



Photography: Year 13

Scheme of Learning	Assessments
<p>Project One: May of Year 12 – January</p> <p>How do we develop a personal investigation? In Component 1, students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes.</p> <p>Practical elements should make connections with some aspect of contemporary or past practice of artists, designers, photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.</p> <p>Key concepts:</p> <p>Assessment Objective 1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>Assessment Objective 2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p> <p>Key Skills: Students are introduced to digital photographic techniques, For example:</p> <ul style="list-style-type: none">▪ camera skills▪ studio photography	<p>Assessments 18 weeks – 72 lessons Assessment every 6 learning hours</p> <ol style="list-style-type: none">1. Title Page2. Mind Map/Mood Board3. Photographers response4. Collecting own visuals5. Image manipulation6. Photographers response7. Photoshop editing techniques8. Photographers response9. Photoshop techniques10. Planning for a final piece11. Final Piece

<ul style="list-style-type: none"> ▪ image manipulation ▪ genres <p>The history of photography and the work of photographers could be considered, For example</p> <ul style="list-style-type: none"> ▪ significant historical practitioners ▪ current practitioners ▪ genres ▪ different uses of photography. <p>The Overarching Inquiry: How do we develop a personal investigation?</p>	
<p>Project Two: February – May</p> <p>How do we develop a coherent project covering all of the assessment objectives, from a set range of starting points?</p> <p>In Component 2, students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.</p> <p>Key concepts:</p> <p>Assessment Objective 1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>Assessment Objective 2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p> <p>Key Skills Responses to the work of other artists, exploring the skills and techniques that they use.</p>	<p>Assessments No formal Assessment allowed</p>

<p>The Overarching Inquiry: How do we develop a coherent project covering all of the assessment objectives, from a set range of starting points?</p>	
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