

PHOTOGRAPHY – A Level

Yr12 (KS5)	Topic Area	Knowledge/skills to be taught.	Resources/support at home
Autumn 1	<p>Foundation</p> <p><i>A teacher-led, introductory project directed at developing pupils' understanding of photography.</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● Introduction to the history of photography ● Photography: drawing with light ● Camera obscura, and lucida ● Understanding of practising artists: Ben Nathan <p>Skills</p> <ul style="list-style-type: none"> ● Darkroom practise: chemicals, using the enlarger and focus finder ● Test strips ● Photograms ● Solarising, sandwich prints, stencils, dodging and burning ● Chemigrams ● SLR camera and analog processes ● Aperture, Shutter speed, DOF and focus ● Processing b/w film ● B/w printing inc contact sheets ● Creating an e-portfolio with weebly 	Department website: Foundation
Autumn 2	<p>Foundation</p> <p><i>A teacher-led, introductory project directed at developing pupils' understanding of photography.</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions. ● Approaches to portrait photography: selfie, self, group, candid etc. <p>Skills</p> <ul style="list-style-type: none"> ● Darkroom techniques continue to develop ● Create a books that document processes and outcomes 	Department website: Foundation
Spring 1	<p>Structure</p> <p><i>An independent project which begins with teacher led workshops.</i></p> <p><i>Structures in nature and the man made environment form the</i></p>	<p>Students are taken outside and taught how to use their camera to achieve the best exposures using a digital camera. Bracketing and composition and looked at in depth. The students are then introduced to Brutalism a`nd given the task of visiting and capturing different brutalist buildings around London. These images are then worked on in photoshop during digital workshops.</p>	<p>Department website</p> <p>Structure - Fortismere Art & Photography Department</p>

	<p><i>vast majority of the set tasks. Students negotiate independent developments toward a personal outcome.</i></p>	<p>Students are also encouraged to look at natural structures in the teacher led workshops.</p> <p>Students are asked to develop their own ideas and learn how to reflect and refine their own visual practise.</p>	
Spring 2	<p>Structure</p> <p><i>An independent project which begins with teacher led workshops.</i></p> <p><i>Structures in nature and the man made environment form the vast majority of the set tasks. Students negotiate independent developments toward a personal outcome.</i></p>	<p>A final outcome is based on their own development and photographer research.</p>	<p>Department website</p> <p>Structure - Fortismere Art & Photography Department</p>
Summer 1	<p>Abstraction</p> <p><i>An independent project which begins with teacher led workshops.</i></p> <p><i>The unit looks at the complex relationship between photography and abstract representation. Students negotiate independent developments toward a personal outcome.</i></p>	<p>The students undertake a number of teacher led workshops that are based around the visual practise of different abstract photographers. Their students are encouraged to respond and experiment with lots of different media. After the different workshops are completed the students are asked to develop their own ideas and produce an independent response to the theme. The end of the unit involves the students creating a final piece based on their developments and photographers research.</p>	<p>Department website</p> <p>Clear how to document provided</p> <p>https://fortismereartdepartment.weebly.com/u1-abstraction.html</p>
Summer 2	<p>Abstraction</p> <p><i>An independent project which begins with teacher led workshops.</i></p> <p><i>The unit looks at the</i></p>	<p>The students undertake a number of teacher led workshops that are based around the visual practise of different abstract photographers. Their students are encouraged to respond and experiment with lots of different media. After the different workshops are completed the students are asked to develop their own ideas and produce an independent response to the theme. The end</p>	<p>Department website</p> <p>Clear how to document provided</p> <p>https://fortismereartdepartment.</p>

	<i>complex relationship between photography and abstract representation. Students negotiate independent developments toward a personal outcome.</i>	of the unit involves the students creating a final piece based on their developments and photographers research.	weebly.com/u1-abstraction.html
Yr13	Topic Area	Knowledge/skills to be taught.	Resources/support at home
Autumn 1	Personal Portfolio: Word Theme	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions in 'Personal Study'. • Show relevant understanding and demonstrate the impact the written study has had on the development of practical work. <p>Skills:</p> <ul style="list-style-type: none"> • Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. • Research into artists- writing formally about artist's work, developing a critical language. • Reflect upon work as it progresses in order to refine ideas. • Select and organise information that is relevant to personal interests. • Ability to link visual practise to written study and research. 	<p>Department website</p> <p>Clear how to document provided.</p>
Autumn 2	Personal Portfolio: Word Theme	<p>Knowledge:</p> <ul style="list-style-type: none"> • Working in a gallery context • Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> • Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. • Research into artists- writing formally about artist's work, developing a critical language. • Reflect upon work as it progresses in order to refine. • Select and organise information that is relevant to personal interests. • Ability to link visual practise to written study and research. 	

<p>Spring 1</p>	<p>Darkroom Practice</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions. • Make independent decisions about process and outcome and build on knowledge gained in yr 12 to produce interesting and experimental work. <p>Skills:</p> <ul style="list-style-type: none"> • Processing and darkroom printing techniques. • Research into photographers writing formally about photographers' work, developing a critical language. • Reflect upon work as it progresses in order to refine ideas. • Select and organise information that is relevant to personal interests. • Processes and techniques dependent on direction taken by individual students. 	<p>Department website</p> <p>Scaffolding documents for analysis and annotation provided.</p> <p>Teacher led tasks.</p>
<p>Spring 2</p>	<p>Globalisation</p> <p><i>Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange.</i></p> <p><i>Students create an independent response to the theme in digital or analogue media.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Working in a gallery context • Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> • Record ideas, first-hand observations, insights and judgments • Research into photographers writing formally about photographers' work, developing a critical language. • Reflect upon work as it progresses in order to refine. • Select and organise information that is relevant to personal interests. 	<p>Department website</p> <p>Scaffolding documents for analysis and annotation provided.</p>
<p>Summer 1</p>	<p>Revisiting Time:</p> <p><i>Students revisit coursework units to ensure all are complete, and annotated. All work is photographed and presented in a Google Slides doc.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Clearly present personal intentions. • Demonstrate critical understanding of visual, tactile and, where appropriate, other forms of communication. <p>Skills</p> <ul style="list-style-type: none"> • Consider different presentational formats and select the most appropriate for the final piece. 	<p>Department website</p> <p>Scaffolding documents for analysis and annotation provided.</p> <p>Accompanying presentation on our Art Weebly</p>