
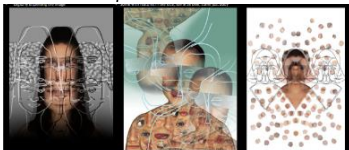

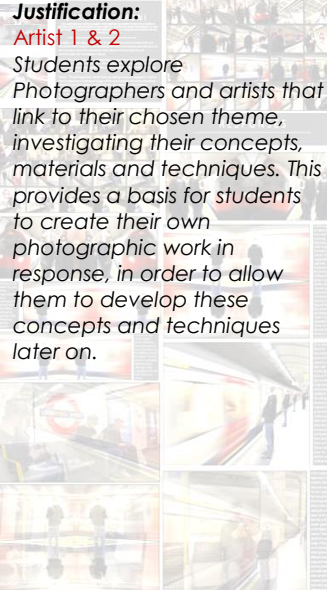
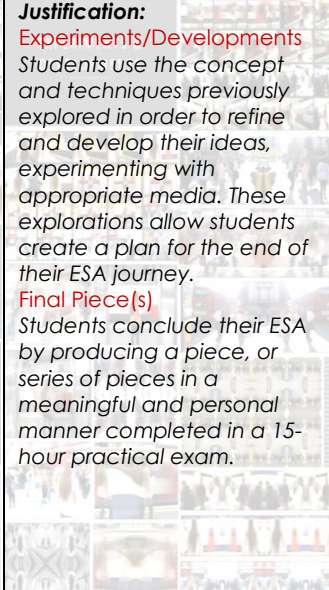
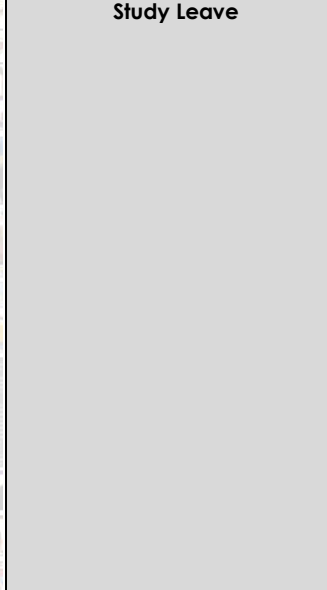


## Curriculum Mapping: Photography Year 12-13

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 12	<b>Workshops</b> Basic Skills / Darkroom Techniques / Camera Skills / Digital Editing / Other Experiments				<b>Mini Project</b> Initial Ideas / Artist 1 / Artist 2		<b>Mini Project</b> Experiments/ Developments Final Piece Ideas / Final Piece		<b>NEA - Personal Investigation</b> Initial Ideas		<b>NEA - Personal Investigation</b> Artist 1	
	Content Form Mood Process Lens ISO Depth of Field Exposure/Aperture Shutter Speed		Flash Lens Flare Composition Foreground Background Midground Rule of Thirds Elongated 2D/3D		Scale Tone Bright Dark Faded Smooth Harsh Contrasting Intense		High Key Low Key Sombre Powerful Feint Light Medium Dramatic Graduated		Pattern Texture Repeated Uniform Geometric Random Symmetrical Soft Irregular		Bold Uneven Bumpy Smooth Rough Spiky Furry Fine	
							Line Fluent Controlled Angular Delicate Flowing Thick Thin		Horizontal Interrupted Overlapping Broken Observational Subjective Surreal Point of View Framing/Cropping		Colour Bold Primary Secondary Tertiary Radiant Dull Vivid	
											White Balance Harmonious Complementary Monochrome Subtle Pale Translucent Opaque Saturated	
	<b>Justification:</b> <b>Workshops</b> Students learn how to set up a digital portfolio, understanding the importance of visual presentation. They learn the way to compose an image and how to analyse and respond to the work of other artists and photographers. Students learn essential camera skills such as how to use an SLR camera, how to control settings, exposure and aperture as well as studio lighting techniques. Once students have acquired this learning, they can start to move on to using their photographs to edit digitally learning skill in Adobe Photoshop. Students learn the basic techniques within the darkroom setting and some more advanced skills such as chemigrams and solarisation. Students also learn how to use manual manipulation techniques with their own photographs.  These workshops provide a basis from which they are then able to create a more sustained project, the Mini Project, in the next stage of their course. The skills learnt during the workshop will then be applied within their mini project.				<b>Justification:</b> <b>Initial Ideas</b> Students create a digital portfolio to complete their mini project. They are given a selection of starting points to choose from and learn how to take photographs in response to their chosen theme, they explore a range of initial ideas to help guide their project to the next stage. <b>Artist 1 and 2</b> Students learn to research the work of 2 artists that link to their theme, analysing the work and respond to the artists by taking their own photographs that show inspiration of style and context. This investigation then informs the next stage of development.		<b>Justification:</b> <b>Experiments/Developments</b> Students learn to explore and develop ideas whilst experimenting and refining with materials and techniques, recording their observations and insights as their work develops. This is done whilst linking back to their chosen title and artist influence. <b>Final Piece Ideas &amp; Final Piece</b> Students create a practical conclusion to their project where they realise their intentions to produce a single, or a series of, final pieces.  The mini project helps students to develop the skills they need to move on to their Personal Investigation, providing an understanding of how a to develop a project.		<b>Justification:</b> <b>Initial Ideas</b> Students use the knowledge gained during the Mini Project to produce their Personal Investigation. Students, explore ideas and genres of Photography that are meaningful and personal to them. Students gather resources and create work based on this initial investigation in order to move through the rest of the Personal Investigation.		<b>Justification</b> <b>Artist 1</b> Students investigate the work of a Photographer that links to their chosen theme. They analyse the work and create a series of photographic responses to understand how the Photographer works, and create their own work that shows inspiration of the style and techniques. This will help to develop the project on later, providing ideas and concepts to explore further.	
<b>Assessment:</b> Students are assessed formatively throughout their work with verbal feedback taking place every lesson. In Photography, verbal feedback is extremely valuable tool as it allows students to correct work and adjust where needed as they go. Peer, self and teacher assessment is given throughout each project and may be both written and verbal. Students are also given summative assessment at the end of each section of their workshops, coursework and ESA which provides grades and allows teachers to track each student's progress.												
<b>Wider reading/Cultural capital</b> Students have the opportunity to visit galleries to experience work first hand. They read about, research and analyse the work of other artists that are appropriate to their intentions and ideas. Year 13 students have their work exhibited in our annual Summer Exhibition where students' friends and family members, and members of the wider public are invited to view the work. As part of the Personal Investigation, students learn how to write a 1000-3000 word essay, which analyses their artists in detail and demonstrates inspiration and connections to their own work.												

