
















# 2021-22 CURRICULUM MAP FOR PHOTOGRAPHY YEAR 11

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| <p><b>HALF TERM 1:</b><br/><b>PORTFOLIO - DEVELOPMENT &amp; PLANNING FOR FINAL.</b><br/><i>During this term students will</i></p> <ul style="list-style-type: none"> <li>The requirements of what is needed for their coursework. 60% of their grade made up of extended project and other pieces of work.</li> <li>They will be taught what can be put into their other pieces of work and make sure that their 3 ideas for their extended piece are completely finished.</li> <li>Look at 'How to refine.' Review their portfolio and self-evaluate. Identify areas that need to be completed, focus on adding more detail, annotating all pages/slides.</li> <li>Review the techniques used so far in their project and consider ways to develop ideas even further thinking about ways to complement the style of their inspirational artists. E.g. – if a student had looked at the work of David Hockney they could look at how to create a large collage of their ideas.</li> <li>Recap on Photoshop skills and look at how these can further develop their work.</li> <li>Know what a good final design should have. They should be shown a range of final response pieces including 2D and 3D examples. They should be explained to about the mock exam and realistically think about their own abilities, time constraints, materials etc.</li> </ul> |    | <p>Review the marking criteria and read the bands thinking about which apply to their own work and how the language differs in the higher/lower bands.</p> <p>Reading advice worksheets and guides from websites such as 'The student art guide.' about what a final response is and how it should successfully conclude a project.</p> |
|   |    | <p>Notes/annotations on their work.<br/>Create a 'list of things to do' focusing on areas for refinement.</p>   |
|   |    | <p>Students are encouraged to assess and critique their work in pairs and small groups to identify areas of their sketchbook that require refining or improving.</p> <p>Think, pair share activities about what makes a good final response.</p>  |
|   |  | <p>ENGLISH / SCIENCE / FOOD TECH – Writing a plan, method, set of instructions keeping to time limits.<br/>IT – Computer editing and creative software.</p>   |
| <p><b>HALF TERM 2:</b><br/><b>PORTFOLIO – FINAL PIECE (MOCK EXAM)</b><br/><i>During this term students will</i></p> <ul style="list-style-type: none"> <li>Be taught how to create a Photography "final piece".</li> <li>They are to plan a range of possible "final pieces", choosing the one that best show cases their work and is keeping with the style of their chosen artist.</li> <li>Review the media and techniques used so far in sketchbooks and consider which ones would work on their final designs.</li> <li>Confidently plan and practice these techniques so they are well prepared and organized for the exam (10 hours to take place in December).</li> <li>Develop an understanding of the pace, organization and time management skills needed for the exam.</li> <li>Act upon advice / feedback given on final piece and refine any areas that need work.</li> <li>Review sketchbook and complete any work outstanding. Portfolios should be completed so they can apply themselves fully to the exam project next term.</li> </ul>  |  | <p>Read band 4 of the marking criteria which focuses on the final response.<br/>Reading advice worksheets and guides from websites such as 'The student art guide.' About what a final response is and how it should successfully conclude the project.</p>   |
|   |  | <p>Notes / annotations on their work.<br/>Time management plan - Creating a plan or list of things to do for the exam to structure their time.<br/>Higher ability students encouraged to write a project evaluation or conclusion at the end of their portfolio.</p>  |
|   |  | <p>Post exam review with teacher to talk through their piece and assess their exam technique.<br/>Group critique session on final designs.</p>  |









