

A Level Art and Design: Photography (9PY0 – 9PY0/01; 9PY0/02) Long Term Overview 2021-23 Exam Board: Edexcel

At a glance:

Year 12		
Autumn Term 2021	Spring Term 2022	Summer Term 2022
<p><u>Half Term 1</u></p> <p>Component 1 – Introduction Project Theme: Transformation</p> <p>Intensive induction course designed to equip students with skills and concepts required to embark on a personal assignment for the formally assessed Component 1 projects.</p>	<p><u>Half Term 1</u></p> <p>Component 1 Coursework: Theme: Transformation</p> <p>Students follow the creative process to develop negotiated personal responses to assignment theme 'Transformations'.</p>	<p><u>Half Term 1</u></p> <p>Component 1 Coursework: Theme: Transformation</p> <p>Complete project. Mock Exam – 15 hours. Unaided sustained final piece in response to assignment theme.</p> <p>Assessment Method: CW/HW - Worth 60% of final A Level grade in line with Edexcel assessment matrix.</p>
<p><u>Half Term 2</u></p> <p>Component 1 – Introduction Project Theme: Light: Transformation</p> <p>Intensive induction course designed to equip students with skills and concepts required to embark on a personal assignment for Component 1.</p> <p>Assessment Method: CW/HW – AFL in line with Edexcel assessment matrix.</p>	<p><u>Half Term 2</u></p> <p>Component 1 Coursework: Theme: Light: Transformation</p> <p>Students follow the creative process to develop negotiated personal responses to assignment theme 'Transformations'.</p>	<p><u>Half Term 2</u></p> <p>Component 1 - Coursework: Theme: Personal/negotiated Introduction to Year 13.</p> <p>Two elements: 1 - Personal Study (min. 1000 words) 2 - Practical work: Initial ideas generation, research, exploratory stage.</p>

Year 13		
Autumn Term 2022	Spring Term 2023	Summer Term 2023
<p><u>Half Term 1</u></p> <p>Component 1 - Coursework:</p> <p>Personal Study and Practical Work continued from year 12 summer half term 2. Further exploration, development, refinement and synthesising of ideas.</p>	<p><u>Half Term 1</u></p> <p>Component 1 - Coursework:</p> <p>Complete Personal Study and Practical Work. Mock Exam – 15 hours. Unaided sustained final piece in response to assignment theme.</p> <p>Assessment Method: CW/HW - Worth 60% of final A Level grade in line with Edexcel assessment matrix.</p>	<p><u>Half Term 1</u></p> <p>Component 2 - Externally Set Assignment:</p> <p>Complete negotiated personal responses to set assignment.</p> <p>EXAM: Unaided sustained final piece in exam conditions (15 hours). (3 days in May dates tbc)</p> <p>Assessment Method: ESA - Worth 40% of final A Level grade in line with Edexcel assessment matrix.</p> <p>END OF COURSE</p>
	<p>Component 2 - Externally Set Assignment: Released Feb 1st 2023</p> <p>Centre launch of the given theme. Students embark on their personal response to the them following the creative process - Initial ideas generation, research, exploratory stage.</p>	
<p><u>Half Term 2</u></p> <p>Component 1 - Coursework Focus:</p> <p>Personal Study and Practical Work continued. Further exploration, development, refinement and synthesising of ideas.</p>	<p><u>Half Term 2</u></p> <p>Component 2- Externally Set Assignment:</p> <p>Practical work - Further exploration, development, refinement and synthesising of ideas.</p>	

Detail:

Introduction project: Transformation	Year 12	Autumn Term 2021
Induction Project Overview		
<p>Intensive induction course - Theme: TRANSFORMATION Building on learning from key stage 4, the first half term induction project is designed to equip students with skills and concepts required to embark on the formally assessed Component 1 personal projects. Students follow the creative process building confidence in their practical and critical development.</p>		
<p>Week 1: Introduction, Health and safety and IT; basic shoot and organisation of work</p> <p>Introduction to GCSE Photography Tour of the Photography area and Health and Safety induction</p> <p><i>Getting to know the camera</i> <u>Shoot1</u> – The Alphabet; auto setting and RAW file only. Students to source and record letters in and around the school building.</p> <p>Introduction to:</p> <ul style="list-style-type: none"> - basic camera settings, file types (RAW) and Auto mode on the Canon 1300D. - Focus – what this is and how to achieve this. - saving RAW files using your personal disc space and the shared OneDrive - setting up digital sketchbook (PowerPoint) - contact sheet (screenshot from folder) - selected best shoots – basic Photoshop: saving shots as jpeg files and then presented as a word or phrase in digital sketchbook. - organising folders in OneDrive <p>Teacher models and shows examples of how to present work appropriately</p> <p>Homework: Access/set-up OneDrive and Teams on your home computer.</p>		
<p>Week 2: Shutter speed and Exposure <i>Getting to know the camera</i></p>		

Exposure basics – awareness of the exposure triangle (revisited later)

Gain basic knowledge of the Shutter speed

Shoot 2

Students work in pairs to - Freeze movement and capture movement.

