



<p>Overview</p>	<p>Students will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They will be made aware of both traditional and new technologies.</p> <p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</p> <p>Students will use an E-Portfolio to underpin their work using appropriate presentation techniques. They may wish to develop their drawing skills to produce storyboards, thumbnail sketches and/or diagrams, where appropriate. Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</p>
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	<p>Skills Workshops:</p> <p>Shutter speed/ ISO/ aperture/lighting/ angles/leading lines/filling the frame/rule of thirds/other composition techniques</p> <ul style="list-style-type: none"> Contact pages Review successful outcomes Portraiture and landscape Still life Street photography PhotoPea editing Research/trip and gallery visit <p>Students are required to work in one or more area(s) of photography, such as those listed below. They may explore overlapping areas and combinations of areas:</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). 	<p>Assessment</p> <p>Synoptic assessment in Art and Design involves students in:</p> <ul style="list-style-type: none"> drawing together the knowledge, understanding and skills learned in different parts of the course Selecting and presenting work which demonstrates their strengths across the areas of knowledge and the range of skills described and shows their ability to sustain their own lines of enquiry Bringing together and making connections between the areas of knowledge, the work of artist(s), designer(s), photographers or craftspeople and the range of skills described and learned throughout the course and applying this by responding to one or more of: <ul style="list-style-type: none"> a stimulus or issue a design brief or problem a task which specifies an image, object or other outcome to be achieved.
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Spring Term	Personal Investigation:	Assessment
	<p>Shutter speed/ ISO/ aperture/ lighting/angles/leading lines/filling the frame/rule of thirds</p> <ul style="list-style-type: none"> Contact pages Review successful outcomes Portraiture and landscape Still life Street photography Research/trip and gallery visit <p>Students develop a personal line of enquiry based on a chosen theme, exploring it through research, mood boards, artist studies, photography, and drawing. This investigation is informed by both practical experimentation and critical analysis of art and design examples.</p>	<p>In Component 1, students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.</p>

Summer Term	Personal Investigation	Assessment
	<p>Skills used:</p> <ul style="list-style-type: none"> Contact pages Review successful outcomes Portraiture and landscape Still life Street photography <p>Courses based on these specifications should encourage students to develop:</p> <ul style="list-style-type: none"> intellectual, imaginative, creative and intuitive capabilities investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes an interest in, enthusiasm for and enjoyment of art, craft and design the experience of working with a broad range of media an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate knowledge and experience of real-world contexts and, where appropriate, links to the creative industries knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures an awareness of different roles, functions, audiences and consumers of art, craft and design. 	<p>Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Art and Design specifications and all exam boards.</p> <p>The assessments will measure how students have achieved the following assessment objectives:</p> <ul style="list-style-type: none"> 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.

Useful Resources for Supporting Your Child at Home:	Homework:
<p>Tate – gallery reviews. Manchester news – current art and photography exhibitions. AQA Assessment Objectives</p> <p>TEAMS: All resources used will be uploaded to the relevant team.</p>	<p>Ongoing coursework – at least 5 hours per week. Working in the art department in free periods.</p>