

**Year 12 and 13
End Point and Long-Term Overview**

**Subject: A Level Art and Design: Photography (9PY0 – 9PY0/01; 9PY0/02)
Exam Board: Pearson's Edexcel**

In the first term of year 12, students embark on a series of workshops within the discipline of Photography. They solidify and build upon knowledge, understanding and skills developed at key stage 4. They will enhance their skills and confidence in known and new processes and begin to gain a deeper understanding of style, content and context. Students will then work on a personal project theme, follow the creative process with sustained purpose and focus, culminating in the production of a final outcome in the 15-hour mock exam in June, preparing them for the assessed projects in year 13.

From the end of year 12 and through to mid-January in year 13, students will embark on the Component 1 'coursework portfolio', which consists of both a practical and written element (personal study). This is worth 60% of the final A Level grade. From February, students will embark on Component 2 'externally set assignment' (ESA). Students independently research, record, experiment and refine ideas towards the 15-hour 'sustained focus' exam at the summer term. This is worth 40% of the final A Level grade.

A Level Photography End Point:

1. Students will demonstrate a confident and professional understanding of the **creative process** developing their ability to use research and visual sources to develop their artwork and communicate personal ideas. They will use sketchbooks/journals confidently to record, design and support creativity. Through the creative process, they develop their own aesthetic, demonstrating confidence with their use of materials (visual recording) and ideas exploration (visual communication). (Practical, Theoretical, Disciplinary)
2. They will develop knowledge and understanding of the history of 'drawing with light' - early, Modern, Postmodern, and contemporary art/photography – exploring and critiquing, without prejudice or bias, political, historical, social and cultural contexts and aesthetics gaining a sound knowledge of **why we make art and who for**, subsequently, why they make art and who for. (Theoretical, Disciplinary)
3. They will '**critique like an artist**' using research and critical understanding to develop their artwork. They will...

- a) ...**analyse and compare** the art styles and contexts of a **wide range of art practitioners and cultures**. (Theoretical, Disciplinary)
 - b) ...**describe, explain, interpret, and evaluate** their work and the work of others using art key terms (formal elements and principles) and understanding of context (Theoretical)
 - c) ...make **creative, informed choices** in their **personal responses** to studied artists, demonstrating an ability to consider context and audience in their ideas. (Practical, Theoretical, Disciplinary)
 - d) ...be able to confidently present their developing ideas and outcomes to an audience. (Theoretical, Disciplinary)
 - e) ...be able to write an extended personal study (essay) on an independently chosen theme, demonstrating critical connections to their developing practical work. (Theoretical, Disciplinary)
4. Develop skills in a range of **materials, techniques, and processes** in the Photography discipline to resolve their own creative intentions creating increasingly informed, personal outcomes. (Practical):
- Interdisciplinary – A wide range of 2D and 3D materials, techniques, and processes in both digital and wet photography within the sub-disciplines, for example, fine art, documentary, photomontage, sculptural and moving image, developing their handling abilities with increasing proficiency.
 - Develop knowledge, understanding and skills by applying the artistic formal elements (line, shape, form, tone, texture, colour, space) and principles (pattern, contrast, proportion, movement, rhythm, balance, harmony, emphasis).
5. They will be able to produce a sustained, coherent and developed art portfolio that demonstrates an exploration of personal intentions, sign and symbols that create meaning and that defines their own aesthetic. (Practical, Theoretical, Disciplinary)
6. They will have a sound understanding of the A Level Assessment Objectives.
7. Student become creative, critical, independent, visual thinkers.

At a glance:

Year 12		
Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Introduction Workshops Project Theme: Transformation</p> <p>Intensive induction course designed to equip students with skills and concepts required to embark on a personal assignment for the formally assessed Component 1 projects.</p>	<p><u>Half Term 1</u></p> <p>Component 1 Coursework: Theme: Negotiated (students vote from given selection)</p> <p>Students follow the creative process to develop negotiated personal responses to assignment theme 'Transformations'.</p>	<p><u>Half Term 1</u></p> <p>Component 1 Coursework: Theme: Negotiated (students vote from given selection)</p> <p>Complete project. Mock Exam – 15 hours. Unaided sustained final piece in response to assignment theme.</p> <p>Assessment Method: CW/HW - Worth 60% of final A Level grade in line with Edexcel assessment matrix.</p>
<p><u>Half Term 2</u></p> <p>Introduction Workshops Project Theme: Transformation</p> <p>Intensive induction course designed to equip students with skills and concepts required to embark on a personal assignment for Component 1.</p> <p>Assessment Method: CW/HW – AFL in line with Edexcel assessment matrix.</p>	<p><u>Half Term 2</u></p> <p>Component 1 Coursework: Theme: Negotiated (students vote from given selection)</p> <p>Students follow the creative process to develop negotiated personal responses to assignment theme 'Transformations'.</p>	<p><u>Half Term 2</u></p> <p>Component 1 - Coursework: Theme: Personal/negotiated Introduction to Year 13.</p> <p>Two elements: 1 - Personal Study (min. 1000 words) 2 - Practical work: Initial ideas generation, research, exploratory stage.</p>