Present shoots on digital sketchbook.

Basic Photoshop – What is a PSD? Contrast/brightness, hue/saturation, desaturate – present edits on digital sketchbook

Annotate learning.

Teacher continues to model and show examples of how to present work appropriately

Homework:

1 - Short test on TEAMS

2 – Research and select at least two photographs that show examples of interesting depth of field

Week 2/3:

Aperture, Depth of field, Focus Points

Part 1 - Getting to know the camera - Focus points

Gain knowledge and understanding of focal points, how and when to use them.

Shoot 3 - Use at least two objects (one behind the other)

– selection of objects in the studio or on student's person: A short practical for students to experiment with the focus point settings and explore the importance of this.

Part 2 - Getting to know the camera - Aperture and Depth of Field

Gain basic knowledge of the Aperture and DoF

Shoot 4 – recording objects in the studio and in/around the room, exploring effects on exposure when changing the AV and the distance to subject.

- Use at least two objects (one behind the other)

Present shoots on digital sketchbook.

Basic Photoshop – filters – present edits on digital sketchbook
Annotate learning.
Teacher continues to model and show examples of how to present work appropriately

Homework:

1 - Short test on TEAMs

2 – Research and select at least two photographs that show examples of interesting use of different shutter speed techniques.

Week 3

ISO, Manual shooting, exposure triangle revisit

Getting to know the camera

Gain basic knowledge of the ISO

Further understanding of the exposure triangle (exposure)

Manual settings and using the light meter

Shoot 5 – experimenting in manual mode setting – gaining the correct exposure through adapting the ISO, aperture and shutter values and using the camera light exposure meter. Students select their own subjects around the school.

Present shoots on digital sketchbook. Annotate learning.

Teacher continues to model and show examples of how to present work appropriately

Homework:

Long test on TEAMs based on all learning so far.

Week 4:

Lenses and focal length – standard, macro and zoom

Getting to know the camera

Gaining awareness and basic knowledge of the benefits and usage of three lens types:

Standard

Macro

Zoom

Shoot 6 – Landscape and portrait photography using all three lens types. Compare and contrast effects.

Present shoots on digital sketchbook.
Basic Photoshop – selection tools, applying previous learnt techniques to selected areas – present edits on digital sketchbook
Annotate learning.

Homework:
Ensure all slides are complete and up to date.

Week 4/5:

Lighting Conditions and white balance

Capturing and controlling light

Students to learn how different lighting transforms the image and how to manipulate camera settings in responses to this. Explore various lighting conditions – lighting studio, darkroom, light cube, tungsten, outside/natural Students follow instruction first and then experiment within the lighting studio. Introduction to White balance and why this needs to be considered when shooting.

Shoot 7 - Students to arrange and shoot made and natural forms in various lighting conditions – lighting studio, darkroom, light cube, tungsten, outside/natural.

Present shoots on digital sketchbook.
Present any edits on digital sketchbook
Annotate learning.

Homework:
Short test on TEAMS

Week 5

Formal elements, compositional techniques and subject

Visual recording – what makes a good image?

Drawing exercise – sketch out examples of the elements of line, shape, form, etc.
Introduced to compositional techniques and the principles of art.

Shoot 8 –

Students shoot a range of images showing a range of compositional techniques

Present shoots on digital sketchbook.
Present any edits on digital sketchbook

Annotate learning.

Homework:

Research a select a series of famous photographs that demonstrate learnt compositional techniques. Annotate.

Week 6 – 11 Responding to Photographers

In the next weeks, students are taught how to analyse photographer’s imagery, firstly using previously learnt technical and visual knowledge. They then begin to consider context and content (on selected photographers) – comparing/contrasting styles, subjects and intention.

Students taught how to respond to create a shoot in response to analysed photographic images. Verbal analysis initially and students taught how to use the writing frames to analyse with depth and understanding.

A range of subjects, styles and times to give students a taster of diverse working practices.

Architectural forms and shadow

Shoot 9 – Jenny Okun - written analysis

Students will also learn how to plan for a shoot

Shoot simple forms and structures in ICC building, look for shadow, interesting angles (low, high etc).

Photomontage: Learn to go beyond simply recording the world as it is, but to combine and abstract imagery to recreate the environment around them.

Present contact sheet on digital sketchbook.

Basic Photoshop – Layers; selection tool; multiple effects; abstraction, photomontage – present contacts and edits on digital sketchbook.

Homework:

Ensure digital sketchbook is up to date

Natural form 1

Shoot 10 – Edward Weston - written analysis

A move away from pictorialism to a modern, sharp style of photography exploring the formal qualities of natural form and exploring photographic technique.

