

A Level Photography Long Term Overview 2019-21

Subject: Art and Design: Photography (9PY0 – 9PY0/01; 9PY0/02)

Exam Board: Edexcel

Year 12		
Autumn Term 2019	Spring Term 2020	Summer Term 2020
<p><u>Half Term 1</u></p> <p>Component 1 – Introduction Project</p> <p>Intensive Induction Course designed to equip students with skills and concepts required to embark on a personal assignment for Component 1.</p> <p>Assessment Method: CW - Worth 60% of final A Level grade.</p>	<p><u>Half Term 1</u></p> <p>Component 1 Coursework Focus:</p> <p>Negotiated personal responses to assignment theme.</p> <p>Assessment Method: CW - Worth 60% of final A Level grade.</p>	<p><u>Half Term 1</u></p> <p>Component 1 Coursework Focus:</p> <p>Negotiated personal responses to assignment theme. Mock Exam – 15 hours Unaided final work in response to assignment theme.</p> <p>Assessment Method: CW - Worth 60% of final A Level grade.</p>
<p><u>Half Term 2</u></p> <p>Component 1 – Introduction Project</p> <p>Intensive Induction Course designed to equip students with skills and concepts required to embark on a personal assignment for Component 1.</p>	<p><u>Half Term 2</u></p> <p>Component 1 - Coursework Focus:</p> <p>Negotiated personal responses to assignment theme.</p>	<p><u>Half Term 2</u></p> <p>Component 1 - Coursework Focus: Introduction to Year 13.</p> <p>Two linked elements: 1 - Personal Study (min. 1000 words) 2 - Practical work: Exploratory stage.</p>

<p>Assessment Method: CW - Worth 60% of final A Level grade.</p>	<p>Assessment Method: CW - Worth 60% of final A Level grade.</p>	<p>Assessment Method: CW - Worth 60% of final A Level grade.</p>
Year 13		
Autumn Term 2020	Spring Term 2021	Summer Term 2021
<p><u>Half Term 1</u> Component 1 - Coursework Focus: Personal Study and Practical Work, Developmental Stage. Assessment Method: CW - Worth 60% of final A Level grade.</p>	<p><u>Half Term 1</u> Component 1 - Coursework Focus: Personal Study and Practical Work - presenting finished work for both elements. Mock Exam – 15 hours Unaided final work in response to assignment theme. Assessment Method: CW - Worth 60% of final A Level grade. Component 2 - Externally Set Assignment Focus: Released Feb 1 2020 Centre launch of the given theme.</p>	<p><u>Half Term 1</u> Component 2 - Externally Set Assignment Focus: Negotiated personal responses to set assignment. EXAM: Unaided final work in exam conditions (15 hours). Assessment Method: ESA - Worth 40% of final A Level grade.</p>

	<p>Students embark on their personal response.</p> <p>Assessment Method: ESA - Worth 40% of final A Level grade.</p>	
<p><u>Half Term 2</u></p> <p>Component 1 - Coursework Focus:</p> <p>Personal Study, Practical Work, further exploration, development, refinement and synthesising of ideas.</p> <p>Assessment Method: CW - Worth 60% of final A Level grade.</p>	<p><u>Half Term 2</u></p> <p>Component 2 Externally Set Assignment Focus: Centre launch of the given theme. Students embark on their personal assignment.</p> <p>Assessment Method: ESA - Worth 40% of final A Level grade.</p>	<p>END OF COURSE</p>

A Level - Medium Term Planning - 6 Week Overview Autumn Term 1 (1st half term)

Department: Photography	Unit Title: Component 1: Introduction project: "Light: Capture and Control"	Year Group: 12
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Key Learning Objectives		
<p>All</p> <p>To begin to learn about the assessment objectives and assessment matrix.</p> <p>To develop their understanding of the creative process in response to a theme.</p> <p>To develop skills in photography using digital/analogue cameras and processes.</p> <p>To develop skills in 2D, 3D and presentation.</p> <p>To develop their skills of critically analysing and evaluating their work and the work of others from different times and</p>	<p>Most</p> <p>Predictable, broadening, makes progress, relevant, description not explanation, demonstrates intentions, appropriate, sufficient control, emerging individuality, thorough, adequate control over the formal elements, contextual references inform journey, pursues aims with understanding</p>	<p>Some</p> <p>Diverse, effective, purposeful, consistent, skilful, coherent, imaginative, informed, some perception, satisfies creative intent, engaged, consistent control over the formal elements, contextual references inspire creativity, realises some aims,</p>

