

# Photography A-Level

## Intent:

To explore creativity, individuality and a range of photography methods to communicate themes and ideas in a range of different projects. Pupils explore techniques and find their own approach to producing photography work which shows their individual styles and methods.

## Context:

Pupils explore the skills, techniques and knowledge needed to use and operate a digital camera and produce a range of photography pieces for give briefs and projects. Pupils are challenged to develop photoshop skills, explore style and produce edits of digital photography work.

**The Big Picture—Intent:**

Pupils develop the fundamental skills required to set up, shoot and develop digital images using digital cameras and photoshop software. The aims of the course is for pupils to learn to develop their own style of photography and learn the skills needed to edit and develop their work, telling the story behind the image. Pupils should also be given the opportunity to explore using their own skills and knowledge providing opportunities to learn from their work, their mistakes and to develop their own individual style of presenting a digital portfolio of photography work.

**Year 10**  
**Photography**

Content / UnitsNe	Skills	Knowledge	Prior—Y9	Next – Y11
<ul style="list-style-type: none"> <li>• Technical Skills</li> <li>• GCSE coursework development.</li> <li>• AO1 Research</li> <li>• AO2 Analysis</li> <li>• AO3 Development</li> <li>• AO4 Final Piece</li> </ul>	Camera skills Setting up lighting and photoshoots Scene setting Photoshop software Teamwork Communication when photographing subjects Analysis and evaluation of work and set tasks.	The use of photoshop software for digital editing, use of layering, blending, colour adaptation and colour swapping are developed to produce edits variants of a photographed image. Pupils learn about composition, shutter speed, camera set up, subject positioning for setting out photographs and pupils build projects based around the development of a range of photoshoots.	What is design How are 3D pieces constructed Surface pattern designing Use of complimentary and contrasting colours Use of photo editing software and processes What is mixed media	GCSE fine art and photography coursework completing and GCSE externally set examination piece.
Implementation		Marches Futures Links		Summative Assessment
<p>Pupils develop a theme for their project based on a style or photographer of their choice, they then use digital photography skills to set-up, shoot and edit a range of digital images created in their own style. The course explores the use of camera setting, exposure, shutter speed, focus to capture high quality images, the images are developed and edited using a range of photoshop skills allowing each student to implement their own style and develop their own identity when producing original images for their project.</p> <p>Resilience will be important due to the explorative nature of the subject, learning from mistakes and failure will be a big part of the set-up and shooting phases of the project. Key words and communication in the workshop and problem solving will show good initiative.</p> <p>WAGOLL examples to support independence and clarity of aims, use of displays and supporting powerpoints to allow students to explore and stretch themselves within the project structure.</p> <p>The investigation section work will consist of research into areas of interest and communicating analysis, thoughts and developments. Supporting decision making by carrying out research into various parts of the stages used to create digital images.</p> <p>Assessments and digital portfolios are used to monitor and support progress, pupils present their work digitally in a PowerPoint document with documentation of all images taken including failed attempts, allowing pupils to communicate their journey.</p>		<p>The development of skills during the course has links to careers, job opportunities and life skills that can be applied by students once they leave education.</p> <p>Students’ develop the ability to enquire and communicate their ideas, meanings and feelings throughout the course, investigating visual, tactile and other sensory qualities of their own and others work. Independent thinking encourages students to develop their ideas and intentions and express these in their work and discussions in class.</p> <p>Students work is celebrated throughout the school and is to be displayed within the creative arts department. Students work independently and collaboratively to develop teamwork skills and learn about the values linked to working with other form all backgrounds and beliefs. Pupils learn the value of organisation, leadership and the impact their decision making has on others, contributing to the development of well rounded learners with skills for life.</p>		<ul style="list-style-type: none"> <li>• Live tracking of data to inform intervention and praise at any point during the units.</li> <li>• AO Assessment objectives are shared throughout the skills and course units.</li> <li>• AO1,2,3 and 4 cover the 4 key skill areas from the GCSE specification, pupils will be given progress feedback against these requirements.</li> </ul>

**Impact:**

The Pupils are well informed of the skills and quality required at GCSE and this allows them to make informed decisions about their GCSE coursework projects, Pupil develop their own style of photography and produce a range of pieces to ensure they make progress towards their minimum grade.

Pupils possess a range of skills and techniques for use with their GCSE photography course, these skills and techniques can then be applied to their chosen project elements in the GCSE course and also to the examination which will be set by the exam board in year 11.

