting point for 2 – 3000 word essay.   | <p>Essay draft – ongoing.<br/>Deadline – September 9<sup>th</sup> 2019</p>   |  |

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|                                | <b>Portfolio/coursework start</b>  | Produce - :<br>Moods Board<br>Mind Map<br>Statement of Intent<br>6 – 10 Photographers/designers/crafts people/<br>literature artists information – personal /technical<br>and aesthetic.  | Students may wish to invest in makeup and costume during elements of the course parents can help by supporting this where possible and as required.   |
| <b>Summer<br/>½ term<br/>2</b> | Film Shoot x1  | <ol style="list-style-type: none"> <li>1. <u>Photo shoot - Film</u> – make a link to at least one of your Photographers -:</li> <li>2. Print out all photographs on a contact sheet</li> <li>3. Print 8 – 15 of your best (A5 size)</li> <li>4. Print – 3 – 4 show pieces (A4 size)</li> <li>5. Develop and experiment with 2 – 3 of your images from 4. E.g. -: <ul style="list-style-type: none"> <li>● Montage</li> <li>● Collage</li> <li>● Sew</li> <li>● Burn</li> <li>● Scratch into (Scruffito)</li> <li>● Photoshop techniques, colour, hue, tone, contrast, solarize, layer, use select tools, filters ect:</li> </ul> </li> </ol>                                  | Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6 <sup>th</sup> form art and photography room/studio and dark room.<br><br>Students will need to produce photoshoots off school site frequently. Parents can support by aiding students with 1.1 transport needs at weekends and after school. |
|                                | DSLR Photo shoot 1 – on going – minimum 1.   | As above Film or Digital (you can do Video)<br>Make a link to at least one of your photographers.<br>you can bring new research and Photographers into your work at any point.  | Students may wish to invest in makeup and costume during elements of the course parents can help by supporting this where possible and as required.   |
| <b>Year 13<br/>Term 1</b>      | DSLR Photo shoot/s 1 – on going – minimum 9 - A03  | As above Film or Digital (you can use moving images and animation if you wish)<br>Make a link to at least one of your photographers.<br>you can bring new research and Photographers into your work at any point.<br>1 Work 1.1 with your teacher   | Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6 <sup>th</sup> form art and photography room/studio and dark room.  |
|                                | <p>Develop and Refine each Photoshoot that you complete. A01/A02</p> <p>View the <u>Develop and Refine</u> Power point for ideas produced by your teacher for support.</p> <p>Mount and compile a portfolio of work maturely and sophisticatedly appropriate to your theme</p> | <p>For each shoot produce and mount up a -:</p> <ol style="list-style-type: none"> <li>1 Contact sheet of the best from your photoshoot.</li> <li>2 4/5 original show pieces – cropped and enhanced.</li> <li>3 <u>Develop</u> and refine by re doing the photo shoot or improving on to improve your grade.</li> <li>4 <u>Refine</u> by experimenting with a theme/s to develop your photographs by -: <ul style="list-style-type: none"> <li>● Using Photoshop manipulations e.g layers, filters, tilt shift text.ect</li> <li>● Sew into</li> <li>● Burn/tear</li> <li>● Montage/collage</li> <li>● Use different papers/acetate to print onto etc.</li> </ul> </li> </ol> | <p>Students will need to produce photoshoots off school site frequently. Parents can support by aiding students with 1.1 transport needs at weekends and after school.</p> <p>Students may wish to invest in makeup and costume during elements of the course parents can help by supporting this where possible and as required.</p>                             |

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|                   | <b>Coursework</b><br><b>Deadline – February</b><br><b>1<sup>st</sup> 2019.</b>                                  | <ul style="list-style-type: none"> <li>Put images onto fabric/wood etc</li> <li>Produce 3d pieces</li> </ul>  |  |
| Year 13<br>Term 2 | <b>Exam</b><br>Set 1 <sup>st</sup> February   | Select 1 starting point from the AQA exam paper. You have 9/10 weeks to produce a personal response/portfolio of work and evidence. Exactly the same as has been done for your coursework portfolio. <ol style="list-style-type: none"> <li>1.1 work with teacher ongoing 9/10 weeks. Complete 1.1 conversation logs and planning logs to be shared on google classroom.</li> <li>Plan and prepare resources and test pieces for final outcomes A04 – mount into your portfolio.</li> </ol> | Encourage/support student to complete the 5 hours weekly extended learning at home or by using the departments CFE 6 <sup>th</sup> form art and photography room/studio and dark room.<br><br>Students will need to produce photoshoots off school site frequently. Parents can support by aiding students with 1.1 transport needs at weekends and after school.<br><br>Students may wish to invest in makeup and costume during elements of the course parents can help by supporting this where possible and as required. |
|                   | <b>Controlled Period</b><br>15 hours/3 days.<br><b><u>Date/s to be confirmed</u></b><br><b><u>each year</u></b> | Produce Final Outcome/s in exam conditions in the department. <ol style="list-style-type: none"> <li>Invigilators will be present</li> <li>Work in silence</li> <li>Technical support will be available in terms of specialist glues, cutting tools, spray paint and wood/metal work joining.</li> <li>You are able to use a camera/dark room/studio and printer. <b><u>You cannot use the internet</u></b> only Word and Photoshop.</li> </ol>   |  |

Students 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.

Students 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.

## IMPACT:

Measures -:

- Examination results.
- Lesson Observations and learning walks
- Student opting for course from GCSE
- Student engagement and motivation
- 1.1 work conversation logs
- Use of google classroom to post work and extended learning
- Student career paths
- Evidence of high quality work produced
- Successful exhibition/s trips and visits
- Students involved in school/Buckingham initiatives
- Successful moderation report from examiner AQA.

**Links to virtues -:**

- **Resilience** - Acceptance of both success and failure and realisation that they work together in art and design Both are needed to succeed and move forward.
- **Ambition** - show case good/exemplary practice in department and student work/achievements. Careers/course links /development at each ks3,4 and 5.
- **Confidence** – Students are engage to take more responsibility for their learning and planning in preparation for year 11, 6<sup>th</sup> form, exam period s and working life. Confidence is enhanced by praise and award for achievement.
- **Respect** - Art team set high standards in terms of class conduct, behaviour policy , respect and appreciation for their environment and others working in the department.
- **Empathy** – Students are taught to Value of each other's differences and the part everybody plays to reach a goal.