<p>places.</p> <p>To learn how to create a fully realised outcome in response to a theme.</p> <p>To begin to know, understand and apply the creative process in their work.</p> <p>To begin to develop as independent and confident artists/photographers.</p> <p>Straightforward, deliberate, just adequate, methodical, superficial, unrefined, crude visual language, simplistic reflection, plays safe, unresolved, contextual references explored but lack relevance, defines aims with some understanding, developing control over the formal elements</p>		
<p>Component Overview</p>		
<p>Intensive induction course, theme: “Light: Capture and Control”</p> <p>This first half term induction project is designed to equip students with skills and concepts required to embark on a personal assignment for the rest of Component 1, building on learning from key stage 4.</p> <p>By the end of this term, students should have developed an understanding of:</p> <ul style="list-style-type: none"> - the theme ‘Light’ and how it relates to them/their photographic work - the operations and principles of creating a photographic image, including the use of available and controlled light, lenses, cameras and light-sensitive materials, including digital and non-digital 		

- how the formal elements evoke responses in the viewer
- the processes for production of digital photographs
- methods of presentation of photographic images
- the potential of collaborative working methodologies in the creative process.

Half term 1:

Week 1: Objects and textures

- Students to arrange objects in the lighting studio that and create successful images that convey light, rule of thirds and Depth of Field **AO2**
- Developing work as they go along, experimenting with viewpoints/angles **AO2**
- Students will look at the work of Photographers and how they capture texture by capturing and controlling light **AO1**
- Students will use Macro lens **AO2**

Homework: students will be set homework task in response to Keith Arnatt AO1/AO2

Week 2: Shadows

- Students will look at the work of Photographers and how they capture shadows.
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Week 3: Development: Basic editing

- Photoshop:
- Brightness/contrast; exposure; saturation; hue (colour, grayscale) etc. **AO2**
- Students will learn how to create a range of tones when editing their images black and white **AO2**

Week 4: How to present in a sketchbook/Digital sketchbook

- Presenting selected photographer to cite in sketchbook, contact sheets and most successful 'capture and control light' images in sketchbook **AO3/AO4**
- Discussion/examples/peer assessment

Week 5: How to capture and control light with your camera

- Students to use torches, smartphones and lasers as primary source resources: Teacher led practical workshops on 'how capture and control light'. Focus: Aperture, ISO, shutter-speed, exposure **AO2/AO3**
- Discussion. Introducing the theme of 'light' in the work of Photographers **AO1**

Further focus: symbolism in objects and juxtaposition (Icon, index, symbol analysis framework).

Homework: select a photographer you were most interested in from examples. Why do you relate to them? How can you recreate similar work at home? **AO3**

Week 6: Darkroom – Photograms

- Students will look at the visual style of Man Ray AO1
- Students will use the images they have taken/edited so far to create a series of photograms in the darkroom AO2
- Students will also use objects relating to their theme (with different opacities)

Week 7: Portraits

- Students will look at the work of Photographers and how they create portraits AO1
- Students will use lighting studio and light controlled rooms such as the darkroom to create interesting portraits. AO2
- Student will discuss and record what mood, look, feel this gives an image AO1/AO3
- Students will also learn how to plan for a shoot AO3

Week 8: Portraits (cont.) - joiner

- Students will look at the work of Photographers and how they create portraits AO1
- Students will use lighting studio and light controlled rooms such as the darkroom to create interesting portraits. AO2
- Student will discuss and record what mood, look, feel this gives an image AO1/AO3

<ul style="list-style-type: none"> - Students will also learn how to plan for a shoot AO3 	
<p>Week 9: Scanography</p> <ul style="list-style-type: none"> - Students will look at a Photographer who creates this work AO1 - Students will use the same/similar objects they have used for their Scanography AO2/AO3 Students should begin to develop a sense of meaning from the objects they have chosen AO3 	
<p>Week 10: Process of production: digital (layering/merging)</p> <ul style="list-style-type: none"> - Photo Elements workshops, teacher led AO1/AO2 - Uploading and developing photographic work. Developing by experimentation and deliberate intention AO3 	
<p>Week 11: Process of production: digital (photomontage)</p> <p>Photo Elements workshops Week 10: Process of production: digital (layering/merging)</p> <ul style="list-style-type: none"> - Photo Elements workshops, teacher led AO1/AO2 - Uploading and developing photographic work. Developing by experimentation and deliberate intention AO3 - , teacher led AO1/AO2 - Uploading and developing photographic work. Developing by experimentation and deliberate intention AO3 - Contextualised content AO3/AO4 	
<p>Week 12: Presentation</p> <ul style="list-style-type: none"> - Students will present all work in their sketchbook AO3 - Students will partake in a class critique, reviewing their work so far AO3/4 	
<p>Gallery Visit – dates tbc. Preparation: pages, exhibition research, links and ideas prior to visit. Students produce 2-4 pages on the visit.</p>	
Component Assessment Method	Resources
Coursework component of assessment matrix.	Sketchbooks

