

KS5 PHOTOGRAPHY INTENT (RECORDING, DEVELOPING, PRESENTING AND REFINING SKILLS, KNOWLEDGE AND UNDERSTANDING)

All students in KS5 Photography build on the skills learned in KS3 and KS4 in regards to the Elements and Principles of Art and Design. Students expand their knowledge and understanding of composition theory and creating strong, interesting imagery with a DSLR without the reliance upon Auto settings. KS5 students are marked in accordance to the A Level Assessment Objectives Rubric. Each project and its assessment is structured around the assessment objectives so each student clearly understands how they are marked, how to improve and how to show that improvement.

Assessment – all tasks are assessed under their Personal Portfolio with FAR marking 6 times a year. Closest grade used for data drops.

IMPLEMENTATION

	TERM 1		TERM 2		TERM 3		TERM 4		TERM 5		TERM 6	
Overview of Year 12– Topic area and assessment	Identity	FAR	Identity and Structures	FAR	Analysis and refinement of AO1/3	FAR	Personal Portfolio	FAR	Personal Portfolio	FAR	Personal Portfolio	FAR
Overview of Year 13– Topic area and assessment	Personal Portfolio	FAR	Personal Portfolio	FAR	Personal Portfolio and ESA	FAR	ESA	FAR	ESA	FAR	N/A	

IMPACT				
Topic and Assessment Objectives covered	Topic	Assessment Method	Mark Scheme / Grade Boundaries	Knowledge/Skills/Understanding
	Identity	<p>AO3 –Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p>AO1 – Research and work in the style of appropriate artists. Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p>AO2 - Refine their ideas through experimenting and selecting appropriate techniques and processes.</p> <p>AO4 – Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions.</p>	<p>Edexcel Assessment Objective rubric and topic exemplar. Edexcel exemplar is also used to teach students’ how to cover the Assessment Objectives to achieve the 6 Levels set by Edexcel.</p> <p>4 AO, each marked out of 18. Each SoW is marked out of 72. Each piece assessed with the closest used for data collection.</p>	<p>Students will explore the history of photography (2 weeks)</p> <p>Students will develop their understanding of composition theory through projects that expand on what was learned at KS4. (2 weeks)</p> <p>Students will refine their use of DSLR settings and storytelling through projects tied to the theme of Identity, such as creating images that suggest super powers (2 weeks), inner/mental identity (2 weeks), Identifying features through Macro (2 weeks), Identity within a story through Tableau (2 Weeks),</p>
	Structures	<p>AO3 –Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p>AO1 – Research and work in the style of appropriate artists. Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p>AO2 - Refine their ideas through experimenting and selecting appropriate techniques and processes.</p> <p>AO4 – Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions.</p>	<p>Edexcel Assessment Objective rubric and topic exemplar. Edexcel exemplar is also used to teach students’ how to cover the Assessment Objectives to achieve the 6 Levels set by Edexcel.</p> <p>4 AO, each marked out of 18. Each SoW is marked out of 72. Each piece assessed with the closest used for data collection.</p>	<p>Students will explore the idea of Structures in Photography through a variety of ideas- which will be compiled into a visual mood board (1 week)</p> <p>Students will look at the structures of the human body by drawing different biological structures on top of their photos of people. (2 weeks)</p> <p>Students will look at structures through minimalism</p> <p>Students will explore structures through abstract imagery (2 weeks)</p> <p>Students will explore structures in nature (4 weeks)</p>

	<p>Analysis and refinement of AO1/3</p>	<p>AO3 –Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p>AO1 – Research and work in the style of appropriate artists. Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p>AO2 - Refine their ideas through experimenting and selecting appropriate techniques and processes.</p> <p>AO4 – Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions.</p>	<p>Edexcel Assessment Objective rubric and topic exemplar. Edexcel exemplar is also used to teach students’ how to cover the Assessment Objectives to achieve the 6 Levels set by Edexcel.</p> <p>4 AO, each marked out of 18. Each SoW is marked out of 72. Each piece assessed with the closest used for data collection.</p>	<p>Looking at Edexcel Specification – students to explore, RAG their understanding and create concise guides to developing their own personal direction on the following expectations by Edexcel.</p> <p><i>Annotation - Notes can be used to annotate visual work, to reflect on students’ own work and that of others, as a development log and to record notes on experiments, ideas or visits. Students should aim to use specialist terminology and vocabulary relevant to art and design in their annotations.</i></p> <p><i>Critical and contextual knowledge and understanding</i> <i>Along with written annotation, an important aspect of student progression in art and design is the application of critical and contextual knowledge and understanding, and an ability to express and justify ideas. Developments of these aspects are integrated within practical work, written annotation and the spoken word. They may be honed, for example, through practical visual analysis; by using the spoken word in a critique, a discussion or an interview; through investigation of some aspect of art and design, e.g. from a museum, gallery or site visit. Students should develop a critical understanding of their own work and appreciate it in relation to historical and contemporary contexts. In the broadest sense, this may be through looking at art, craft and design in galleries and museums, through various media, in the designed world and in understanding how art and design relates to everything around them. Students should consider the impact of global influences, cultures and traditions both past and present, particularly those that are influential in relation to technique, colour, symbolism, ritual, social climate and location. Environmental and social issues have long been a source of work and debate for artists and designers, with issues such as poverty, sustainability, consumption and political movements stimulating points of creative investigation.</i></p>
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	<p>Personal Portfolio</p>	<p>AO3 –Record ideas, observations and insights relevant to their intentions in visual and/or other forms. AO1 – Research and work in the style of appropriate artists. Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. AO2 - Refine their ideas through experimenting and selecting appropriate techniques and processes. AO4 – Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions.</p>	<p>Edexcel Assessment Objective rubrix and topic exemplar. Edexcel exemplar is also used to teach students’ how to cover the Assessment Objectives to achieve the 6 Levels set by Edexcel. 4 AO, each marked out of 18. Each SoW is marked out of 72. Each piece assessed with the closest used for data collection.</p>	<p>Students will choose their own overarching theme for their coursework with direction and feedback from teachers. Teachers will direct and guide students so all objective areas are covered and the project has the appropriate depth and width Students are expected to complete a Personal Study to be submitted with their Personal Portfolio. This should be an analysis, comparison and personal evaluation of 2 artists. These should be taken from the practical aspect of the Personal Portfolio. It should be between 1000 and 3000 words long.</p>
	<p>ESA</p>	<p>AO3 –Record ideas, observations and insights relevant to their intentions in visual and/or other forms. AO1 – Research and work in the style of appropriate artists. Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. AO2 - Refine their ideas through experimenting and selecting appropriate techniques and processes. AO4 – Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions.</p>	<p>Edexcel Assessment Objective rubrix and topic exemplar. Edexcel exemplar is also used to teach students’ how to cover the Assessment Objectives to achieve the 6 Levels set by Edexcel. 4 AO, each marked out of 18. Each SoW is marked out of 72. Each piece assessed with the closest used for data collection.</p>	<p>As directed by the exam board.</p>