Students to shoot natural form in the lighting studio and light cube. Using direct, harsh lighting, small aperture and long exposure to capture details in texture, shape and form.

Present contact sheet on digital sketchbook.

	<p>Basic Photoshop – desaturate, levels, dodge and burn tool – present contacts and edits on digital sketchbook.</p> <p>Homework: Ensure digital sketchbook is up to date</p>
	<p>Natural form 2 <u>Shoot 11 - Carol Henry</u> Shoot natural form (leaves/flowers) on the lightbox, macro. Consider how the light brings out the colour, lines, marks and textures in the leaves. Present contact sheet on digital sketchbook. Basic Photoshop – working in layers, blending modes, masks, saturation – present contacts and edits on digital sketchbook</p> <p>Homework: Ensure digital sketchbook is up to date</p>
	<p>Portraiture 1 <u>Shoot 12 - Krzysztof Gieraltowski</u> Students shoot portraits in the lighting studio (use black background) and light controlled rooms such as the darkroom. They explore flags, lighting, contrast, pose. Student will discuss and capture mood, drama, texture, and intensity. Present contact sheet on digital sketchbook. Basic Photoshop – desaturate, levels (abstraction, mood and drama); dodge and burn tool – present contacts and edits on digital sketchbook.</p> <p>Homework: Ensure digital sketchbook is up to date</p>
	<p>Portraiture 2 <u>Shoot 11 - Davey-Adesida - written analysis</u> Contemporary, soft, tranquil photography in response to the noise of social media and celebrity culture. Portrait shots in the light studio (switch to white background) Colour filters and directional lighting. Compositions from film stills and other cultural texts. Present contact sheet on digital sketchbook. Basic Photoshop – hue/saturation – present contacts and edits on digital sketchbook</p>

	<p>Homework: Ensure digital sketchbook is up to date</p>
	<p>Portraiture 3 <u>Shoot 13 - Miki Takahashi</u> Portrait shots in tungsten/outdoor lighting (looking through windows) and the light studio (white background) Shoot landscape and building images. Merge/layer landscape/building shots into parts of the face. Present contact sheets on digital sketchbook. Basic Photoshop – Layering/merging, blending options, free transform, photomontage– present contacts and edits on digital sketchbook</p> <p>Homework: Ensure digital sketchbook is up to date</p>
	<p>Drawing with light <u>Shoot 14 – Michael Bosanko</u> Students shoot in the dark room using sources such as light pens creating 'light graffiti' Present contact sheet on digital sketchbook. Basic Photoshop – hue/saturation, layers– present contacts and edits on digital sketchbook.</p> <p>Homework: Ensure digital sketchbook is up to date</p>
<p>Week 11: Darkroom – Photograms Students will look at the visual style of Man Ray Students will use the images they have taken/edited so far to create a series of photograms in the darkroom Students will also use objects relating to their theme (with different opacities)</p> <p>Homework: Ensure digital sketchbook is up to date</p>	
<p>Week 12: Presentation - Students will ensure that all work is complete and presented in their digital sketchbook.</p>	

- Students select their best images to exhibit as outcomes (they refine as necessary)
- Exhibition.
- Students will partake in a class critique, reviewing their work so far

Gallery Visit – dates tbc. Preparation: pages, exhibition research, links and ideas prior to visit. Students produce 2-4 pages on the visit.

Key Learning Objectives

To begin to learn about the assessment objectives and assessment matrix.
 To develop their understanding of the creative process in response to a theme.
 To develop skills in visual recording in a range of 2D, 3D and digital media.
 To develop their skills of critically analysing and evaluating their work and the work of others from different times and places.
 To learn how to create a fully realised outcome in response to a theme.
 To begin to know, understand and apply the creative process in their work.
 To begin to develop as independent and confident artists.

Induction Assessment Method

CW/HW – AFL in line with Edexcel assessment matrix.

AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress
AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

Resources

Sketchbooks
 Art Materials
 Student handbook
 Library
 Articles
 Exemplar materials
 Galleries and Museums
 Internet

Assessment for Learning – individual learning needs will be met by:

Formative assessment using assessment matrix and improvement target setting
 One to one discussions and feedback regarding progress
 Teacher/self-review and evaluation through DIRT targets
 Group critique
 Regular work scrutiny and assessment
 ‘Master’ modelling through teacher demonstration and exemplar work