<p>Worth 60% of final A Level grade</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p>Art Materials</p> <p>Student handbook</p> <p>Library</p> <p>Articles</p> <p>Exemplar materials (past students and Edexcel supplied)</p> <p>Galleries and Museums</p> <p>Internet</p>
<p>Assessment for Learning – individual learning needs will be met by:</p>	
<p>Formative assessment using assessment matrix and improvement target setting.</p> <p>One to one discussions and feedback regarding progress. SMART targets</p> <p>Self-review and evaluation through DIRT targets.</p> <p>Group critique</p> <p>Regular work scrutiny and assessment</p> <p>‘Master’ modelling through teacher demonstration and exemplar work.</p>	

Medium Term Planning - 6 Week Overview Autumn Term (2nd half term) to Summer half term 1

Department: Photography	Unit Title: A Level Component 1: Coursework	Year Group: 12
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Key Learning Objectives		
<p>All</p> <p>To learn to critically analyse the context and content of art practitioners from different times and places. To learn how to develop their own ideas in response to their research. To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas. To learn to refine their skills of recording and handling of a wider range of materials, techniques and processes. To learnt how to critically review their work as it progresses. To learnt to select appropriate</p>	<p>Most</p> <p>Predictable, broadening, makes progress, relevant, description not explanation, demonstrates intentions, appropriate, sufficient control, emerging individuality, thorough, adequate control over the formal elements, contextual references inform journey, pursues aims with understanding</p>	<p>Some</p> <p>Diverse, effective, purposeful, consistent, skilful, coherent, imaginative, informed, some perception, satisfies creative intent, engaged, consistent control over the formal elements, contextual references inspire creativity, realises some aims,</p>

<p>directions in response to critical reflection. To know, understand and apply the creative process in their work. To develop as independent and confident artists.</p> <p>Straightforward, deliberate, just adequate, methodical, superficial, unrefined, crude visual language, simplistic reflection, plays safe, unresolved, contextual references explored but lack relevance, defines aims with some understanding, developing control over the formal elements</p>		
Component Overview		
<p>Building on learning from the induction project. Negotiated personal responses to assignment theme of Identity.</p> <p>Through personalised projects, students are taught how to develop their work ensuring all assessment objects are satisfied.</p>		

Component Assessment Method	Resources
<p align="center">Coursework component of assessment matrix. Worth 60% of final A Level grade</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p align="center"> Sketchbooks Photography/Art Materials Student handbook Library Articles Exemplar materials (past students and Edexcel supplied) Galleries and Museums Internet </p>
<p align="center">Assessment for Learning – individual learning needs will be met by:</p>	
<p align="center"> Formative assessment using assessment matrix and improvement target setting. One to one discussions and feedback regarding progress. SMART targets Self-review and evaluation through DIRT targets. Group critique Regular work scrutiny and assessment ‘Master’ modelling through teacher demonstration and exemplar work. </p>	

Medium Term Planning - 6 Week Overview Summer Term (2nd half term)

Department: Photography	Unit Title: A Level Component 1: Coursework	Year Group: 12
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Key Learning Objectives -Practical		
<p>All</p> <p>To learn to critically analyse the context and content of art practitioners from different times and places. To learn how to develop their own ideas in response to their research. To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas. To learn to refine their skills of recording and handing of a wider range of materials, techniques and processes. To learnt how to critically review their work as it progresses. To learnt to select appropriate</p>	<p>Most</p> <p>Diverse, effective, purposeful, consistent, skilful, coherent, imaginative, informed, some perception, satisfies creative intent, engaged, consistent control over the formal elements, contextual references inspire creativity, realises some aims</p>	<p>Some</p> <p>Independent, realised, sensitive, creative, sustained, highly inventive, critical, perceptive, comprehensive, in-depth, insightful, original, genuine creative journey, refined, in-depth reflection, exciting, comprehensive control over the formal elements, contextual references shows some personal insight, fully realises all aims and objectives</p>