**Be the best you can be**

Year 13	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<b>NEA - Personal Investigation</b> Artist 2 / Artist 3		<b>NEA - Personal Investigation</b> Experiments/Developments Final Piece (10 Hr practical exam)		<b>Externally Set Assignment (ESA)</b> Initial Ideas		<b>Externally Set Assignment</b> Artist 1 & 2 (Optional 3)		<b>Externally Set Assignment</b> Experiments / Developments Final Piece (15 Hr Practical exam)		Study Leave	
	Content Form Mood Process Lens ISO Depth of Field Exposure Aperture Shutter Speed	Flash Lens Flare Composition Foreground Background Midground Rule of Thirds Elongated 2D/3D	Scale Tone Bright Dark Faded Smooth Harsh Contrasting Intense	High Key Low Key Sombre Powerful Feint Light Medium Dramatic Graduated	Pattern Texture Repeated Uniform Geometric Random Symmetrical Soft Irregular	Bold Uneven Bumpy Smooth Rough Spiky Furry Fine	Line Fluent Controlled Angular Delicate Flowing Thick Thin	Horizontal Interrupted Overlapping Broken Observational Subjective Surreal Point of View Framing Cropping	Colour Bold Primary Secondary Tertiary Radiant Dull Vivid	White Balance Harmonious Complementary Monochrome Subtle Pale Translucent Opaque Saturated		
	<b>Justification:</b> <b>Artist 2 / Artist 3</b> Students investigate the work of a second and third Photographer that links to their chosen theme. They analyse the work and create a series of photographic responses. They create their own work that shows inspiration of the style and techniques. This helps to develop the project by providing ideas and concepts to explore further.		<b>Justification</b> <b>Experiments/Developments</b> Students use the concepts, ideas, techniques and skills they have previously investigated in order to develop their project. They consider what has been successful and refine these approaches as their work progresses. <b>Final Piece(s)</b> Students conclude their Personal Investigation by producing a piece, or series of pieces in a meaningful and personal manner completed in a 10-hour practical PPE exam.		<b>Justification:</b> <b>Initial Ideas</b> Students use their understanding and skills of how to develop a project to choose one of the titles set by the exam board. They explore their initial ideas around the chosen topic in order to formulate concepts to explore as the work progresses.		<b>Justification:</b> <b>Artist 1 &amp; 2</b> Students explore Photographers and artists that link to their chosen theme, investigating their concepts, materials and techniques. This provides a basis for students to create their own photographic work in response, in order to allow them to develop these concepts and techniques later on.		<b>Justification:</b> <b>Experiments/Developments</b> Students use the concept and techniques previously explored in order to refine and develop their ideas, experimenting with appropriate media. These explorations allow students create a plan for the end of their ESA journey. <b>Final Piece(s)</b> Students conclude their ESA by producing a piece, or series of pieces in a meaningful and personal manner completed in a 15-hour practical exam.		Study Leave	
												
	The NEA coursework and ESA are designed to allow students to progress their photographic skills whilst learning how to produce practical work that fulfils the 4 assessment objectives. Students also learn how to present and create a portfolio of work that will provide them a springboard to the next level of their photography studies.											
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