



Year 12 A Level Curriculum Sequence: Photography

Intent: To introduce students to A-level contextual study and independent enquiry techniques; encouraging students to explore and develop skills using wider range of photography techniques and processes. This leads to students being confident and skilful in their own explorations as they embark on their Personal Investigation journey.

HT1 Zine Project Workshops exploring photography and editing techniques inspired by fine art photographers and designer	HT2 Zine Project Development of own ideas and a final Zine outcome	HT3 Light and Shade Workshops exploring Minimalist and Abstract photography in still-life and lighting techniques	HT4 Light and Shade Workshops in landscape and portrait photography, leading to the development of own ideas and outcomes.	HT5 Personal Investigation Starting points and exploring the work of others	HT6 Personal Investigation Exploring media, techniques and ideas in response to artists
<p>Why the ‘Zine Project: Introduction’? This project introduces students to Photography as a Fine Art media. Workshops encourage thinking creatively and differently about Photography, addressing preconceptions about what ‘photography’ can be. Students explore a range of physical and digital manipulation techniques linking to contemporary fine art photographers.</p>	<p>Why the ‘Zine Project’? This phase offers further experimentation with editing and manipulation techniques which leads to independent development of ideas around the theme ‘Conflict and Social Change’. Reflecting on research and experiments students develop ideas which cumulate to a personal and finished Zine.</p>	<p>Why ‘Light and Shade’? Student engage with still-life photography through workshops influenced by photographers and art movements. This includes studies influenced by Minimalism, Abstract photography using paper and Vanitas. A focus is on improving the quality of images prior to editing as well as students developing a rich knowledge of contextual sources and plethora of diverse research techniques.</p>	<p>Why ‘Light and Shade’? Further exploration on the theme sees students investigate photography techniques and styles appropriate to landscape and portrait photography. Revisiting Minimalism, students explore how this can be visualised in landscapes, while cast shadows and the Rembrandt technique is explored in portrait photography.</p> <p>Workshops and research is used as a springboard for students own ideas, interests and further photoshoots and personal outcome.</p>	<p>Why ‘Personal Investigation’? Students are presented with a selection of images/key words/quotes which will form the starting point to their project.</p> <p>Students are encouraged to explore a range of ideas, before narrowing it down to an individual focus. As part of this process students are then encouraged to focus in depth at the work of 3-4 different photographers/artists/movements. Students look closely at the photography techniques and processes used, through visual and written analysis. Photoshoots and editing trials are used to inform a variety of outcomes that relate to the theme/starting point.</p>	<p>Why ‘Personal Investigation’? Students reflect on how to narrow their focus down further. At this stage, students will visit exhibitions and record their experiences as well as explore further photographers/artists/movements in producing further photoshoots and editing trials.</p>
<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>EDUQAS Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>EDUQAS Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Assessment Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>EDUQAS Specification links: Assessment Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>
<p>Teaching it here supports: Key skills: DSLR use, photography compositional styles, Photoshop editing skills, collage skills, presentation, annotation-writing</p>	<p>Teaching it here supports: Key Skills: Research and analysis, photography compositional styles, Photoshop editing skills, idea development, annotation and personal reflection</p>	<p>Teaching it here supports: Key skills: DSLR use, photography compositional styles, use of studio lighting, Photoshop editing skills, presentation, annotation-writing</p>	<p>Teaching it here supports: Key skills: DSLR use, photography compositional styles, use of studio lighting, Photoshop editing skills, idea development, annotation and personal reflection</p>	<p>Teaching it here supports Outcomes include: mind-maps, presentations, contextual research (including a wide range of potential artists). Initial photoshoots and edits.</p>	<p>Teaching it here supports Outcomes include: Photoshoots, editing trials, written analysis and reflections, refined outcomes/investigations</p>
<p>Feeds from: Y10 relevant skills in HT4 and Y11 HT1, HT2</p>	<p>Feeds from: Y10 relevant skills in HT4 and Y11 HT3, HT4</p>	<p>Feeds From: Y10 and Y11 relevant skills and Y12 HT1, HT2</p>	<p>Feeds From: Y10 and Y11 relevant skills and Y12 HT1, HT2, HT3</p>	<p>Feeds from: Y11 ESA and Y12 HT1-HT4</p>	<p>Feeds from: Y11 ESA and Y12 HT1-HT5</p>