



Learning Cycle Year 1	Knowledge and Skills	Vocabulary	Checking of understanding	Rationale
Autumn Term	<ul style="list-style-type: none"> • Introduction to the course overview • Introduction to the Portfolio Project Title: Shapes, Textures & Pattern • Importance of exploration of photographic styles and camera settings. • Importance of the sketchbook to record the journey of skills development. • Researching specific photographers to inform personal responses • Building skills through practical experimentation using... • Angles & Shadows • Homemade Backdrops • Aperture, ISO & Shutter speed • Manmade and Natural subject matter • Basic Digital editing • Gradient Map, High Pass Filter, Levels, Brightness & Contrast • Researching set specific Practical and digital designers to inform personal responses using • Collage • Target audience considerations • Appropriate typography styles • Book jacket layout research to inform own outcome possibilities. • Royal British Legion Poppy Appeal Fundraiser – basic layering/blending/masking technique intro. • Exploring Human form photography. • Fundamentals of using photography studio • Black & White backdrops, • Coloured gels • Soft boxes and light accessories • Flashes • Tripods 	<p>Supported by the introduction and use of the Photography Research and annotation booklet. This booklet contains tips on how to research and how to write critical analysis. Sentence starters are included. Students are also issued with 'The Photography Bible' a booklet written to support our ambitious curriculum plan – this is an expansive reference guide which summarises all of the technical and artistic information they will encounter during the first term</p> <p>Students will further develop their confidence in analysing – focusing on media. They will start to develop their artistic vocabulary necessary for working in their sketchbooks with confidence.</p> <p>Portfolio Moodboard. Brief.</p>	<p>Shadow timetable used to nominate at least 1 double session where students will work in the creative studio/ LRC during independent study time. This will allow for extra support and time management.</p> <p>Formal assessment takes place every 4-6 weeks. Students receive written feedback on a digital gold assessment sheet that is kept at the beginning of the students electronic sketchbook.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p> <p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p>	<p>The Photography course at MV16 is purposefully planned for individuals to build an exciting and creative portfolio of work that is highly relevant to a multitude of Photographic post 18 pathways. Students investigate a diverse range of masters of Photography and industry practitioners and explore a wide range of subject matter, techniques and processes which will enable them to confidently apply their newly acquired knowledge, skills and understanding to produce their own creative images. Skills and techniques become more sophisticated as the terms progress. The skills taught and developed allow students to autonomously plan and execute an ambitious personal investigation at the end of the academic year.</p> <p>The autumn term planning helps the students understand the</p>

	<ul style="list-style-type: none"> • Researching specific photographers to inform personal responses using • Composition rules • Duotone editing • Clone and Healing tool editing • Map Displacement • Photomontage • Building review & refine skills through experimentation and reshooting. 	<p>Contact sheet Edit Manipulation Refine Jpg PSD PNG TIFF Lossy Lossless Resolution Metadata Screen shots Target market/audience. Monochrome Composition Viewpoint Scale Greyscale Fundamental Opacity Rule of Thirds Dutch Tilt Birds eye/Worms eye Perspective Aperture Shutter speed ISO Fstops Shallow/Deep Depth of Field Point of Focus Single Lens Reflex Exposure Exposure Triangle Gradient Mapping Histogram High Key/ Low Key Diffused Modifiers Honeycomb Snoot</p>	<p>Resubmission may be required.</p> <p>Gold sheets identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on AQA standardisation levels.</p> <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits begin early in the course to promote good working practice and peer on peer advice.</p> <p>1:1 discussions and advice begins from the first lesson.</p> <p>Purple notebooks are kept and are used to record verbal advice and individual thoughts on how to take work further/be more successful.</p>	<p>importance of understanding camera settings and the exposure triangle when using a DSLR and that the sketchbook can be used to extend ideas and explore ideas.</p> <p>Students will develop their confidence with capturing artistic images through effective use of composition, exposure and digital manipulation.</p> <p>Digital manipulation skills will be utilised to create a wearable poppy to be sold for Remembrance Sunday.</p> <p>Students will develop their confidence with subject matter exploring natural and manmade still life moving through to capturing the human form. This allows for expansion of experimentation techniques and students ability to shoot in different locations, including at home and in the photography studio. Capturing the human form also develops the students ability to exercise organisation and interpersonal skills to manage and direct their models.</p>
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		Remote Trigger Flash Montage Surrealism		Diversity will be explored in the range of artists investigated but also in the understanding of using imagery to convey messages and meaning. Students encouraged to use combine influences and techniques in the development of original idea refinement. This encourages 'out of the box' thinking and be able to recognise that development processes are crucial in the creative industry.
Spring Term	<ul style="list-style-type: none"> Outdoor shoots using camera settings (aperture/shutter speed) to creating shots with leading lines. Sky replacement photomontage. Exploring Tessellations to create abstracted photography. Building skills through practical experimentation using Long shutter speeds Extending outdoor shoots and shutter speed exploration through night shooting to achieve light trails in shots. Extending skills to create light paintings using indoor, outdoor and studio shooting. Intro to self-negotiated mini project allowing students to choose a theme to explore that will utilise their individual strengths up to this point. Chosen theme must stem from a topic studied so far this year <ul style="list-style-type: none"> Natural Form Manmade form Human Form Architecture 	Continued used of the Photography Research and Annotation booklet. Tessellation Light painting Light Trails Long exposure Multiple exposure Stacking Blending Leading lines Analytical Descriptive Balance Symmetry Alignment Pattern Repetition Surface pattern Continuous pattern Contrast Saturation Warm & Cool colours	Peer assessment. Students will mark each other's books referring to the assessment criteria. They will give written feedback of strengths and suggest possible ways to improve grade. Formal written assessment using gold sheet detailed in Spring term. Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement. Smart targets are set to be complete by the subsequent assessment.	Building on skills explored in the autumn term, students are continuing to explore a varied and new range manipulation techniques to respond to their chosen artists/designers from the lists provided for pattern making and tessellation. Repetition and pattern are particularly used with the graphic design industry and therefor the techniques explored at this point in the curriculum widen the students understanding of how photography can be utilised in other career paths. Shooting in the dark is the final challenge the students are set as part of their skills-

