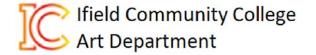


Technician: Mrs Estes

A Level Art and Design: Photography (9PY0 – 9PY0/01; 9PY0/02) Long Term Overview 2022-24 Exam Board: Edexcel

At a glance:

	Year 12	
Autumn Term 2022	Spring Term 2023	Summer Term 2023
Half Term 1	Half Term 1	Half Term 1
Component 1 – Introduction Project Theme: various Workshops	Component 1 Coursework: Theme: Transformation	Component 1 Coursework: Theme: Transformation
Intensive induction course designed to equip students with skills and concepts required to embark on a personal assignment for the formally assessed Component 1 projects.	Students follow the creative process to develop negotiated personal responses to assignment theme 'Transformations'.	Complete project. Mock Exam – 15 hours. Unaided sustained final piece in response to assignment theme. Assessment Method: CW/HW - Worth 60% of final A Level grade in line with Edexcel assessment matrix.
Half Term 2	Half Term 2	Half Term 2
Component 1 – Introduction Project Theme: Light: Various Workshops Intensive induction course designed to equip students with skills and concepts required to embark on a personal assignment for Component 1. Assessment Method: CW/HW – AFL in line with Edexcel assessment matrix.	Component 1 Coursework: Theme: Transformation Students follow the creative process to develop negotiated personal responses to assignment theme 'Transformations'.	Component 1 - Coursework: Theme: Personal/negotiated Introduction to Year 13. Two elements: 1 - Personal Study (min. 1000 words) 2 - Practical work: Initial ideas generation, research, exploratory stage.



Head of Department: Mr Ares Teachers of Art: Ms Atkinson, Ms Horn Technician: Mrs Estes

Year 13 **Autumn Term 2023** Spring Term 2024 Summer Term 2024 Half Term 1 Half Term 1 Half Term 1 Component 1 - Coursework: Component 1 - Coursework: **Component 2 - Externally Set Assignment:** Personal Study and Practical Work continued Complete Personal Study and Practical Work. Complete negotiated personal responses to set from year 12 summer half term 2. Mock Exam – 15 hours. Unaided sustained final assignment. Further exploration, development, refinement piece in response to assignment theme. and synthesising of ideas. EXAM: Unaided sustained final piece in exam **Assessment Method:** conditions (15 hours). (3 days in May dates tbc) CW/HW - Worth 60% of final A Level grade in line with Edexcel assessment matrix. **Assessment Method:** ESA - Worth 40% of final A Level grade in line with Edexcel assessment matrix. Component 2 - Externally Set Assignment: Released Feb 1st 2024 Centre launch of the given theme. Students embark on their personal response to **END OF COURSE** the them following the creative process - Initial ideas generation, research, exploratory stage. Half Term 2 Half Term 2 **Component 1 - Coursework Focus: Component 2- Externally Set Assignment:** Personal Study and Practical Work continued. Practical work - Further exploration, Further exploration, development, refinement development, refinement and synthesising of and synthesising of ideas. ideas.



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Detail:

Introduction project: Transformation	Year 12	Autumn Term 2022
Induction Project Overview		

Intensive induction course - Theme: Various workshops

Building on learning from key stage 4, the first half term induction project is designed to equip students with skills and concepts required to embark on the formally assessed Component 1 personal projects. Students follow the creative process building confidence in their practical and critical development.

Week 1:

Introduction, Health and safety and IT; basic shoot and organisation of work

Introduction to GCSE Photography

Tour of the Photography area and Health and Safety induction

Getting to know the camera

Shoot1 – The Alphabet; auto setting and RAW file only.

Students to source and record letters in and around the school building.

Introduction to:

- basic camera settings, file types (RAW) and Auto mode on the Canon 1300D.
- Focus what this is and how to achieve this.
- saving RAW files using your personal disc space and the shared OneDrive
- setting up digital sketchbook (PowerPoint)
- contact sheet (screenshot from folder)
- selected best shoots basic Photoshop: saving shots as jpeg files and then presented as a word or phrase in digital sketchbook.
- organising folders in OneDrive

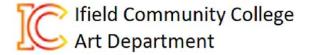
Teacher models and shows examples of how to present work appropriately

Homework: Access/set-up OneDrive and Teams on your home computer.