<p>directions in response to critical reflection. To know, understand and apply the creative process in their work. To develop as independent and confident artists.</p> <p>Predictable, broadening, makes progress, relevant, description not explanation, demonstrates intentions, appropriate, sufficient control, emerging individuality, thorough, adequate control over the formal elements, contextual references inform journey, pursues aims with understanding</p>		
Key Learning Objectives –Personal study		
<p>To be able to produce a cohesive, intelligent, professionally structured written study linked to pertinent art practitioners and forms connected to their personal practical project To learn how to build a critical argument. To have knowledge of and understand</p>	<p>Diverse, effective, purposeful, consistent, coherent, imaginative, informed, some perception, engaged, fulfils intended aims, study perceptively informs practical work, consistent and effect use of written language</p>	<p>Independent, realised, sensitive, creative, sustained, critical, perceptive, comprehensive, insightful, original, genuine creative journey, refined, in-depth reflection, exciting, genuine personal investigation, study authoritatively informs practical work, articulate and highly effective use of written language</p>

<p>higher levels of key vocabulary. To learn how to source their research in an academic format (e.g. Harvard system)</p> <p>Predictable, makes progress, relevant, description not explanation, demonstrates intentions, appropriate, sufficient, control, thorough, adequate, signs of understanding, developing analytical skills, study consistently informs practical work, developing and broadening use of written language</p>		
<p>Component Overview</p>		
<p>Practical Work</p> <p>Building on learning from the Spring term and the Summer half term 1. Negotiated personal responses to assignment theme of Identity. Students develop work towards a Final Outcome Students to produce a final outcome in exam conditions (Mock Exam) in June – 15 hours.</p> <p>Personal Study</p> <p>Students explore and select an area of interest to study in-depth in essay form. They will begin first by analysing context and content of the work of various art practitioners or art/cultural movements. From this they will decide on the essay ‘question’ and build an argument with no less than 1000 words. The essay must inform their practical study.</p>		

Component Assessment Method	Resources
<p align="center">Coursework component of assessment matrix. Worth 60% of final A Level grade</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p align="center"> Sketchbooks Photography/Art Materials Student handbook Library Articles Exemplar materials (past students and Edexcel supplied) Galleries and Museums Internet </p>
<p align="center">Assessment for Learning – individual learning needs will be met by:</p>	
<p align="center"> Formative assessment using assessment matrix and improvement target setting. One to one discussions and feedback regarding progress. SMART targets Self-review and evaluation through DIRT targets. Group critique Regular work scrutiny and assessment ‘Master’ modelling through teacher demonstration and exemplar work. </p>	

Medium Term Planning - 18 Week Overview Autumn half term 1 to Spring term 1

Department: Photography	Unit Title: A Level Component 1 Coursework (Practical work and Personal Study)	Year Group: 13
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Key Learning Objectives - Practical		
<p>All</p> <p>To learn to critically analyse the context and content of art practitioners from different times and places. To learn how to develop their own ideas in response to their research. To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas. To learn to refine their skills of recording and handing of a wider range of materials, techniques and processes. To learnt how to critically review their work as it progresses. To learnt to select appropriate</p>	<p>Most</p> <p>Diverse, effective, purposeful, consistent, skilful, coherent, imaginative, informed, some perception, satisfies creative intent, engaged, consistent control over the formal elements, contextual references inspire creativity, realises some aims</p>	<p>Some</p> <p>Independent, realised, sensitive, creative, sustained, highly inventive, critical, perceptive, comprehensive, in-depth, insightful, original, genuine creative journey, refined, in-depth reflection, exciting, comprehensive control over the formal elements, contextual references shows some personal insight, fully realises all aims and objectives</p>

<p>directions in response to critical reflection. To know, understand and apply the creative process in their work. To develop as independent and confident artists.</p> <p>Predictable, broadening, makes progress, relevant, description not explanation, demonstrates intentions, appropriate, sufficient control, emerging individuality, thorough, adequate control over the formal elements, contextual references inform journey, pursues aims with understanding</p>		
Key Learning Objectives – Personal Study		
<p>To be able to produce a cohesive, intelligent, professionally structured written study linked to pertinent art practitioners and forms connected to their personal practical project To learn how to build a critical argument. To have knowledge of and understand</p>	<p>Diverse, effective, purposeful, consistent, coherent, imaginative, informed, some perception, engaged, fulfils intended aims, study perceptively informs practical work, consistent and effect use of written language</p>	<p>Independent, realised, sensitive, creative, sustained, critical, perceptive, comprehensive, insightful, original, genuine creative journey, refined, in-depth reflection, exciting, genuine personal investigation, study authoritatively informs practical work, articulate and highly effective use of written language</p>