	<ul style="list-style-type: none"> Peer assessment to select theme of strength and technique choices from sketchbook work to date. Students encouraged to combine themes where appropriate. Appropriate skills and techniques to be taken forward and utilised in a personal manner. Students research their own artist influences most appropriate to their chosen theme. Possible gallery visit/other off-site trip relevant to each theme (independent gallery visits also encouraged) 	<p>Depth</p>	<p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p> <p>Resubmission may be required.</p> <p>Gold sheets identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on AQA standardisation levels.</p> <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits promote good working practice and peer on peer advice.</p> <p>1:1 discussions and advice begins from the first lesson.</p> <p>Purple notebooks are kept and are used to record advice and individual thoughts on how to take work further/be more successful.</p> <p>One to one work with students particularly those who are struggling with the heavy workload. Interventions put in place to ensure progress is being made with quality finishing.</p>	<p>based curriculum. This will consolidate the students understanding of the exposure triangle and the importance of light to create an image. Students will further understand the importance of tripods when exploring long exposures and multiple exposure imagery.</p> <p>Self-negotiated project is an opportunity to develop their own independent plan of action. They are expected to identify their strengths from the STP unit and to plan a deeper investigation that will allow them to develop individual ideas. Students are introduced to a planning method and are expected to source their own contextual inspiration. This will identify who struggles to work independently and will allow time for personalised support before the A level personal investigation commences.</p>
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			Peer assessment used to inform development decision making	
Summer Term	<ul style="list-style-type: none"> • Development of final set of prints based on chosen theme showing review and refine process and clear documentation of the thought processed used. • 20 A3 prints to be produced 2 of which must be on glossy paper. • Pairing of imagery and order of presentation essential skill to be explored. • Deadline for the Portfolio Project approximately 12th May. • Introduction to the Personal Investigation: Choice of 5 Title • Personal investigation is worth 60% of final grade • Individual planning for the initial research stages of the chosen project title • Researching photographer collections specific to student's personal intentions to inform personal responses to their chosen brief. • Students are provided with a diverse range of artists that they could choose from but are also encouraged to source their own contextual inspiration appropriate to their respective briefs. • Students to put together a personal scheme of work from a provided structure. Student scheme of work will utilise personal strengths showcased in Shapes, Textures & Pattern unit. This structure can be used to inform teacher planning for specific and appropriate techniques. 	<p>Continued used of the Photography Research and Annotation booklet.</p> <p>Realisation Development Review and refine Final outcome Personal investigation Consolidation Extension</p>	<p>Peer assessment. Students will mark each other's books referring to the assessment criteria. They will give written feedback of strengths and suggest possible ways to improve grade.</p> <p>Formal written assessment using gold sheet detailed in Spring term.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p> <p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p> <p>Resubmission may be required.</p> <p>Gold sheets refers identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on AQA standardisation levels.</p>	<p>Students are encouraged to be more individual in their approaches and use methods that showcase their individual strengths. Development of working processes with regard to combination of techniques and ideas to produce a set of gallery ready outcomes that will have impact and artistic success. This encourages students to constantly extend their concepts and find new avenues of development.</p> <p>Personal investigation planning is a powerful tool in helping students take ownership of their development of their photographic skills. Chosen artists are selected to challenge an extend skills developed in Shapes, textures and pattern unit.</p> <p>Students are given 5 broad project briefs to chose from and to base their contextual planning around.</p> <p>Artist order is considered and finalised with tutor guidance. The remaining</p>

