Year 12 -13 Photography

The start of the A level course follows a workshop Art format. The purpose of this is to bridge the gap of skills from GCSE to A level, support portfolio development and introduce A level topics and techniques. This scheme of work is intended to follow a technical workshop style, which allows pupils to refresh and develop observational skills linking to the theme. A range of different media is explored, and Art history is referenced throughout. As the project develops the pupils are encouraged to make personal development of their project. The skills of independent thinking, resilience and creativity are developed throughout their time at Glenthorne, to ensure this is possible at this stage.

Component 1, (coursework), begins spring term 2 of year 12 and concludes January of Year 13. This is a personal investigation and is worth 60% of overall mark. Component 2 (exam project) is worth 40% of overall mark and commences February, including in summer exam.

Assessment Objective	Focus	Description	Extra Challenge
1	Mind map	Keywords linking to theme Contextual links Artist links	Use of language 40+ keywords Examples included
	Initial research	Research around the topic to understand the theme and the sub-headings within it. Consider less obvious directions with theme. Consider different sources including books, documentaries, fiction, non-fiction etc.— Discussion & research Demonstrate an understanding of the wider context through research. Own annotation is included to support own opinions.	Range of sources, includes books Refers to journals, history, case studies
	Artist analysis/ Case studies	Research linking to theme. Analyse a piece of work to respond to, make links to own theme Blooms taxonomy is explored.	Research around the topic, consider the outside elements which have determined the outcome e.g., environment, life experiences, exposure to art etc.
	Ideas	Develop ideas linked to response/final pieces. Develop ideas further with peer ideas/reflections Use diagrams, sketches and annotation to support explanation of ideas. Document thought process, making clear links to theme.	Demonstrate an understanding of technical challenge and the assessment criteria e.g., sophisticated response, consistent approach etc.
	Photoshoot plans	Complete sheet documenting composition, lighting and props	Document potential camera settings and aims for composition
	Research	Research around theme – past opinions, current views. Place into context. Consider events within sub-theme. Consider different sources including books, documentaries, fiction, non-fiction etc.– Discussion & research. Express own opinions	Range of sources, includes books Refers to journals, history, case studies
	Gallery Visits	Gallery supports research of theme Artwork is analysed Responses to the artwork, which link to own theme, are created	
	Essay	Intention of investigation clear SPAG followed Blooms taxonomy structure used to analyse work of artists Work is proofed checked Essay reflects detailed research and reflections on own outcomes	Depth of understanding is demonstrated through level of research, language and personal reflection.
	Referencing/Bibliography	Harvard referencing used Sources referenced	Must include books
2	Photoshop edits	Manipulating images relevant to artists and desired outcome. Able to recall the edit steps in correct sequence. Can identify the meu bar, tool bar and layers panel Understands how to print, undo a step and save in correct format	Multitude of layers to create a more complicated piece Able to use www.youtube.com to explore new edit techniques
	Darkroom experiments	Creating darkroom experiments relevant to themes: Photograms, Acetate negatives, Home-made negatives, double exposure. Able to explain the processes and follow the steps independently. Understands the order of chemical trays. Able to explain the purpose of the red light in the darkroom	Clear test strips, showing range of tones
	Bounce pieces	Develop a response which links to a previous piece of work. The outcomes are similar, but a change has occurred. Consider: working on photocopies, taking into darkroom, making a section 3D, completing a photoshoot etc.	Sophisticated outcome
	Reviewing outcomes	Links to AO3 annotation	Why not how Justifies reason behind work, links to history/current affairs
	Reviewing ideas	Links to AO3 annotation	Why not how Justifies reason behind work, links to history/current affairs
	Abstract / Conceptual	Less literal responses are considered. Outcomes, at times, can follow an experimental process, where the process is more important than the outcome.	Conceptual artists are explored, and intentions are reflected on.

3	Digital Photoshoots	Understands the basics of a camera – DSLR settings, focus, how to take a photo	Ensure more complicated shoots- refer to foundation skills
		Focus on composition rules, lighting methods and camera settings	Camera is on manual settings
		Knows how to change the settings for aperture and shutter speed	Demonstrates an understanding of the exposure triangle
		Understands how to get the photo off the camera	Explores film photography where appropriate
	Film Photoshoots	Demonstrates an understanding of the following skills:	Film shows an understanding of the exposure triangle.
		-Rolling on the film (select the appropriate film)	No water marks are shown on film
		-Placing film in camera	Composition rules are evident
		-Process film	
		-Developing film	
		-Contact sheets and enlargements	
	Annotation	Throughout sketchbook explaining the intentions and purpose of outcome	Use of language
		Why not how; justifying decisions. Blooms Taxonomy.	Clear understanding of a wider context to theme
			Conceptual approaches considered
4	Mini masterpiece	Small version of final piece from ideas. Tests the success pf the idea and allows for development	Push ideas
		Marquette.	Willing to take risks
	Final Piece	Planning leads up to the final piece – can clearly following the thought process.	Show exceptional skill due to persevering with ideas and techniques
		Final piece is challenging and links to own theme	
	Artist Responses	Visual outcome – medium and style of individual's choice. Must link to work preceding it.	Sophisticated outcome
		Statements justify decision making and reasons behind work	Clear link to theme
	Annotation	Statements justify decision making and reasons behind work	Why not how
		Why not how; justifying decisions. Blooms Taxonomy.	Justifies reason behind work, links to history/current affairs
	Exhibition	Exhibition piece reflects personal ideas and links to personal project.	Sophisticated outcome
		Presentation of work and audience experience of exhibition is evident.	

Useful websites:

www.pinterest.com

www.artstudentguide.com

www.thisiscolossal.com

www.artsandculture.google.com

www.artrabbit.com

Quentin Carpenter Natureofflowers - YouTube

www.youtube.com/user/nickengland151

www.frieze.com

www.whitehotmagazine.com

www.artnews.com/c/art-in-america/

www.artspace.com/magazine

www.artsy.net/articles

www.news.artnet.com

www.artnews.com

www.theartnewspaper.com