Week 2:

Shutter speed and Exposure

Getting to know the camera



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Exposure basics – awareness of the exposure triangle (revisited later)

Gain basic knowledge of the **Shutter speed**

Shoot 2

Students work in pairs to - Freeze movement and capture movement.

Present shoots on digital sketchbook.

Basic Photoshop – What is a PSD? Contrast/brightness, hue/saturation, desaturate – present edits on digital sketchbook Annotate learning.

Teacher continues to model and show examples of how to present work appropriately

Homework:

- 1 Short test on TEAMs
- 2 Research and select at least two photographs that show examples of interesting depth of field

Week 2/3:

Aperture, Depth of field, Focus Points

Part 1 - Getting to know the camera - Focus points

Gain knowledge and understanding of focal points, how and when to use them.

Shoot 3 - Use at least two objects (one behind the other)

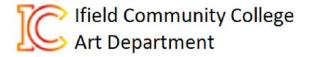
- selection of objects in the studio or on student's person: A short practical for students to experiment with the focus point settings and explore the importance of this.

Part 2 - Getting to know the camera - Aperture and Depth of Field

Gain basic knowledge of the Aperture and DoF

<u>Shoot 4</u> – recording objects in the studio and in/around the room, exploring effects on exposure when <u>changing the AV</u> and the <u>distance to subject</u>. - Use at least two objects (one behind the other)

Present shoots on digital sketchbook.



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Basic Photoshop – filters – present edits on digital sketchbook

Annotate learning.

Teacher continues to model and show examples of how to present work appropriately

Homework:

- 1 Short test on TEAMs
- 2 Research and select at least two photographs that show examples of interesting use of different shutter speed techniques.

Week 3

ISO, Manual shooting, exposure triangle revisit

Getting to know the camera

Gain basic knowledge of the ISO

Further understanding of the exposure triangle (exposure)

Manual settings and using the light meter

<u>Shoot 5</u> – experimenting in manual mode setting – gaining he correct exposure through adapting the ISO, aperture and shutter values and using the camera light exposure meter. Students select their own subjects around the school.

Present shoots on digital sketchbook. Annotate learning.

Teacher continues to model and show examples of how to present work appropriately

Homework:

Long test on TEAMs based on all learning so far.

Week 4:

Lenses and focal length - standard, macro and zoom

Getting to know the camera

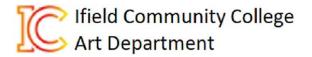
Gaining awareness and basic knowledge of the benefits and usage of three lens types:

Standard

Macro

Zoom

 $\underline{\text{Shoot 6}}$ – Landscape and portrait photography using all three lens types. Compare and contrast effects.



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Present shoots on digital sketchbook.

Basic Photoshop – selection tools, applying previous learnt techniques to selected areas – present edits on digital sketchbook Annotate learning.

Homework:

Ensure all slides are complete and up to date.

Week 4/5:

Lighting Conditions and white balance

Capturing and controlling light

Students to learn how different lighting transforms the image and how to manipulate camera settings in responses to this. Explore various lighting conditions – lighting studio, darkroom, light cube, tungsten, outside/natural Students follow instruction first and then experiment within the lighting studio. Introduction to White balance and why this needs to be considered when shooting.

Shoot 7 - Students to arrange and shoot made and natural forms in various lighting conditions – lighting studio, darkroom, light cube, tungsten, outside/natural.

Present shoots on digital sketchbook. Present any edits on digital sketchbook Annotate learning.

Homework:

Short test on TEAMs

Week 5

Formal elements, compositional techniques and subject

Visual recording - what makes a good image?

Drawing exercise - sketch out examples of the elements of line, shape, form, etc.

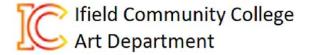
Introduced to compositional techniques and the principles of art.

<u>Shoot 8</u> –

Students shoot a range of images showing a range of compositional techniques

Present shoots on digital sketchbook.

Present any edits on digital sketchbook



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Annotate learning.

Homework:

Research a select a series of famous photographs that demonstrate learnt compositional techniques. Annotate.

Week 6 - 11 Responding to Photographers

In the next weeks, students are taught how to analyse photographer's imagery, firstly using previously learnt technical and visual knowledge. They then begin to consider context and content (on selected photographers) – comparing/contrasting styles, subjects and intention.

Students taught how to respond to create a shoot in response to analysed photographic images. Verbal analysis initially and students taught how to use the writing frames to analyse with depth and understanding.

