



Curriculum Mapping: Photography Year 12-13

In A-Level Photography, students are encouraged to experiment and hone their skills, individuality and original creative expression. Students are taught how to use a variety of photographic processes and combine these within their own investigations, including camera skills, digital editing, darkroom room and manual manipulation. Students research areas of art that interest them and are expected to develop their own ideas into high quality finished work with support from their teachers. Students develop the ability to skilfully present and organise their own personal work to show for prospective career interviews or university studying a course in the creative industries. The skills, techniques and understanding of processes gained in A-Level Art provide a foundation to enter the world of work and university courses.



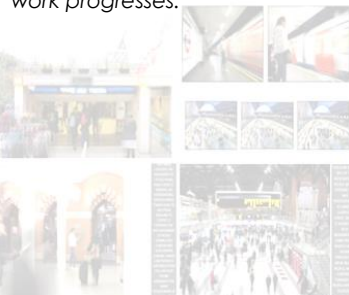
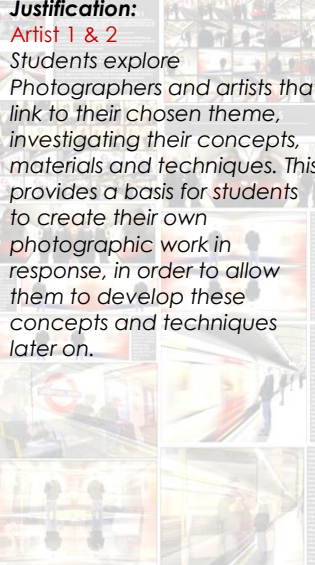
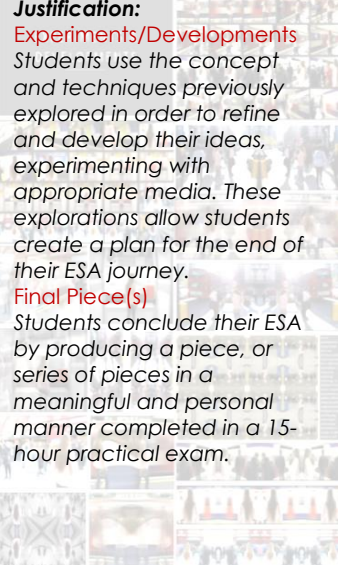
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
	Workshops Basic Skills / Darkroom Techniques / Camera Skills / Digital Editing / Other Experiments		Mini Project Initial Ideas / Artist 1 / Artist 2	Mini Project Experiments/ Developments Final Piece Ideas / Final Piece	NEA - Personal Investigation Initial Ideas	NEA - Personal Investigation Artist 1					
	Content Context Genre Observational Subjective Abstract Semi-Abstract Surreal Portrait Self-Portrait Figurative	Architecture City-scape Landscape Cultural Cubism Graffiti Street Art Manmade Still Life Natural Forms Typography	Contemporary Conceptual Vintage Organic Aesthetic Decorative Candid Narrative Photography Photo Journalism	Form Composition Focal Point Background Foreground Midground Texture/Pattern Scale/Proportion Perspective Viewpoint Greyscale Monochromatic Contrast/Shadow	High Key Lighting Low Key Lighting Primary colour Secondary colour Tertiary colour Cold colours Warm colours Complementary colours Harmonious colours Hue/Tint Saturation Symmetry/Asymmetric Fragmented/Irregular	Depth of Field Exposure ISO/Film Speed White Balance Rule of Thirds Overlapping Distorted Exaggerated Embellished Foreshortening Low/High Resolution Pixel	Bold Playful Dull Calm Warm/Uplifting Confused Sombre Cold/Depressing Angst Bleak Despairing Gloomy Delirious Dramatic	Powerful Intense Harsh Delicate Energetic Idyllic Romantic Frightening Expressive Violent Aggressive Dramatic Erratic Chaotic	Darkroom Film/Acetate Negative Photogram Contact print Chemigram Double exposure Solarisation Developer Stop Bath Fixative	Digital Photo Photoshop Spot colouring Cropping Framing Mirroring Superimpose Layering Glitching Lens Flare Flash	Aperture Shutter Speed Macro Photography Fish-eye Photography Light trails Cyanotype Screenprint Collage Photomontage Photo-joiner JPEG Single Lens Reflex (SLR)
Year 12	Justification: Workshops Students learn how to set up a digital portfolio, understanding the importance of visual presentation. They learn the way to compose an image and how to analyse and respond to the work of other artists and photographers. Students learn essential camera skills such as how to use an SLR camera, how to control settings, exposure and aperture as well as studio lighting techniques. Once students have acquired this learning, they can start to move on to using their photographs to edit digitally learning skill in Adobe Photoshop. Students learn the basic techniques within the darkroom setting and some more advanced skills such as chemigrams and solarisation. Students also learn how to use manual manipulation techniques with their own photographs. These workshops provide a basis from which they are then able to create a more sustained project, the Mini Project, in the next stage of their course. The skills learnt during the workshop will then be applied within their mini project.		Justification: Initial Ideas Students create a digital portfolio to complete their mini project. They are given a selection of starting points to choose from and learn how to take photographs in response to their chosen theme, they explore a range of initial ideas to help guide their project to the next stage. Artist 1 and 2 Students learn to research the work of 2 artists that link to their theme, analysing the work and respond to the artists by taking their own photographs that show inspiration of style and context. This investigation then informs the next stage of development.		Justification: Experiments/Developments Students learn to explore and develop ideas whilst experimenting and refining with materials and techniques, recording their observations and insights as their work develops. This is done whilst linking back to their chosen title and artist influence. Final Piece Ideas & Final Piece Students create a practical conclusion to their project where they realise their intentions to produce a single, or a series of, final pieces. The mini project helps students to develop the skills they need to move on to their Personal Investigation, providing an understanding of how a to develop a project.		Justification: Initial Ideas Students use the knowledge gained during the Mini Project to produce their Personal Investigation Students, explore ideas and genres of Photography that are meaningful and personal to them. Students gather resources and create work based on this initial investigation in order to move through the rest of the Personal Investigation.		Justification Artist 1 Students investigate the work of a Photographer that links to their chosen theme. They analyse the work and create a series of photographic responses to understand how the Photographer works, and create their own work that shows inspiration of the style and techniques. This will help to develop the project on later, providing ideas and concepts to explore further.		
											

