

| Subject   | Year  | Term          |
|---|---|---------------|
| photography   | Yr13  | Spring/Summer |
| Topic   |   |               |
| Examination unit 40% of final grade   |   |               |
| Content (Intent)  |   |               |
| Prior Learning (Topic)  |   |               |
| <p>Examination work- Students will respond to a series of starting points, chosen by the examination board. Through a series of stages, now familiar students will, once again work to develop their own response- further cementing the voice that they have previously found-Students at this point will have the opportunity to take their recognised skill set somewhere else and should feel confident enough to push themselves even further. Students will again experiment and take increasing risks with their photographs, processes and materials.</p> <p>Building on previous skills students will revisit and experiment with the rudiments of 'expression'. 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"> <li>Students can access the course safely and confidently, knowing that if they follow the now familiar guidelines, they will develop a new response through to conclusion.</li> <li>Further discussions will be had around the topic of developing an idea further and how artists/photographers use working methods to find their voice. Appropriate terminology used around these discussions especially around the use of material choice and expression.</li> <li>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.</li> </ul> |   |               |
| Future Learning (Topic)   |   |               |
| How will knowledge and skills be taught?<br>(Implementation)  | How will your understanding be assessed & recorded (Impact)   |               |
| <p>Implementation</p> <ul style="list-style-type: none"> <li>To repeat a series of activities now familiar, through to the completing of a new original photographic piece.</li> <li>Students will continue to work to two weekly group reviews.</li> <li>Relevant artists work discussed/reviewed</li> <li>Constant reviewing of their own work and the work of others and individual tuition used to move each student forward in between group tutorials.</li> </ul>   | <p>Impact</p> <ul style="list-style-type: none"> <li>Practical skills are assessed with regard to being able to review, refine and control materials, processes and techniques. (Assessment Objective 2)<br/>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)</li> <li>Personal annotation will be assessed by the quality of insight and</li> </ul> |               |

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| <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"><li>• The preparation period (75% of the final examined mark)- culminates in a fifteen-hour exam.</li><li>• This denotes the ending of the examination element of their A level worth 40% of their final mark.</li></ul> | <p>understanding demonstrated. Writing will be personal and thoughtful. (Assessment objective 3)</p> <ul style="list-style-type: none"><li>• Students will be taking increased ownership of their work, developing and experimenting with increased independence.</li></ul> |   |
| <p><b>How can parents help at home?</b></p> <p>Parents can help by encouraging experimental approaches to the subject and if appropriate discussing their ideas.</p>   |   |   |
| <p><b>Helpful further reading/discussion</b></p>   |   |   |
| <p><b>Reading</b><br/><b>Reading/discussion</b></p> <ul style="list-style-type: none"><li>• Reading Artist/photographers/designers Blogs</li><li>• Pinterest</li><li>• Gallery web sites</li><li>• Articles</li><li>• Exhibition reviews</li></ul>   | <p><b>Vocabulary Lists</b></p> <ul style="list-style-type: none"><li>• Using scaffolding sheets (with vocabulary) to discuss other artists’ work</li></ul>  | <p><b>Careers Links</b></p> <p>Illustrator, fine artist, game designer, draughtsperson, architect, web designer, graphic designer etc</p> |