A range of subjects, styles and times to give students a taster of diverse working practices.

Natural form 1

Shoot 9 - Edward Weston - written analysis

A move away from pictorialism to a modern, sharp style of photography exploring the formal qualities of natural form and exploring photographic technique.

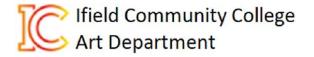
Students to shoot natural form in the lighting studio and light cube. Using direct, harsh lighting, small aperture and long exposure to to capture details in texture, shape and form.

Present contact sheet on digital sketchbook.

Basic Photoshop – desaturate, levels, dodge and burn tool – present contacts and edits on digital sketchbook.

Homework:

Ensure digital sketchbook is up to date



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Portraiture 1

Shoot 10 - Krzysztof Gieraltowski

Students shoot portraits in the lighting studio (use black background) and light controlled rooms such as the darkroom.

They explore flags, lighting, contrast, pose.

Student will discuss and capture mood, drama, texture, and intensity.

Present contact sheet on digital sketchbook.

Basic Photoshop – desaturate, levels (abstraction, mood and drama); dodge and burn tool – present contacts and edits on digital sketchbook.

Homework:

Ensure digital sketchbook is up to date

Natural form 2

Shoot 11 - Carol Henry

Shoot natural form (leaves/flowers) on the lightbox, macro.

Consider how the light brings out the colour, lines, marks and textures in the leaves.

Present contact sheet on digital sketchbook.

Basic Photoshop – working in layers, blending modes, masks, saturation – present contacts and edits on digital sketchbook

Homework:

Ensure digital sketchbook is up to date

Portraiture 2

Shoot 12 - Miki Takahashi

Portrait shots in tungsten/outdoor lighting (looking through windows) and the light studio (white background)

Shoot landscape and building images.

Merge/layer landscape/building shots into parts of the face.

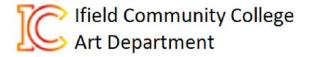
Present contact sheets on digital sketchbook.

Basic Photoshop – Layering/merging, blending options, free transform, photomontage– present contacts and edits on digital sketchbook

Homework:

Ensure digital sketchbook is up to date

Drawing with light



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Shoot 13 – Michael Bosanko

Students shoot in the dark room using sources such as light pens creating 'light graffiti'

Present contact sheet on digital sketchbook.

Basic Photoshop – hue/saturation, layers– present contacts and edits on digital sketchbook.

Homework:

Ensure digital sketchbook is up to date

Architectural forms and shadow

Shoot 14 – Jenny Okun - written analysis

Students will also learn how to plan for a shoot

Shoot simple forms and structures in ICC building, look for shadow, interesting angles (low, high etc).

Photomontage: Learn to go beyond simply recording the world as it is, but to combine and abstract imagery to recreate the environment around them.

Present contact sheet on digital sketchbook.

Basic Photoshop – Layers; selection tool; multiple effects; abstraction, photomontage – present contacts and edits on digital sketchbook.

Homework:

Ensure digital sketchbook is up to date

Week 12: Darkroom - Photograms

Students will look at the visual style of Man Ray

Students will use the images they have taken/edited so far to create a series of photograms in the darkroom

Students will also use objects relating to their theme (with different opacities)

Homework:

Ensure digital sketchbook is up to date

Week 13/14: Presentation

- Students will ensure that all work is complete and presented in their digital sketchbook.
- Students select their best images to exhibit as outcomes (they refine as necessary)
- Exhibition.
- Students will partake in a class critique, reviewing their work so far



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Gallery Visit – dates tbc. Preparation: pages, exhibition research, links and ideas prior to visit. Students produce 2-4 pages on the visit.

Key Learning Objectives

To begin to learn about the assessment objectives and assessment matrix.

To develop their understanding of the creative process in response to a theme.

To develop skills in visual recording in a range of techniques and processes.

To develop their skills of critically analysing and evaluating their work and the work of others from different times and places.

To learn how to create a fully realised outcome in response to a theme.

To begin to know, understand and apply the creative process in their work.