Assessment:

Students are assessed formatively throughout their work with verbal feedback taking place every lesson. In Photography, verbal feedback is an extremely valuable tool as it allows students to correct work and adjust where needed as they go. Peer, self and teacher assessment is given throughout each project and may be both written and verbal. Students are also given summative assessment at the end of each section of their workshops, coursework and ESA which provides grades and allows teachers to track each student's progress.

Wider reading/Cultural capital

Students have the opportunity to visit galleries to experience work first hand. They read about, research and analyse the work of other artists that are appropriate to their intentions and ideas. Year 13 students have their work exhibited in our annual Summer Exhibition where students' friends and family members, and members of the wider public are invited to view the work. As part of the Personal Investigation, students learn how to write a 1000-3000 word essay, which analyses their artists in detail and demonstrates inspiration and connections to their own work.

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		NEA - Personal Investigation Artist 2 / Artist 3		NEA - Personal Investigation Experiments/Developments Final Piece (10 Hr practical exam)		Externally Set Assignment (ESA) Initial Ideas		Externally Set Assignment Artist 1 & 2 (Optional 3)		Externally Set Assignment Experiments / Developments Final Piece (15 Hr Practical exam)		Study Leave	
Year 13	Content	Architecture	Contemporary	Form	High Key Lighting	Depth of Field	Bold	Powerful	Darkroom	Digital Photo	Aperture		
	Context	City-scape	Conceptual	Composition	Low Key Lighting	Exposure	Playful	Intense	Film/Acetate	Photoshop	Shutter Speed		
	Genre	Landscape	Vintage	Focal Point	Primary colour	ISO/Film Speed	Dull	Harsh	Negative	Spot	Macro Photography		
	Observational	Cultural	Organic	Background	Secondary colour	White Balance	Calm	Delicate	Photogram	colouring	Fish-eye Photography		
	Subjective	Cubism	Aesthetic	Foreground	Tertiary colour	Rule of Thirds	Warm/Uplifting	Energetic	Contact print	Cropping	Light trails		
	Abstract	Graffiti	Decorative	Midground	Cold colours	Overlapping	Confused	Idyllic	Chemigram	Framing	Cyanotype		
	Semi-Abstract	Street Art	Candid	Texture/Pattern	Warm colours	Distorted	Sombre	Romantic	Double	Mirroring	Screenprint		
	Surreal	Manmade	Narrative	Scale/Proportion	Complementary colours	Exaggerated	Cold/Depressing	Frightening	exposure	Layering	Collage		
	Portrait	Still Life	Photography	Perspective	Harmonious colours	Embellished	Angst	Expressive	Solarisation	Glitching	Photomontage		
	Self-Portrait	Natural Forms	Photo Journalism	Viewpoint	Hue/Tint	Foreshortening	Bleak	Violent	Developer	Glitching	Photo-joiner		
	Figurative	Typography		Greyscale	Saturation	Low/High	Despairing	Aggressive	Stop Bath	Lens Flare	JPEG		
				Monochromatic	Symmetry/Asymmetric	Resolution	Gloomy	Dramatic	Fixative	Flash	Single Lens Reflex (SLR)		
				Contrast/Shadow	Fragmented/Irregular	Pixel	Dramatic	Chaotic					
	Justification: Artist 2 / Artist 3 Students investigate the work of a second and third Photographer that links to their chosen theme. They analyse the work and create a series of photographic responses. They create their own work that shows inspiration of the style and techniques. This helps to develop the project by providing ideas and concepts to explore further.	Justification: Experiments/Developments Students use the concepts, ideas, techniques and skills they have previously investigated in order to develop their project. They consider what has been successful and refine these approaches as their work progresses. Final Piece(s) Students conclude their Personal Investigation by producing a piece, or series of pieces in a meaningful and personal manner completed in a 10-hour practical PPE exam.	Justification: Initial Ideas Students use their understanding and skills of how to develop a project to choose one of the titles set by the exam board. They explore their initial ideas around the chosen topic in order to formulate concepts to explore as the work progresses.	Justification: Artist 1 & 2 Students explore Photographers and artists that link to their chosen theme, investigating their concepts, materials and techniques. This provides a basis for students to create their own photographic work in response, in order to allow them to develop these concepts and techniques later on.	Justification: Experiments/Developments Students use the concept and techniques previously explored in order to refine and develop their ideas, experimenting with appropriate media. These explorations allow students create a plan for the end of their ESA journey. Final Piece(s) Students conclude their ESA by producing a piece, or series of pieces in a meaningful and personal manner completed in a 15-hour practical exam.	Study Leave							
													

The NEA coursework and ESA are designed to allow students to progress their photographic skills whilst learning how to produce practical work that fulfils the 4 assessment objectives. Students also learn how to present and create a portfolio of work that will provide them a springboard to the next level of their photography studies.

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