

## Photography Curriculum Map

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 10</b>	<p><b>‘CLOSE UPS’</b>                      Marco Suarez                      Neil Gallop                      Mike Cable</p>	<p><b>‘NATURAL FORMS’</b>                      Imogen Cunningham                      Karl Blossfeldt                      Andy Small                      Cath Kidston</p>	<p><b>‘FANTASTIC &amp; STRANGE’</b>                      John Stezacker                      Julie Cockburn                      Cur3es</p>
<b>Year 11</b>	<p><b>‘URBAN DECAY’</b>                      Matthew Merrett                      James Wakefield                      Mauren Brodbeck                      Neil Roland</p> <p>Refining projects</p>	<p style="text-align: center;"><b>EXTERNALLY SET ASSIGNMENT</b></p> <p style="text-align: center;">-Carry out preparatory studies for chosen question.</p> <p style="text-align: center;">-Complete preparatory studies</p> <p style="text-align: center;">-10 hour exam</p>	
<b>Year 12</b>	<p style="text-align: center;"><u>Foundation</u></p> <p><b>‘UNDERSTANDING THE CAMERA’</b>                      Composing a shot                      Depth of Field                      Symmetry                      Converging lines                      Rule of Thirds                      Pattern                      Texture.                      Diverse selection of photographers</p>	<p style="text-align: center;"><u>Foundation</u></p> <p><b>‘LOCATION’</b>                      Range of locations, from urban to rural</p>	<p><b><u>Component 1- Personal Investigation</u></b>                      (60%)</p> <p style="text-align: center;"><b>‘A MESSAGE’</b>                      1000 - 3000 WORD WRITTEN ASSIGNMENT                      Diverse selection of Photographers</p>

<b>Year 13</b>	<p><b><u>Component 1 continued- Personal Investigation</u></b> (60%)</p> <p><b>‘A MESSAGE’</b> 1000 - 3000 WORD WRITTEN ASSIGNMENT Diverse selection of Photographers</p>	<p><b><u>Component 2 (40%)</u></b></p> <p>Start- 1st Feb Deadline- Start of May</p> <p><b>EXTERNALLY SET ASSIGNMENT</b> EXAM 15 hours supervised time, Work produced is related to EXTERNALLY SET ASSIGNMENT.</p>	
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### Useful Links

[www.aqa.org.uk](http://www.aqa.org.uk)  
[www.whitworth.manchester.ac.uk](http://www.whitworth.manchester.ac.uk)  
[www.tate.org.uk](http://www.tate.org.uk)  
[www.moma.org](http://www.moma.org)

### KS4 Specification Information

#### GCSE AQA- PHOTOGRAPHY

Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Within the context of photography, students must demonstrate the ability to: use photographic techniques and processes, appropriate to students' personal intentions, for example: lighting, viewpoint, aperture, depth of field, shutter speed and movement.

**Component 1:** Students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation. 60% of GCSE, No time limit

**Component 2:** must show evidence of areas of study drawn from **one or more** of the titles.

40% of GCSE, Preparatory period followed by 10 hours of supervised time.

## KS5 Specification Information

### A LEVEL AQA- PHOTOGRAPHY

Students should be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They should be made aware of both traditional and new technologies. Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

In Component 1, students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work. 60% of A Level.

In Component 2, students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes. 40% of A Level.

## Where will this Subject take me?

### And jobs!

**Jobs where you will need good artistic or technical skills. You will usually need to go to college to develop these.**

Body Artist, Photographer, Ceramic Decorator, Ceramic Pottery Maker, Stage Set Designer Engraver, Florist, Glassblower. Illustrator. Jeweller, Make-Up Artist, Sign-writer, Model Maker

**Jobs where a degree or professional qualification is usually needed. You will usually need to go to University or a Specialist College.**

Architect, Art Therapist, Fine Artist, Arts Administrator / Manager Exhibition Designer, Graphic Designer, Interior Designer, Teacher, Lecturer, Museum Curator, Landscape Architect, Multimedia Designer