**The Big Picture—Intent:**  
**Pupils continue to develop and apply their year 10 learning to the coursework assignment, developing their work with their growing understanding and skill set from year 10. Aiming complete all work for the development of their edits and produce a final edited photographic piece for AO4, completing the course by their deadlines. Completion of this part of the course develops the skills needed for the external exam project and ensure pupils are able to work independently and produce high quality work towards their final exam.**

**Year 11**  
**Photography**

Content / UnitsNe	Skills	Knowledge	Prior—Y10	Next – Y12
<ul style="list-style-type: none"> <li>• Technical Skills</li> <li>• GCSE coursework development.</li> <li>• AO1 Research</li> <li>• AO2 Analysis</li> <li>• AO3 Development</li> <li>• AO4 Final Piece</li> <li>• Externally set exam.</li> </ul>	<p>Responding to a brief and specification</p> <p>Creating a narrative</p> <p>Scene setting</p> <p>Photoshop software</p> <p>Teamwork</p> <p>Communication when photographing subjects</p> <p>Analysis and evaluation with developments based on findings.</p>	<p>How to follow and use a marking criteria to inform decisions about their coursework.</p> <p>How to research and develop a style based on an artist style</p> <p>How to organise and present research, development and modelling work and final pieces based on a given brief.</p> <p>Produce edits and variations on a photoshoot to show the artists style and influence in digital form.</p>	<p>The 7 formal elements</p> <p>Meeting assessment objectives for the four AO markers from the marking scheme.</p> <p>How to develop pieces and explore new techniques based on their findings and research.</p>	<p>A-Level photography is the natural advancement for this course. Photography skills developed further with the inclusion of new projects and skill sets.</p>

Implementation	Marches Futures Links	Summative Assessment
<p>Coursework development and production of a final piece are the primary focus for the first part of year 11 photography, the course reaches its end point at the end of the first term, 60% of the overall grade is achieved at this point with pupils having completed all 4 assessment objectives for their coursework. They then move onto the exam section of the course from the start of term 2 when the briefs are released by the exam board.</p> <p>Pupils explore a brief externally set by the exam board as the 40% of the overall grade for the course. Pupils are expected to follow the same assessment objectives as the coursework assignment but for an externally set theme and brief. The challenge is linked to pupils being able to independently apply their knowledge and skills to the exam requirements exploring and experimenting as they have done in the coursework element of the course.</p> <p>Resilience will be important due to the explorative nature of the subject, learning from mistakes and failure will be a big part of the set-up and shooting phases of the project. Key words and communication in the workshop and problem solving will show good initiative.</p> <p>WAGOLL examples to support independence and clarity of aims, use of displays and supporting powerpoints to allow students to explore and stretch themselves within the project structure.</p> <p>Assessments and digital portfolios are used to monitor and support progress through the development section and are also used to inform the final piece. Pupils present their work digitally in a PowerPoint document with documentation of all images taken including failed attempts, allowing pupils to communicate their journey.</p>	<p>Students’ continue to enquire and communicate their ideas, meanings and feelings throughout the course, investigating visual, tactile and other sensory qualities of their own and the work of others. Theses skills are also transferrable to the examination assessment and equips pupils for life after education and for working independently and competently through their examination tasks.</p> <p>Independent thinking encourages students to develop their ideas and intentions and express these in their work and discussions in class.</p> <p>Opportunities to further study and practice photography are discussed by pupils in class as the course develops and conversations linked to future decision are had in lessons. These discussion look at how artists the pupils are studying have made their work into successful pieces and allowed artists and photographers to enjoy a career demonstrating their style of work.</p>	<ul style="list-style-type: none"> <li>• Live tracking of data to inform intervention and praise at any point during the units.</li> <li>• AO Assessment objectives are shared throughout the skills and course units.</li> <li>• AO1,2,3 and 4 cover the 4 key skill areas from the GCSE specification, pupils will be given progress feedback against these requirements.</li> </ul>

**Impact:**  
 The Pupils are well informed of the skills and quality required at GCSE and this allows them to complete their final piece and major project portfolio to gain at least their minimum grade.  
 Pupils use the skills developed in the production of their major project pieces to prepare and develop a final piece for their externally set examination work. Pupils are able work efficiently and competently to produce work for the examination pieces applying their own style to the range of techniques and processes they have developed in year 10.

# Glossary of Key Terms:

## Assessment Acronyms

- BRAG – Assessment colours, Blue, Red, Amber and Green (Blue 2 grades over minimum grade, green 1 grade over, amber on, red below minimum grade).