

# Subject: Photography

## Year 11

### Learning Block 1

<p><b>KNOWLEDGE</b></p>	<p>Creating a portfolio 60% of the final gradeLearners will undertake a mock examination. Learners will work within the parameters of the Photography GCSE examination. Preparation to include research, artist research and written annotation at all stages. Contact sheets with initial ideas.</p> <p>Learners are introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study. Learners are encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. Learners will be introduced to the way sources inspire the development of ideas, relevant to photography including: how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements how ideas, themes, subjects and feelings can inspire creative responses informed by different styles genres and aesthetic considerations and/or an individual's distinctive view of the world. The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of formal elements.</p>
<p><b>SKILLS</b></p>	<p>Learners develop and apply the skills listed below to realise personal intentions in response to the starting points. Learners demonstrate the ability to develop their ideas through investigations informed by selecting and critically analysing sources. Learners apply an understanding of relevant practices in the creative and cultural industries to their work. Learners record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.</p> <p>Within the context of photography, students must demonstrate the ability to use photographic techniques and processes, appropriate to students' personal intentions, for example: Lighting, viewpoint, aperture, depth of field, shutter speed and movement.</p>
<p><b>ASSESSMENT</b></p>	<p>Learner's class work and homework is assessed as per the school marking policy and we use the AQA assessment objectives to make assessment decisions. We encourage our pupils to reflect and evaluate their own work frequently as well as use and apply the assessment criteria to their peers. Assessment at the examination stage takes place through a controlled assessment portfolio, Unit 1 worth 60% of the final grade, and a controlled test, Unit 2 worth 40%. All work is internally assessed and externally moderated. We follow the AQA Art &amp; Design specification.</p>

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### Learning Block 2

<p><b>KNOWLEDGE</b></p>	<p>Examination is worth 40% of the final mark. Learners will undertake a mock examination. Working to deadlines. Learners will work within the parameters of the Photography GCSE examination. Learners will work toward a final outcome for this project. Present the work ready for marking using the GCSE assessment objectives.</p> <p>Learners are introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study. Learners are encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. Learners will be introduced to the way sources inspire the development of ideas, relevant to photography including: how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements how ideas, themes, subjects and feelings can inspire creative responses informed by different styles genres and aesthetic considerations and/or an individual's distinctive view of the world. The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of formal elements.</p>
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### Learning Block 3 & 4

<p><b>KNOWLEDGE</b></p>	<p>Examination is worth 40% of the final mark. Learners begin the externally set task. The preparation period now begins, during this time learners develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. Record ideas, observations and insights relevant to their intentions. Present a personal, informed and meaningful response demonstrating analytical and critical understanding. Learners must at all times demonstrate the photographic techniques required in this course.</p> <p>Learners are introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study. Learners are encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. Learners will be introduced to the way sources inspire the development of ideas, relevant to photography including: how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements how ideas, themes, subjects and feelings can inspire creative responses informed by different styles genres and aesthetic considerations and/or an individual's distinctive view of the world. The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of formal elements.</p>
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