A Level Component 1: Coursework (Practical)	Year 12	Spring term 2021 to Summer half term 1 2022
Component 1 Project 1 Overview		
<p>Building on learning from the induction workshops, students embark on a negotiated personal response to assignment theme of Transformation. Through this personalised project, students are taught how to develop their work ensuring all assessment objects are satisfied. Students follow the creative process building confidence in their practical and critical development. The project culminates into a sustained large format outcome (mock exam 15 hours) in Summer half term 1.</p>		
Key Learning Objectives		
<p>To learn to critically analyse the context and content of art practitioners from different times and places. To learn how to develop their own ideas in response to their research. To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas. To learn to refine their skills of recording and handling of a wider range of materials, techniques and processes. To learnt how to critically review their work as it progresses. To learnt to select appropriate directions in response to critical reflection. To know, understand and apply the creative process in their work. To develop as independent and confident artists.</p>		
Component Assessment Method		Resources
<p style="text-align: center;">Coursework component of assessment matrix. Worth 60% of final A Level grade</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p>		<p>Sketchbooks Art Materials Student handbook Library Articles Exemplar materials Galleries and Museums</p>

AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	Internet
Assessment for Learning – individual learning needs will be met by:	
<p>Formative assessment using assessment matrix and improvement target setting One to one discussions and feedback regarding progress Teacher/self-review and evaluation through DIRT targets Group critique Regular work scrutiny and assessment ‘Master’ modelling through teacher demonstration and exemplar work</p>	

A Level Component 1: Coursework (Practical and personal study)	Year 12 (and the first part of year 13)	Summer half term 2 2022 to Spring half term 1 2023
Component 1 Project 2 Overview		
<p>Practical Work Building on learning from project 1 of component 1 (Transformation). Students embark on a personal response to an assignment theme of their choice (project 2 for component 1). Students follow the creative process towards a towards a sustained final Outcome to be produced in the second mock exam (15 hours) in January 2023 in year 13.</p> <p>Personal Study Students explore and select an area of interest to study in-depth in essay form. They will begin first by analysing context and content of the work of various art practitioners or art/cultural movements. From this they will decide on the essay ‘question’, building an argument with no less than 1000 words. The essay must inform their practical study. The essay must inform their practical study. The essay comprises of 12% of the final A level grade.</p>		

Key Learning Objectives - Practical	
<p>To learn to critically analyse the context and content of art practitioners from different times and places. To learn how to develop their own ideas in response to their research. To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas. To learn to refine their skills of recording and handing of a wider range of materials, techniques and processes. To learnt how to critically review their work as it progresses. To learnt to select appropriate directions in response to critical reflection. To know, understand and apply the creative process in their work. To develop as independent and confident artists.</p>	
Key Learning Objectives – Personal study	
<p>To be able to produce a cohesive, intelligent, professionally structured written study linked to pertinent art practitioners and forms connected to their personal practical project To learn how to build a critical argument. To have knowledge of and understand higher levels of key vocabulary. To learn how to source their research in an academic format (e.g. Harvard system)</p>	
Component Assessment Method	Resources
<p style="text-align: center;">Coursework component of assessment matrix. Worth 60% of final A Level grade</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p style="text-align: center;">Sketchbooks Art Materials Student handbook Library Articles Exemplar materials Galleries and Museums Internet</p>
Assessment for Learning – individual learning needs will be met by:	

To become creative, critical, independent, visual thinkers

Formative assessment using assessment matrix and improvement target setting
 One to one discussions and feedback regarding progress
 Teacher/self-review and evaluation through DIRT targets
 Group critique
 Regular work scrutiny and assessment
 'Master' modelling through teacher demonstration and exemplar work

A Level Component 2: ESA	Year 13	Spring half term 2 2023 to Summer half term 1 2023
Component 2 ESA theme Overview		
<p>Students follow the creative process and embark on a personal journey in response to the Externally Set Assignment from Edexcel. This exam project incorporates two major elements: preparatory studies and the 15-hour period of sustained focus (in exam conditions in May 2023 date tbc) Work must cover all four assessment objectives.</p>		
Key Learning Objectives - Practical		
<p>To learn to critically analyse the context and content of art practitioners from different times and places. To learn how to develop their own ideas in response to their research. To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas. To learn to refine their skills of recording and handling of a wider range of materials, techniques and processes. To learnt how to critically review their work as it progresses. To learnt to select appropriate directions in response to critical reflection. To know, understand and apply the creative process in their work. To develop as independent and confident artists.</p>		

To become creative, critical, independent, visual thinkers

Unit Assessment Method	Resources
<p style="text-align: center;">Coursework component of assessment matrix. Worth 40% of final A Level grade</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p style="text-align: center;">Sketchbooks Art Materials Student handbook Library Articles Exemplar materials Galleries and Museums Internet</p>
Assessment for Learning – individual learning needs will be met by:	
<p>Formative assessment using assessment matrix and improvement target setting. One to one discussions and feedback regarding progress. SMART targets Self-review and evaluation through DIRT targets. Group critique Regular work scrutiny and assessment 'Master' modelling through teacher demonstration and exemplar work.</p>	