Year 13		
Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Component 1 - Coursework:</p> <p>Personal Study and Practical Work continued from year 12 summer half term 2. Further exploration, development, refinement and synthesising of ideas.</p>	<p><u>Half Term 1</u></p> <p>Component 1 - Coursework:</p> <p>Complete Personal Study and Practical Work. Mock Exam – 15 hours. Unaided sustained final piece in response to assignment theme.</p> <p>Assessment Method: CW/HW - Worth 60% of final A Level grade in line with Edexcel assessment matrix.</p>	<p><u>Half Term 1</u></p> <p>Component 2 - Externally Set Assignment:</p> <p>Complete negotiated personal responses to set assignment.</p> <p>EXAM: Unaided sustained final piece in exam conditions (15 hours). (3 days, dates tbc)</p> <p>Assessment Method: ESA - Worth 40% of final A Level grade in line with Edexcel assessment matrix.</p> <p>END OF COURSE</p>
	<p>Component 2 - Externally Set Assignment: Released in February</p> <p>Centre launch of the given theme. Students embark on their personal response to the them following the creative process - Initial ideas generation, research, exploratory stage.</p>	
<p><u>Half Term 2</u></p> <p>Component 1 - Coursework Focus:</p> <p>Personal Study and Practical Work continued. Further exploration, development, refinement and synthesising of ideas.</p>	<p><u>Half Term 2</u></p> <p>Component 2- Externally Set Assignment:</p> <p>Practical work - Further exploration, development, refinement and synthesising of ideas.</p>	

Detail:

To become creative, critical, independent, visual thinkers

Introduction Workshop project	Year 12	Autumn Term
Induction Workshop Project Overview		
<p>Building on learning from key stage 4, the first half term induction project is designed to equip students with skills and concepts required to embark on the formally assessed Component 1 personal projects. Students follow the creative process building confidence in their practical and critical development. They learn the basics of the camera. Students respond to the broad theme of 'Transformation' developing their confidence in their visual recording and visual communication.</p>		
Key Learning Objectives		
<ul style="list-style-type: none"> • To develop their understanding of the creative process in response to a theme. • To gain knowledge and understand of the camera shooting modes and a range on lenses. • To gain knowledge and understand of the exposure triangle (Aperture, shutter, ISO). • To develop skills in visual recording in a range of photographic techniques and processes. • Build on knowledge of the formal elements, principles, and composition. • Be able to gather and select visually stimulating sources from the environment. • To develop their skills of critically analysing and evaluating their work and the work of others from different times and places. • To learn how to create a fully realised outcome in response to a theme. • To begin to know, understand and apply the creative process in their work. • Understand the use of a sketchbook/journal to record and sustain the creative journey. • Begin to gain knowledge of Modern and Postmodern art. • To begin to develop as independent and confident artistic photographers. 		
Induction Assessment Method		Resources
CW/HW – AFL in line with Edexcel assessment matrix.		

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<p>A01 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>A02 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>A03 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>A04 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p>Sketchbooks Materials Student handbook Library Articles Exemplar materials Galleries and Museums Internet</p>
<p>Assessment for Learning – individual learning needs will be met by:</p>	
<p>Formative assessment using assessment matrix and improvement target setting One to one discussions and feedback regarding progress Teacher/self-review and evaluation through DIRT targets Group critique Regular work scrutiny and assessment 'Master' modelling through teacher demonstration and exemplar work</p>	

<p>A Level Component 1: Coursework (Practical)</p>	<p>Year 12</p>	<p>Spring term to Summer half term 1</p>
<p>Component 1 Project 1 Overview</p>		
<p>Building on learning from the induction workshops, students embark on a negotiated personal response to assignment theme of Transformation. Through this personalised project, students are taught how to develop their work ensuring all assessment objects are satisfied. Students follow the creative process building confidence in their practical and critical development. The project culminates into a sustained large format outcome (mock exam 15 hours) in Summer half term 1.</p>		
<p>Key Learning Objectives</p>		
<p>To learn to critically analyse the context and content of art practitioners from different times and places.</p>		

