

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 menu 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.