			<p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits promote good working practice and peer on peer advice.</p> <p>1:1 discussions and advice begins from the first lesson.</p> <p>Purple notebooks are kept and are used to record advice and individual thoughts on how to take work further/be more successful.</p> <p>One to one work with students particularly those who are struggling with the heavy workload. Interventions put in place to ensure progress is being made with quality finishing.</p> <p>Peer assessment used to inform development decision making</p>	<p>weeks of this term are used to make a strong start to individual Personal Investigations.</p> <p>Minimum artist number set for Autumn return to encourage continued work ethic and momentum.</p>
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Learning Cycle Year 2	Knowledge and Skills	Vocabulary	Checking of understanding	Rationale
Autumn Term	<ul style="list-style-type: none"> • Welcome Back • Self-evaluation/reflection • Small group assessment task on most recent cohorts work and marks awarded. • Timeline of weeks to Jan 31st deadline is given to allow students to oversee and take ownership of their Individual planning. • Researching and responding to photographers specific to student's personal intentions to inform techniques and camera use relevant to the chosen project title. • Mini outcome/development print week late Sept/early Oct students to work in exam conditions to create first set of prints in response to their chosen brief highlight their personal strengths. • Review of personal scheme of work to make needed changes if appropriate. • Researching and responding to photographers specific to student's personal intentions to inform techniques and media use relevant to the chosen project title. • Written Element introduction • 5 hour mock exam • Final outcome for Personal Investigation ideas development showing review and refine processes and combinations of most successful photographers style. • Final completion of sketchbook showing clear reference to assessment objective criteria and build up to final set of prints. 	<p>Continued use of the Photography Research and Annotation booklet provided in year 12 and extended through their own personal investigation in the work of their chosen artists. Each student investigation is individual and as such vocab will be appropriate to their own area of study.</p> <p>Composition Reflective Shallow/Deep Depth of Field Point of Focus Single Lens Reflex Exposure Exposure Triangle Gradient Mapping Histogram High Key/ Low Key Diffused Modifiers Remote Trigger Flash Montage Analytical Descriptive Realisation Development Review and refine Final outcome Personal investigation Consolidation</p>	<p>Shadow timetable continues to be used to nominate at least 1 double session where students will work in the creative studio/ LRC during independent study time. This will allow for extra support and time management.</p> <p>Formal assessment continues to take place every 4-6 weeks. Students receive written feedback on a digital gold assessment sheet that is kept at the beginning of the students electronic sketchbook.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p> <p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p>	<p>Self-reflection on work produced so far in their personal investigation (including work completed over the summer) allows students to set a personalised ambitious target to aim achieve in the subject area.</p> <p>Looking at the work of the previous Y13 cohort will help students see the standard of work produced and the grades they resulted in.</p> <p>Adding a mini outcome/development print week to the early part of the term encourages student to begin combining artist influences to create original and personal ideas. This is the beginning of students becoming photographers in their own right.</p> <p>Students continue to be encouraged to be more individual in their approaches and use methods that showcase their individual strengths. This encourages students to constantly extend their</p>

	<ul style="list-style-type: none"> • Planning and preparing final set of shoots. 	Extension	<p>Resubmission may be required.</p> <p>Gold sheets identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on current AQA standardisation levels and most recent cohort achievements.</p> <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits begin early in the course to promote good working practice and peer on peer advice.</p> <p>1:1 discussions and advice begins from the first lesson and continues in each contact session.</p> <p>Purple notebooks are kept and are used to record verbal advice and individual thoughts on how to take work further/be more successful and to ensure the meeting of deadlines.</p>	<p>concepts and find new avenues of development.</p> <p>Constant reviewing of their personal investigation plan is vital to ensure students are taking their ideas in the most successful direction.</p> <p>5 hour mock exam to create a set of developmental prints stemming form ideas explored thus far in their investigation put in place to allow students the opportunity to experience a full day in exam conditions and to enable them to use this experience to plan their approach to the 15 hr exam taken at the end of their exam unit (introduced Feb 1st).</p> <p>The 5 hour mock also provides an opportunity to make decisions about the direction of the final stage of their personal investigation unit.</p>
Spring Term	<ul style="list-style-type: none"> • Creation of Personal Investigation final outcome informed by sketchbook work to date which includes: • Combinations Key artist/designer influence 	The use of the Photography Research and Annotation booklet will be less frequent now	Formal assessment continues to take place every 4-6 weeks. Students receive written feedback	The month of January is used to consolidate the students' investigation into their chosen theme.

