

Photography KS4 Curriculum Overview 2019 – 20
Create, Inspire, Conquer

| Exam board and syllabus name: OCR | | Coursework 60% | | Final examination 40% |
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| Year 10 | | | | |
| Term | Unit/topic | Knowledge | Skills | Assessment |
| Autumn term 1 | Camera Techniques | <p>Learning how to manually adjust the camera, so being able to manipulate images in a creative way.</p> <p>Objectives Know the manual settings on the camera. Understand how each one works and affects the overall image. To be able to confidently use the manual settings on the camera to manipulate an image.</p> | <p>Knowledge of key photographic skills include: Filling the Frame Negative Space ISO White Balance Aperture Shutter Speed Light Painting</p> <p>Contextual Link Michael Bosanko - students should be able to analyse his work and style. Understanding the camera techniques used.</p> | <p>Students produce slides to document their research, photographic trials and final pieces for each of the key skills.</p> |
| Autumn term 2 | Collections | <p>Developing understanding of composition techniques and learning to see the world differently.</p> <p>Objectives Know a range of compositional techniques. Understand studio and natural lighting. To be able to see things differently, looking at the</p> | <p>Within this unit students study the following: Understanding Colour - Using the colour wheel within their photoshoots. Learning about composition and lighting. Challenge: Link in colour theory and be able to use relevant backgrounds to compliment the subject. Contextual Link: Ursus</p> | <p>Students produce slides to document their research, photographic trials and final pieces.</p> <p>Final Pieces in response to each of the following artists or examples: Ursus Wehril Andre Goncalves Photographic Alphabet</p> |

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| | | <p>everyday in more detail and being able to see it more creatively.</p> | <p>Wehril Learning about composition and seeing the world differently. Contextual Link: Andre Goncalves Final Outcome Students will need to use their composition understanding as well as being able to look at the everyday differently to create a photographic alphabet using everyday objects. Challenge: The letters cannot be 'made'; they have to be found within existing spaces.</p> | |
| <p>Spring term 1</p> | <p>Mixed Media</p> | <p>Manual manipulation of an image to add a more creative finish. Cross-curricular links with art and textiles.</p> <p>Objectives To know a range of different mixed Media techniques. To understand how photographers and artists have manipulated photographs by using a</p> | <p>Students study a range of mixed media techniques using their own : Joiners Contextual Link: David Hockney John Clang Collage and sewing into photos. Contextual Link: Manny Robertson Holes/cutting into photographs.</p> | <p>Students produce slides to document their research, photographic trials and final pieces.</p> <p>Final Pieces in response to at least two artists to create a personal mixed media piece.</p> |

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| | | <p>variety of materials and techniques within their work.</p> <p>To be able to use a variety of materials and techniques to create imaginative and personal mixed media outcomes.</p> | <p>Contextual Link: Daniele Buetti Amy Friend</p> <p>Further research into a range of other techniques using a wide range of Contextual links including: Collage Weaving Drawing and Painting</p> <p>Students produce a final piece based on at least two artists to create a personal mixed media piece.</p> | |
| Spring term 2 | Design Brief | <p>Students will need to choose a company or product of their choice. They will be using all of the skills learnt across the last year to build up a body of work for their company.</p> <p>Know how to follow a professional brief. Understand how to work to specific client requests. Create a graphical project surrounding various needs of the business. Specifically developing your digital skills.</p> | <p>For their company they will produce the following: Research page looking into the item/concept itself. Studio style photos of the related items. On site photos selling the items. Screensaver design. Poster designs and other Graphic Design products selling your item/product. Challenge: To digitally show their poster/advert in place of an existing billboard.</p> | <p>Students produce slides to document their research, photographic trials and final pieces.</p> <p>Final piece will be their best poster design.</p> |

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| <p>Summer term 1</p> | <p>Final Project</p> | <p>Students respond to a selection of starting points: Light and Dark Concept Movement Mixed Media</p> | <p>Students work through at least 5 'Chapters', each including the following: 1: Artist analysis - AO1 2: Photoshoot plan and link - AO3 3: Contact sheet - AO3 4: Best photos and edits - AO2 & AO3 5: Best photo for analysis - AO1, AO2 & AO3</p> <p>Each 'Chapter' develops their chosen theme towards a final piece - AO4.</p> | <p>Work is marked as it progresses based on the following Assessment Objectives as laid out by OCR: 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.</p> |
| <p>Summer term 2</p> | <p>Final Project</p> | <p>Working towards and completing a final piece for the project - AO4.</p> | <p>Students work through at least 5 'Chapters', each including the following: 1: Artist analysis - AO1 2: Photoshoot plan and link - AO3 3: Contact sheet - AO3</p> | <p>Work is marked as it progresses based on the following Assessment Objectives as laid out by OCR: AO1 Develop ideas through investigations,</p> |

