

Year 11 Curriculum - 2022-2023

AQA: GCSE Photography

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Landscapes:</p> <p>Contextual / Responses to a range of Photographers work / camera and digital editing skills.</p> <p><i>Idea development through diagrams / sketches / annotation / photoshoot plans and moodboards</i></p> <p>Experimental and well refined outcomes showing a personal response to the starting point of 'Broken'.</p> <p>AQA: AO's. Experimentation / Personal responses to contextual sources / annotations / idea development / application of media and techniques.</p>	<p>Landscapes:</p> <p>Contextual / Responses to a range of Photographers work / camera and digital editing skills.</p> <p><i>Idea development through diagrams / sketches / annotation / photoshoot plans and moodboards</i></p> <p>Experimental and well refined outcomes showing a personal response to the starting point of 'Broken'.</p> <p>AQA: AO's. Experimentation / Personal responses to contextual sources / annotations / idea development / application of media and techniques.</p>	<p>Externally Set Exam</p> <p>AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.</p>		<p>Course Completed</p>	
AQA: Specification Knowledge & Understanding	<p>Students should be 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.</p> <p>Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry.</p> <p>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the student in the chosen qualification title and area(s) of study • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> • colour • line • form • shape • tone • texture– these form part of the formal elements within photography 					<p>N/A</p>

	<ul style="list-style-type: none"> • the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. 		
Assessment	<p>The exams and non-exam assessment will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	N/A	
Assessment: What is marked?	<p>AQA: AO's. Contextual / annotation: Personal responses. /annotations / Quality of planning, idea development, application of media and techniques. Experimentation and refinement. Final outcomes. All presented in a digital format.</p>	See above: AQA assessment criteria and Mark submission	
Why this?	<p>Further development from Year 10 in the following:</p> <p>Contextual: A broader and more independent approach to the study of others. How the exam will look and be approached in January. Development of ideas from a starting point. Recording ideas including drawing in a range of ways-personalised to own ideas. Leading to personal responses that reflect contextual elements. Appropriate selection of media and materials relevant to intentions. Continued building skill and confidence through materials and techniques. Competence in handling of media and applications. Building resilience in independent based work. Continued portfolio development for GCSE Photography submission.</p>	AQA Directed: Externally Set Component	N/A
Why now?	<p>A structured start to the course has allowed students to understand the fundamental rules of photography and how to structure a project meeting the AQA AO's. The Landscapes project allows the students to guide their own ideas for the project and demonstrate good practice. The students can reflect on the techniques they have learnt and where their personal strengths lie, raising expectations and allowing students to gain success.</p>	AQA Directed: Externally Set Component	N/A

<p>Skills & Characteristics</p>	<p>Most detail is in previous sections above: Key breakdown:</p> <ul style="list-style-type: none"> • Building greater Independence and resilience • Honing skills developed throughout the course. • Contextual sources • Annotation and evaluation • Idea development • Recording ideas • Appropriate selection of media • Experimentation and refinement • Working towards an outcome in response to their own chosen starting point. 	<p>AQA Directed: Externally Set Component</p>	<p>N/A</p>
<p>Aspirations & Careers</p>	<p>CEIAG Talks from visiting Practitioners in Art and Design Future college visits / workshops 6th Form Transition days 6th form open Evening Cultural Capital Contextual understanding underpins all future study in any Art and Design related discipline in their current GCSE course and at future A level and Higher Education courses.</p>		<p>N/A</p>