

KS5 Photography

	Year 12 – Portfolio project 1 (Term 1 and 2)	Year 12 (term 3) Year 13 Component 1	Component 2 – externally set assignment – February - May
Topic/Theme/ Genre	<p>Introductory project to photography</p> <p>Students will be introduced to A level photography through a sustained project covering all four assessment objectives. This project will be in response to a theme which evidences their journey and builds on their personalised areas of interest.</p> <p>The project will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and understanding. Students will be taught how to develop photography work to a deeper and more sophisticated level with a higher level of contextual understanding and personalisation.</p> <p>They will</p>	<p>Personal study</p> <p>The personal investigation provides opportunities for students to develop knowledge, skills and understanding appropriate to their chosen areas of study within the field of Photography. Students must demonstrate greater maturity and depth in skills, knowledge and understanding gained from year 12 and produce a comprehensive project demonstrating a wide range of contextual, written and practical skills, techniques and processes culminating in a professional outcome.</p> <p>To support their work, they will produce a 1000 word piece of writing outlining their intentions for their personal study.</p> <p>Areas of study may include,</p> <ul style="list-style-type: none"> • portraiture 	<p>Externally set assignment</p> <p>Students are given an externally set assignment by the exam board with a choice of 7 starting points.</p> <p>They are to produce a highly personal and independent project based on their chosen theme, applying the process learnt from their portfolio projects.</p> <p>The preparatory period will culminate in a 15 hour supervised period of time, whereby students will produce their final outcome to a professional standard.</p> <p>This is assessed against the same assessment objectives .</p>

	<p>Areas of study may include:</p> <ul style="list-style-type: none"> • portraiture • landscape photography (working from the urban, rural and/or coastal environment) • still life photography (working from objects or from the natural world) • documentary photography, photojournalism • fashion photography • experimental imagery • multimedia • photographic installation • moving image (video, film, animation) 	<ul style="list-style-type: none"> • landscape photography (working from the urban, rural and/or coastal environment) • still life photography (working from objects or from the natural world) • documentary photography, photojournalism • fashion photography • experimental imagery • multimedia • photographic installation • moving image (video, film, animation) 	<p>This is worth 40% of the grade and is teacher assessed, along with the personal study, which is externally moderated.</p>
	<p>They will</p> <ul style="list-style-type: none"> • Learn to respond to an issue, theme, concept or idea, or work to a brief or answer a need in photography 	<p>This is worth 60%, is teacher assessed and externally moderated.</p>	

	<ul style="list-style-type: none">• learn to have an appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement• learn the appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of photography• show an understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout• Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.• Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops• Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.• Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.		
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Key vocabulary	Contextual	In addition to vocabulary in project 1	In addition to vocabulary in component 1
	Intentions	Purpose	In the externally set task new vocabulary may vary depending on the theme or concept set by the exam board, students will build on the vocabulary in a more sophisticated way.
	Analytical	Personal	
	Sophisticated	Reflective	
	Personalisation	Professional	Starting point
	Communication	Portfolio	Realises intentions
	Evaluate	Refine	Meaningful
	Installation	Bibliography	Connections
	Exposure		Insightful
	Aperture	Additionally, there may be other vocabulary specific to the photographer or theme the students are studying in the personalised project.	
	Narrative		
	Manipulation		

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