	<ul style="list-style-type: none"> • Individual practical/digital strengths • Deadline for the Personal Investigation approximately 31st January • Feb 1st (or as close to) Introduction to the Exam Project Set by the exam board AQA. Choose 1 of 8 different project titles. • Exam Project is worth 40% of final grade • Individual SOW planning for the initial research stages of the chosen project title – 10 weeks • Researching and responding to photographers specific to student's personal intentions to inform techniques and media use relevant to the chosen exam brief. • Researching and responding photographers specific to student's personal intentions to inform techniques and media use relevant to the chosen project title. • Personal development of outcomes ideas informed by sketchbook work to date which includes: <ul style="list-style-type: none"> • Numerous shoots • Individual practical/digital strengths • Combinations of key photographer influence 	<p>as students have gained confidence in using subject specific terminology in their written work and verbal discussions.</p> <p>Each student investigation is individual and as such vocab will be appropriate to their own area of study.</p> <p><i>Realisation</i> <i>Development</i> <i>Review and refine</i> <i>Final outcome</i> <i>Personal investigation</i> <i>Consolidation</i> <i>Extension</i></p> <p>Subject specific vocab explored in Y12 may be returned to based on the students' choice of exam topic.</p>	<p>on a digital gold assessment sheet that is kept at the beginning of the student's electronic sketchbook.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p> <p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p> <p>Resubmission may be required.</p> <p>Gold sheets identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on current AQA standardisation levels and most recent cohort achievements.</p> <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits begin early in the course to promote</p>	<p>Students take responsibility to develop a final set of 'gallery prints' as a final realisation of their investigation. The number of final prints are negotiated with the teacher with regard to the labour intensity of the production of the edits.</p> <p>The written element submitted along side the investigative sketchbook and final edits clarify the rationale behind decisions made throughout the investigation.</p> <p>The exam unit introduced on Feb 1st will have a range of 8 varied starting points for a new creative investigation.</p> <p>The skills the students have already amassed in producing successful photography as well as the skills they have already explored in planning an ambitious personal investigation will again be utilised in the externally set exam unit.</p> <p>Exam unit planning is a powerful tool in helping students take ownership of the further development of their photographic skills. Chosen artists are selected to challenge an extend</p>
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			<p>good working practice and peer on peer advice.</p> <p>1:1 discussions and advice continues in each contact session.</p> <p>Purple notebooks are kept and are used to record verbal advice and individual thoughts on how to take work further/be more successful.</p> <p>One to one work with students particularly those who are struggling with the heavy workload. Interventions put in place to ensure progress is being made with quality finishing.</p> <p>Peer assessment used to inform development decision making</p>	<p>skills developed throughout their A level study.</p> <p>Exam project title and artist order is considered and finalised with tutor guidance. The remaining weeks of this term are used to develop creative ideas in response to their chosen artists.</p>
Summer Term	<ul style="list-style-type: none"> • The 15 hour exam period is usually timetabled to be during the first week of the summer term. • The preparatory sketchbook investigation into their chosen exam project must be complete before the first of the 15 hour exam process begins. • 15 hour Exam – Creation of final set of 'gallery prints' which answer the students chosen exam paper brief. • Students will utilise the 15 hour exam to develop a final set of prints based on chosen theme showing a combination of contextual influences. These prints are planned and prepped in their preparatory sketchbook investigation. 	Each student investigation is individual and as such vocab will be appropriate to their own area of study.	Final 1:1 discussions will take place before the 15 hour exam conditions begin to ensure understanding and preparation is in place.	<p>The first week of the summer term is chosen to allow students the maximum amount of preparatory sketchbook and shooting time possible.</p> <p>The Photography course is complete at the end of the exam hours. The exam board expects the internally marked and moderated marks by May 31st.</p>

	<ul style="list-style-type: none"> • A final number of edits are to be selected by the end of the 15 hours. • Pairing of imagery and order of presentation essential skill to be explored. • Submission of Exam Project outcomes and sketchbook • A' level Photography Course Completed • Cross Moderation and marking • AQA external moderator visit • Creative Arts exhibition celebrating students success 			<p>Both the Personal investigation unit and the exam unit marks will be moderated by an external visiting exam board moderator.</p> <p>The annual 'Art Show' will be held in the latter part of this term to celebrate the work of all the creative arts students. Families and friends as well as members of the local community are invited to attend the celebration.</p> <p>This is a consistently successful event to showcase the strength of skills and knowledge gained through the MV16 Photography course.</p>
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