

Subject	Year	Term
photography	Yr13	Autumn
Topic		
Personal investigation		
Content (Intent)		
Prior Learning (Topic)		
<p>Personal investigation- Students reflect on their photographic concertina started in yr12 (continued over the summer) and formulate their personal line of enquiry. Through a series of investigative stages now familiar – students work to develop their own response and initial discussions take place. -Students at this point will have the opportunity to take their recognised skill set to investigate a topic which is meaningful to them. Students will again experiment and take increasing risks with their image making processes and materials.</p>		
<p>Building on previous skills students will revisit and experiment with the rudiments of ‘finding their voice’. They will further learn how to take risks and that the process of making art is just that: a process involving practise and enquiry.</p>		
<ul style="list-style-type: none"> • Students can access the course safely and confidently, knowing that if they follow the guidelines, they will develop a new response through to conclusion. • Continuous discussions will be held around the topic of developing an idea - and artists’ use of working methods to find their voice continually referred to. • Students will be involved in 2 weekly group tutorials where there can be a sharing of ideas/methodologies amongst the students and teachers. • Appropriate terminology used around these discussions especially around the use of material choice and expression. • Students continue to see how the context in which they are working is increasingly imperative and begin to make strong links/choices between their work and the work of others. 		
Future Learning (Topic)		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Implementation</p> <ul style="list-style-type: none"> • To repeat a series of activities/stages now familiar through to the completing of a new original artwork. • Students will work towards producing work/research in a two-weekly cycle. Students will review their work and the work of others collectively. 	<p>Impact</p> <ul style="list-style-type: none"> • Practical skills are assessed with regard to being able to review, refine and control materials, processes and techniques. (Assessment Objective 2) Final outcomes are assessed by the quality with which a student has presented a personal response which is clearly supported by their research. They will realise their intentions in a technically convincing and creative way. (Assessment Objective 4) 	

<ul style="list-style-type: none"> • Relevant artists/photographers work discussed/reviewed • Constant reviewing of their own work and the work of others and individual tuition used in between two weekly reviews to move each student forward. • The coursework unit will culminate in the production of a final piece supported by a fifteen-hour examination period. • This denotes the end of the coursework unit which is worth 60% of their final A Level grade. • Students can include any work produced during yr12 - This further supports their coursework submission <p>Students will review their work and comment with increasing confidence on their progress. They will evaluate their outcomes and continue to make informed connections with the work of others.</p>	<ul style="list-style-type: none"> • Personal annotation will be assessed by the quality of insight and understanding demonstrated. Writing will be personal and thoughtful. (Assessment objective 3) • Students will be taking increased ownership of their work, developing and experimenting with increased independence.
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How can parents help at home?

Parents can help by encouraging experimental approaches to the subject and if appropriate discussing their ideas.

Helpful further reading/discussion

<p>Reading Reading/discussion</p> <ul style="list-style-type: none"> • Reading Artist/photographers Blogs • Pinterest • Gallery web sites • Articles/reviews 	<p>Vocabulary Lists</p> <ul style="list-style-type: none"> • Using scaffolding sheets (with vocabulary) to discuss other artists' work 	<p>Careers Links</p> <p>Illustrator, fine artist, game designer, draughtsperson, architect, web designer, graphic designer etc</p>
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