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| | | | <p>4: Best photos and edits - AO2 & AO3</p> <p>5: Best photo for analysis - AO1, AO2 & AO3</p> <p>Each “Chapter” develops their chosen theme towards a final piece - AO4</p> | <p>demonstrating critical understanding of sources.</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> |
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| Year 11 | | | | |
| Term | Unit/topic | Knowledge | Skills | Assessment |
| Autumn term 1 | <p>Component 01: Portfolio</p> <p>Learners should produce: A portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus.</p> | <p>This component comprises of a portfolio of work. This is a portfolio of work produced to a centre- or learner-set starting point leading to final artefact(s)/product(s)/ personal outcome(s). This portfolio will consist of a project, theme or course of study. It may be presented in appropriate format(s) for</p> | <p>Students work through at least 7 ‘Chapters’, each including the following:</p> <p>1: Artist analysis - AO1</p> <p>2: Photoshoot plan and link - AO3</p> <p>3: Contact sheet - AO3</p> <p>4: Best photos and edits - AO2 & AO3</p> <p>5: Best photo for analysis - AO1, AO2 & AO3</p> | <p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 Record ideas, observations and insights</p> |

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| | | <p>the specification title and area(s) of study chosen. For example, sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work. There is no restriction on the scale of work produced or the timeframe for undertaking the work but learners should carefully select, organise and present work to ensure that they provide evidence of meeting all four assessment objectives.</p> | <p>Each 'Chapter' develops their chosen theme towards a final piece - AO4</p> | <p>relevant to intentions as work progresses. AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> |
| <p>Autumn term 2</p> | <p>Component 01: Portfolio Learners should produce: A portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus.</p> | <p>This component comprises of a portfolio of work. This is a portfolio of work produced to a centre or learner-set starting point leading to final artefact(s)/product(s)/ personal outcome(s). This portfolio will consist of a project, theme or course of study. It may be presented in an appropriate format(s) for the specification title and area(s) of study chosen.</p> | <p>Students work through at least 7 'Chapters', each including the following: 1: Artist analysis - AO1 2: Photoshoot plan and link - AO3 3: Contact sheet - AO3 4: Best photos and edits - AO2 & AO3 5: Best photo for analysis - AO1, AO2 & AO3</p> | <p>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.</p> |

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| | | For example, sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work. There is no restriction on the scale of work produced or the timeframe for undertaking the work but learners should carefully select, organise and present work to ensure that they provide evidence of meeting all four assessment objectives. | Each 'Chapter' develops their chosen theme towards a final piece - AO4. | AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |
| Spring term 1 | Component 02: Externally set task. The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli. A response should be based on one of these options. | For this component, an early release paper will be despatched to centres based on estimated entries made and will also be available on the OCR website from 2 January. This paper can be given to learners at the discretion of centres any time on or after 2 January in the year of certification. Centres may determine the amount of time for preparatory study prior to learners undertaking their 10-hour | Students work through at least 5 'Chapters', each including the following: 1: Artist analysis - AO1 2: Photoshoot plan and link - AO3 3: Contact sheet - AO3 4: Best photos and edits - AO2 & AO3 5: Best photo for analysis - AO1, AO2 & AO3 Each 'Chapter' develops their chosen theme towards a final piece. | 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 |

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| | | <p>supervised time period. The paper will give learners a choice of five themes, each with a choice of written and/or visual starting points or stimuli. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response of one or more artefact(s)/product(s)/personal outcome(s) within a 10-hour supervised time period.</p> | | <p>realises intentions and demonstrates understanding of visual language.</p> |
| Spring term 2 | <p>Component 02: Externally set task. The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli. A response should be based on one of these options.</p> | <p>For this component, an early release paper will be despatched to centres based on estimated entries made and will also be available on the OCR website from 2 January. This paper can be given to learners at the discretion of centres any time on or after 2 January in the year of certification. Centres may determine the amount of time for preparatory study prior to learners undertaking their 10-hour supervised time period.</p> | <p>Students work through at least 5 'Chapters', each including the following: 1: Artist analysis - AO1 2: Photoshoot plan and link - AO3 3: Contact sheet - AO3 4: Best photos and edits - AO2 & AO3 5: Best photo for analysis - AO1, AO2 & AO3</p> <p>Each 'Chapter' develops their chosen theme towards a final piece.</p> | <p>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</p> |

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| | | <p>The paper will give learners a choice of five themes, each with a choice of written and/or visual starting points or stimuli. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response of one or more artefact(s)/product(s)/personal outcome(s) within a 10-hour supervised time period.</p> | | <p>demonstrates understanding of visual language.</p> |
| Summer term 1 | The exam takes place before the Easter holiday and Coursework is submitted the week after. | | | |
| Summer term 2 | Most of this half term is made up of study leave and GCSEs. | | | |