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 Intro Unit : People and Places (Places)	HT2 Intro Unit : People and Places (People)	HT3 Intro Unit : People and Places (outcomes)	HT4 Personal Investigation	HT5 Personal Investigation	HT6 Personal Investigation
Workshops exploring photography techniques and styles	Workshops exploring photography portraits and narrative	Developing ideas and trials that result in personal outcomes	Starting points and exploring the work of others	Exploring photography techniques, styles and ideas in response to artists/photographers	Exploring photography techniques, styles and ideas in response to artists/photographers. Plus written study
Why 'People and Places (Places)'? Students explore the theme through workshops which develop knowledge of dslr cameras, techniques and different photography styles. Focusing on 'Places', students explore typographies, architectural photography, abstract photography and motion blur effects. The workshops are designed to build confidence in using cameras and encourages students to reflect on their work	**Why 'People and Places (People)'?** This phase offers further development of photography skills with workshops involving portraiture photography in the studio to explore lighting. Narrative photography is explored and 'places' is recapped during the visit to 'Blackpool' where a series of photoshoots evidence skills learnt and prepares students for the next stage.	**Why 'People and Places (Outcomes)'?** Students experiment with editing and manipulation techniques which leads to independent development of ideas around the theme 'People and Places'. Reflecting on research and experiments students develop ideas which cumulate to a series of personal outcomes	**Why 'Personal Investigation'?** Students are presented with a selection of images/key words/quotes which will form the starting point to their project. Students are encouraged to explore a range of ideas, before narrowing it down to an individual focus. As part of this process students look closely at the photography techniques and processes used, through visual and written analysis and produces a series of initial photoshoots to explore their ideas.	**Why 'Personal Investigation'?** Reflecting on their initial creative journey, students are encouraged to focus in depth at the work of 3-4 different photographers to further develop their ideas. 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.	**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. **Written Personal Study** Students are required to complete a 1000-3000 word essay discussing and analysing their research and how it has informed their art so far.
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.	**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.	**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.	**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.	**EDUQAS Specification links:** Assessment Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Assessment Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	**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 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
Teaching it here supports: **Key skills:** DSLR use, photography compositional styles, Photoshop editing skills, collage skills, presentation, annotation-writing	**Teaching it here supports:** **Key Skills:** Research and analysis, photography compositional styles, Photoshop editing skills, idea development, annotation and personal reflection	**Teaching it here supports:** **Key skills:** DSLR use, photography compositional styles, use of studio lighting, Photoshop editing skills, presentation, annotation-writing	**Teaching it here supports:** **Key skills:** DSLR use, photography compositional styles, use of studio lighting, Photoshop editing skills, idea development, annotation and personal reflection	**Teaching it here supports** **Outcomes include:** mind-maps, presentations, contextual research (including a wide range of potential artists). Initial photoshoots and edits.	**Teaching it here supports** **Outcomes include:** Photoshoots, editing trials, written analysis and reflections, refined outcomes/investigations
Feeds from: Y10 relevant skills in HT4 and Y11 HT1, HT2	**Feeds from:** Y10 relevant skills in HT4 and Y11 HT3, HT4	**Feeds From:** Y10 and Y11 relevant skills and Y12 HT1, HT2	**Feeds From:** Y10 and Y11 relevant skills and Y12 HT1, HT2, HT3	**Feeds from:** Y11 ESA and Y12 HT1-HT4	**Feeds from:** Y11 ESA and Y12 HT1-HT5