To begin to develop as independent and confident artists.	
Induction Assessment Method	Resources
CW/HW – AFL in line with Edexcel assessment matrix.	
	Sketchbooks
AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating	Materials
analytical and critical understanding	Student handbook
AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas	Library
as work develops	Articles
AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	Exemplar materials
AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections	Galleries and Museums
between visual and other elements	Internet
Assessment for Learning – individual learning needs will be met by:	
Formative assessment using assessment matrix and improvement target setting	
One to one discussions and feedback regarding progress	
Teacher/self-review and evaluation through DIRT targets	
Group critique	
Regular work scrutiny and assessment	
'Master' modelling through teacher demonstration and exemplar work	



Technician: Mrs Estes

A Level Component 1: Coursework (Practical)

Year 12

Spring term 2023 to Summer half term 1 2023

Component 1 Project 1 Overview

Building on learning from the induction workshops, students embark on a negotiated personal response to assignment theme of **Transformation**.

Through this personalised project, students are taught how to develop their work ensuring all assessment objects are satisfied.

Students follow the creative process building confidence in their practical and critical development.

The project culminates into a sustained large format outcome (mock exam 15 hours) in Summer half term 1.

Key Learning Objectives

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.

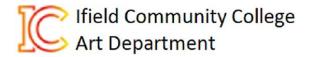
To learnt how to critically review their work as it progresses.

To learnt to select appropriate directions in response to critical reflection.

To know, understand and apply the creative process in their work.

To develop as independent and confident artists.

Component Assessment Method	Resources
Coursework component of assessment matrix.	
Worth 60% of final A Level grade	Sketchbooks Materials
AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	Student handbook Library
AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	Articles Exemplar materials
AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	Galleries and Museums Internet



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Assessment for Learning – individual learning needs will be met by:

Formative assessment using assessment matrix and improvement target setting
One to one discussions and feedback regarding progress
Teacher/self-review and evaluation through DIRT targets
Group critique
Regular work scrutiny and assessment
'Master' modelling through teacher demonstration and exemplar work

A Level Component 1: Coursework (Practical and personal study)

Year 12 (and the first part of year 13)

Summer half term 2 2023 to Spring half term 1 2024

Component 1 Project 2 Overview

Practical Work

Building on learning from project 1 of component 1 (Transformation). Students embark on a personal response to an assignment theme of their choice (project 2 for component 1). Students follow the creative process towards a towards a sustained final Outcome to be produced in the second mock exam (15 hours) in January 2024 in year 13.

Personal Study

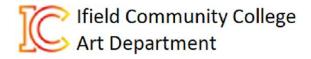
Students explore and select an area of interest to study in-depth in essay form. They will begin first by analysing context and content of the work of various art practitioners or art/cultural movements. From this they will decide on the essay 'question', building an argument with no less than 1000 words. The essay must inform their practical study. The essay comprises of 12% of the final A level grade.

Key Learning Objectives - Practical

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.



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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 directions in response to critical reflection.

To know, understand and apply the creative process in their work.

To develop as independent and confident artists.

Key Learning Objectives – Personal study

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 higher levels of key vocabulary.

To learn how to source their research in an academic format (e.g. Harvard system)

Component Assessment Method	Resources	
Coursework component of assessment matrix.		
Worth 60% of final A Level grade	Sketchbooks	
	Materials	
AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating	Student handbook	
analytical and critical understanding	Library	
AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as	Articles	
work develops	Exemplar materials	
AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	Galleries and Museums	
AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	Internet	
Assessment for Learning – individual learning needs will be met by:		

Formative assessment using assessment matrix and improvement target setting
One to one discussions and feedback regarding progress
Teacher/self-review and evaluation through DIRT targets
Group critique
Regular work scrutiny and assessment
'Master' modelling through teacher demonstration and exemplar work



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A Level Component 2: ESA	Year 13	Spring half term 2 2024 to Summer half term 1 2024
Component 2 ESA theme Overview		

Students follow the creative process and embark on a personal journey in response to the Externally Set Assignment from Edexcel. This exam project Incorporates two major elements: preparatory studies and the 15-hour period of sustained focus (in exam conditions in May 2023 date tbc) Work must cover all four assessment objectives.

Key Learning Objectives - Practical

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 directions in response to critical reflection.

To know, understand and apply the creative process in their work.

To develop as independent and confident artists.

Unit Assessment Method	Resources
Coursework component of assessment matrix.	
Worth 40% of final A Level grade	Sketchbooks Materials
AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	Student handbook Library
AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	Articles Exemplar materials
AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	Galleries and Museums Internet



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AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

Assessment for Learning – individual learning needs will be met by:

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.