<p>higher levels of key vocabulary. To learn how to source their research in an academic format (e.g. Harvard system)</p> <p>Predictable, makes progress, relevant, description not explanation, demonstrates intentions, appropriate, sufficient, control, thorough, adequate, signs of understanding, developing analytical skills, study consistently informs practical work, developing and broadening use of written language</p>		
<p>Component Overview</p>		
<p>Practical Work</p> <p>Building on learning from the Spring term. Negotiated personal responses to assignment theme of FLAWS, PERFECTION, IDEALS, OR COMPROMISE (ESA 2014).</p> <p>In their preparatory work, students develop work from personal starting points two a Final Outcome Students to produce a final outcome in exam conditions (Mock Exam) in January – 15 hours.</p> <p>Personal Study</p> <p>Building on their initial research and analysis at the end of year 12 and through the summer, students continue to explore an area of interest to study in-depth in essay form. They will have their ‘question’ title and will be building their argument through in-depth,</p>		

critical analysis, demonstrating contextual research and understanding. The essay must inform their practical study. The essay comprises of 12% of the final A level grade.

Deadline for both the practical and personal study elements in January 28th 2021.

Unit Assessment Method	Resources
<p align="center">Coursework component of assessment matrix. Worth 60% of final A Level grade</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p align="center"> Sketchbooks Photography/Art Materials Student handbook Library Articles Exemplar materials (past students and Edexcel supplied) Galleries and Museums Internet </p>
<p align="center">Assessment for Learning – individual learning needs will be met by:</p>	
<p align="center"> Formative assessment using assessment matrix and improvement target setting. One to one discussions and feedback regarding progress. SMART targets Self-review and evaluation through DIRT targets. Group critique Regular work scrutiny and assessment ‘Master’ modelling through teacher demonstration and exemplar work. </p>	

Medium Term Planning - 6 Week Spring half term 2 to summer half term 1.

Department: Photography	Unit Title: A Level Component 1 Externally Set Assignment	Year Group: 13
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Key Learning Objectives		
<p>All</p> <p>To learn to critically analyse the context and content of art practitioners from different times and places. To learn how to develop their own ideas in response to their research. To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas. To learn to refine their skills of recording and handling of a wider range of materials, techniques and processes. To learnt how to critically review their work as it progresses. To learnt to select appropriate</p>	<p>Most</p> <p>Diverse, effective, purposeful, consistent, skilful, coherent, imaginative, informed, some perception, satisfies creative intent, engaged, consistent control over the formal elements, contextual references inspire creativity, realises some aims</p>	<p>Some</p> <p>Independent, realised, sensitive, creative, sustained, highly inventive, critical, perceptive, comprehensive, in-depth, insightful, original, genuine creative journey, refined, in-depth reflection, exciting, comprehensive control over the formal elements, contextual references shows some personal insight, fully realises all aims and objectives</p>

<p>directions in response to critical reflection. To know, understand and apply the creative process in their work. To develop as independent and confident artists.</p> <p>Predictable, broadening, makes progress, relevant, description not explanation, demonstrates intentions, appropriate, sufficient control, emerging individuality, thorough, adequate control over the formal elements, contextual references inform journey, pursues aims with understanding</p>		
<p>Component Overview</p>		
<p>Students embark on a personal journey in response to the Externally Set Assignment. Incorporates two major elements: preparatory studies and the 15-hour period of sustained focus (exam/final outcome).</p> <p>Preparatory studies will comprise of practical and written development work based on the theme set by Edexcel. During the 15 hour long exam period, students will produce a final outcome in exam condition, which will be a realisation of the preparatory studies. Work must cover all four assessment objectives.</p>		

Unit Assessment Method	Resources
<p>Externally Set Assignment component of assessment matrix. Worth 40% of final A Level grade</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p>Sketchbooks Photography/Art Materials Student handbook Library Articles Exemplar materials (past students and Edexcel supplied) Galleries and Museums Internet</p>

Assessment for Learning – individual learning needs will be met by:
<p>Formative assessment using assessment matrix and improvement target setting. One to one discussions and feedback regarding progress. SMART targets Self-review and evaluation through DIRT targets. Group critique Regular work scrutiny and assessment ‘Master’ modelling through teacher demonstration and exemplar work.</p>