

Year 13 Photography Curriculum Rationale

Students are expected to continue to work independently with one-to-one support from their teachers and group discussions/critiques with their peers. Whole class and individual workshops take place throughout the year. Students should either be extending their Year 12 work into Year 13 (as a continued personal investigation) or their Year 12 work should lead into a related personal investigation. Students continue to research their chosen lines of enquiry and develop ideas based on this research, using appropriate materials and techniques. Students refine work as it progresses and identify areas for further development. Students are expected to conclude their work in the form of an outcome or outcomes, that realises their intentions. Students should demonstrate perceptive analytical and critical understanding whilst exploring an in-depth, focused and sustained personal investigation. Students will write a critical essay (1000-3000 words) which supports their practical work. The A level curriculum is designed to prepare the students for the rigours of academic study at degree level and beyond, into their chosen career pathways.

| Unit | Core knowledge/skill development | Sequence | Assessment | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development | Home learning and enrichment |
|--|---|---|--|--|---|--|
| Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding | Researching and analysing the work of other practitioners, cultures etc, which is used as the foundation for the development of student ideas. Students are able to demonstrate their critical understanding. | <p>Students either continue with theme from Year 12 or choose new related theme. If they choose new theme then:</p> <p>Title Page-based on chosen theme.</p> <p>Mind Map- Initial ideas on chosen theme</p> <p>Preliminary Studies-students choose 3-4 lines of enquiry for further development</p> <p>Contextual research-appropriate and meaningful research</p> | <p>Explicit reference to HPL.</p> <p>One-to-one feedback regularly given.</p> <p>Peer/self-assessment (including group critiques).</p> <p>Verbal feedback.</p> <p>Light touch.</p> <p>Live marking.</p> <p>Use of assessment criteria marking grid in lessons whilst discussing student work.</p> <p>Standardization of student work at each Census point and feedback given</p> | <p>Literacy-Students have to demonstrate analytical and critical understanding through written annotation. Students have to demonstrate use of appropriate specialist vocabulary. Students development of ideas is both visual and written. Students must write a critical essay (1000-3000</p> | <p>All or most ACP and VAA's are developed in each unit.</p> <p>Students to direct HPL focus themselves each lesson with discussion with teacher.</p> | <p>Students work independently, making use of the department facilities in their non-contact periods, lunchtimes and after school. They are expected to work at home on their studies and this is checked by their teachers. Students are taken to London galleries in February for contextual research for their Externally Set Assignment.</p> |

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| | | into practitioners relevant to intentions, which will aid the student's development of ideas | with Working At and Predicted Grades. | words) to compliment their practical work for their Personal Investigation. PSHE- contextual research into practitioners, cultures etc. | | |
| Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. | Students experiment with a wide range of materials and techniques, gaining a greater understanding of their appropriate uses in connection to their own work. Students demonstrate how they review and refine their ideas and work as they progress | From the outset, students experiment with and choose their own resources, materials and techniques in the pursuit of the development of their ideas and work. Skills are refined through the use of demonstrations and practise. One-to-one discussions take place on a regular basis with teachers and group critiques, | Explicit reference to HPL. One-to-one feedback regularly given. Peer/self-assessment (including group critiques). Verbal feedback. Light touch. Live marking. Use of assessment criteria marking grid in lessons whilst discussing student work. Standardization of student work at | Numeracy- students use general mathematics in the exploration of their work, especially with the use of a variety of techniques, processes | All or most ACP and VAA's are developed in each unit. Students to direct HPL focus themselves each lesson with discussion with teacher. | |

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| | | to help review and refine ideas. | each Census point and feedback given with Working At and Predicted Grades. | | | |
| <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> | <p>Students make informed decisions as to how they record ideas, observations and insights and what techniques are appropriate to purpose. Students reflect critically on work through one-to-one meetings with teachers and group critiques</p> | <p>Students make informed decisions about how to record their ideas, observations and insights throughout the coursework, from their initial research, through the development of ideas to their conclusion</p> | <p>Explicit reference to HPL. One-to-one feedback regularly given. Peer/self-assessment (including group critiques). Verbal feedback. Light touch. Live marking. Use of assessment criteria marking grid in lessons whilst discussing student work. Standardization of student work at each Census point and feedback given with Working At</p> | <p>Literacy-Students have to demonstrate analytical and critical understanding through written annotation. Students have to demonstrate use of appropriate specialist vocabulary. Recording of ideas is usually in written annotation. PSHE- contextual research into practitioners, cultures etc.</p> | <p>All or most ACP and VAA's are developed in each unit. Students to direct HPL focus themselves each lesson with discussion with teacher.</p> | |

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| | | | and Predicted Grades. | | | |
| <p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p> | <p>Students understand the visual journey to its full conclusion, which usually takes the form of an outcome or series of outcomes which fully realises their intentions.</p> | <p>Students present personal and meaningful responses throughout their work in the form of outcomes and eventually arrive at a conclusion which realises their intentions.</p> | <p>Explicit reference to HPL. One-to-one feedback regularly given. Peer/self-assessment (including group critiques). Verbal feedback. Light touch. Live marking. Use of assessment criteria marking grid in lessons whilst discussing student work. Standardization of student work at each Census point and feedback given with Working At and Predicted Grades.</p> | <p>PSHE- connections with visual and other elements Literacy- the realisation of intentions is usually in both visual and written form</p> | <p>All or most ACP and VAA's are developed in each unit. Students to direct HPL focus themselves each lesson with discussion with teacher.</p> | |