

## Key Stage 5 – A level Photography

Year	Knowledge	Skills	Alive themes	Justice and Respect
12	<p><b>Introductory Exercises (Looking up/Looking Down / Photosafari)</b>            It's the space in between languages that images emerge            The Grey Area            The Formal Elements            Viewpoints            Parallel Lines            The art of instruction  <b>What is Photograph?</b>            The world is beautiful            Boring Things            Black Light            Experiments in the darkroom challenge            The surface of things            Abstract forms            The indecisive moment / Journey Project            Typologies            Provoke            Instinctive Portraits  <b>Personal Investigations (Pt. 1 The Photobook)</b>            Postcards from home            Two Frame Film            Photopoetry  <b>The Photobook Photographers (Y12 Assessment)</b></p>	<p>Students will be expected to demonstrate skills in the context of their chosen area(s) of Photography. Students will be required to demonstrate skills in the following areas and ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography. Awareness of intended audience or purpose for their chosen area(s) of Photography. Students need to show how they can respond to an issue, theme, concept or idea, or work to a brief or answer a need in Photography. They will need to demonstrate an appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement, the appropriate use of the camera, film, lenses, filters and lighting for work in their chosen theme. Students should understand the skill and techniques needed to respond to their photographic images, presentation, and layout through the form of Photobooks.</p>	<p>Year 13 provides the opportunity for the bulk of the Alive values to be developed and embodied through curriculum content.</p> <p>Students are required to be constructively critical of their own work and demonstrate an understanding of context in relation to the issues they discover throughout their projects, allowing them develop resilience through questioning and communication.</p> <p>The historical and contemporary context artists work allows the opportunity for students to explore forgiveness, trust, truth, justice and respect as a part of their content development. It is individual to each student and often tailored. Skills and techniques are cemented during the exam unit, values of self and faith are reflected through the practical actions, Review and refining is explored through evaluating processes, resilience is found in the process of making.</p>	<p>We are open in discussing the lives of artists in context of both the students individual projects but also in relation to how our school tackles Justice, and respect and British Values.</p> <p>We model those value through our own pedagogy but also recognise there is more to do in shifting how we use language and highlight the positive role models within the context of students learning through their own investigations.</p>
13	<p><b>13 Photography</b>  <b>Personal Investigation Part 2</b>            Summer Project            Artist Statement and Project Proposal            Making Sense of Photography Experiments            Believable Fictions            Mirrors or Windows            Inside/Out            Pictus Interruptus  <b>Component 2 – Externally Set Assignment</b></p>		<p>Forgiveness, trust, truth and valuing both faith, and having faith in oneself – all values that are consolidated from the teacher – student tutorials, respect and understanding.</p>	