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<p>To learn how to develop their own ideas in response to their research. To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas. To learn to refine their skills of recording and handing of a wider range of materials, techniques and processes. To learn how to critically review their work as it progresses. To learn to select appropriate directions in response to critical reflection. To know, understand and apply the creative process in their work. To develop as independent and confident artists.</p>	
Component Assessment Method	Resources
<p style="text-align: center;">Coursework component of assessment matrix. Worth 60% of final A Level grade</p> <p>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</p>	<p style="text-align: center;">Sketchbooks Materials Student handbook Library Articles Exemplar materials Galleries and Museums Internet</p>
Assessment for Learning – individual learning needs will be met by:	
<p>Formative assessment using assessment matrix and improvement target setting One to one discussions and feedback regarding progress Teacher/self-review and evaluation through DIRT targets Group critique Regular work scrutiny and assessment ‘Master’ modelling through teacher demonstration and exemplar work</p>	

A Level Component 1: Coursework (Practical and personal study)	Year 12 (and the first part of year 13)	Summer half term 2 to Spring half term 1
Component 1 Project 2 Overview		
<p>Practical Work Building on learning from project 1 of component 1 (Transformation). Students embark on a personal response to an assignment theme of their choice (project 2 for component 1). Students follow the creative process towards a towards a sustained final Outcome to be produced in the second mock exam (15 hours) in January in year 13.</p> <p>Personal Study Students explore and select an area of interest to study in-depth in essay form. They will begin first by analysing context and content of the work of various art practitioners or art/cultural movements. From this they will decide on the essay 'question', building an argument with no less than 1000 words. The essay must inform their practical study. The essay must inform their practical study. The essay comprises of 12% of the final A level grade.</p>		
Key Learning Objectives - Practical		
<p>To learn to critically analyse the context and content of art practitioners from different times and places. To learn how to develop their own ideas in response to their research. To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas. To learn to refine their skills of recording and handing of a wider range of materials, techniques and processes. To learn how to critically review their work as it progresses. To learn to select appropriate directions in response to critical reflection. To know, understand and apply the creative process in their work. To develop as independent and confident artists.</p>		
Key Learning Objectives – Personal study		

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To be able to produce a cohesive, intelligent, professionally structured written study linked to pertinent art practitioners and forms connected to their personal practical project
To learn how to build a critical argument.
To have knowledge of and understand higher levels of key vocabulary.
To learn how to source their research in an academic format (e.g. Harvard system)

Component Assessment Method	Resources
<p align="center">Coursework component of assessment matrix. Worth 60% of final A Level grade</p> <p>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</p>	<p align="center">Sketchbooks Materials Student handbook Library Articles Exemplar materials Galleries and Museums Internet</p>

Assessment for Learning – individual learning needs will be met by:

Formative assessment using assessment matrix and improvement target setting
One to one discussions and feedback regarding progress
Teacher/self-review and evaluation through DIRT targets
Group critique
Regular work scrutiny and assessment
'Master' modelling through teacher demonstration and exemplar work

A Level Component 2: ESA	Year 13	Spring half term 2 to Summer half term 1
Component 2 ESA theme Overview		
<p>Students follow the creative process and embark on a personal journey in response to the Externally Set Assignment from Edexcel. This exam project incorporates two major elements: preparatory studies and the 15-hour period of sustained focus (in exam conditions; date tbc) Work must cover all four assessment objectives.</p>		
Key Learning Objectives - Practical		
<p>To learn to critically analyse the context and content of art practitioners from different times and places. To learn how to develop their own ideas in response to their research. To learn to explore ideas and how to select appropriate materials, techniques and processes to support the development of these ideas. To learn to refine their skills of recording and handling of a wider range of materials, techniques and processes. To learn how to critically review their work as it progresses. To learn to select appropriate directions in response to critical reflection. To know, understand and apply the creative process in their work. To develop as independent and confident artists.</p>		
Unit Assessment Method		Resources
<p style="text-align: center;">Coursework component of assessment matrix. Worth 40% of final A Level grade</p> <p>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</p>		<p style="text-align: center;">Sketchbooks Materials Student handbook Library Articles Exemplar materials Galleries and Museums Internet</p>

Assessment for Learning – individual learning needs will be met by:

Formative assessment using assessment matrix and improvement target setting.
One to one discussions and feedback regarding progress.
SMART targets
Self-review and evaluation through DIRT targets.
Group critique
Regular work scrutiny and assessment
'Master' modelling through teacher demonstration and exemplar work.