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|   |    | <p>TECH / SCIENCE – What a plan with notes should look like and include.<br/>ENGLISH – Review / evaluation.</p>   |
| <p><b>HALF TERM 3:<br/>EXAM PROJECT - INITIAL RESEARCH &amp; STUDIES.</b><br/><i>During this term students will begin their GCSE Photography set task issued by the exam board.</i><br/><b>To begin all students will:</b></p> <ul style="list-style-type: none"> <li>• Read exam paper. Be explained to, the process and structure of their exam project, rules, expectations, and timescales.</li> <li>• The teacher will show previous examples of work and discuss what is expected.</li> <li>• The teacher will discuss each of the starting points with the class and direct students how to start. Once students have started to do their research, teacher is to discuss ideas with individual students.</li> <li>• Learn the advantages &amp; disadvantages of working on PowerPoint or in a sketchbook by reviewing previous projects and they should be advised which is the best route for them.</li> <li>• Produce mood boards for their title by collecting secondary sources (internet, books, magazines etc.)</li> <li>• Produce an illustrated mind map / title page for their selected title which creates a creative, interesting start to their project.</li> <li>• Students will be encouraged to research at least 3 artists this half term, they are to thoroughly analyse the work of their chosen artists.</li> <li>• This half term they are to plan each of their 3 ideas and take the photos for them.</li> </ul> |    | <p>Students will need to read the AQA exam paper (set task) and understand what it is required.</p> <p>Students will read the set task marking criteria and consider what each band asks for and the levels of expectation.</p> <p>For their initial research they should read books, magazines, and browse the internet to read about artists and art movements that could inspire their work.</p> |
|   |   | <p>Students will be asked to write a short introduction draft for their project outlining their ideas, inspiration and intended outcome. This will be adapted as their project develops.</p> <p>They will analyse the work of others, using the 5Cs framework.</p>  |
|   |  | <p>Students will be encouraged to discuss their ideas with their peers and work in topic groups to share and present their initial ideas. They will also share their ideas with their teacher in the form of one to one tutorials.</p>  |
|   |   | <p>IT - Internet research, design and presentation of mood boards. Editing programmes such as Photoshop.</p>  |
| <p><b>HALF TERM 4:<br/>EXAM PROJECT – INSPIRATION &amp; DEVELOPMENT.</b><br/><i>During this half term students will focus on AO 2 &amp; 3. All students will:</i></p> <ul style="list-style-type: none"> <li>• Be shown examples of previous work.</li> <li>• They will be given recaps on Photoshop and mixed media techniques.</li> <li>• They are to develop their 3 ideas, so that they have a “final image” for each one.</li> <li>• Recap: What can be included in a Final Piece. They will be taught how to plan a final piece and any of the skills needed to produce their final piece.</li> </ul>   |  | <p>Students will need to read about their first choice of artist, movement, or cultural/social influence. They should look at a wide range of sources including biographies, art reviews, newspaper articles to gain a good understanding of their choice.</p>  |
|   |  | <p>Students will write about their chosen influence and evaluate and give their own opinions. They may want to describe how they are using this to develop their own work.</p>  |



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|  |    | <p>Students will be encouraged to discuss their ideas with their peers and work in topic groups to share and present their source of inspiration.</p>   |
|  |    | <p>IT - computer editing and internet research.</p> <p>ALL SUBJECTS - Depending if there is a certain area, movement or issue they may want to use to use to develop their work.</p> <p><i>For example, if the social issue they looked at was 'racism' they might ask history if they have any resources on slavery or the BLM movement. If their cultural movement was 'Day of the dead' they may find it useful to visit RS or geography staff to gain a wider understanding of the topic.</i></p> |
| <p><b>HALF TERM 5:</b><br/><b>SET TASK - CREATING FINAL RESPONSE IN 10HR EXAM.</b><br/><i>During this half term students will complete their planning and then produce their final response in the exam.</i></p> <ul style="list-style-type: none"> <li>• Be shown examples of previous work.</li> <li>• The requirements of the externally set task. What the exam conditions are and what they need to do to prepare.</li> <li>• Recap: What can be included in a Final Piece. They will be taught how to plan a final piece and any of the skills needed to produce their final piece.</li> <li>• Teacher to reiterate requirements and conditions of the 10 hour set task.</li> <li>• Students will then sit the externally set task sometime in April/May under controlled conditions.</li> </ul> <p><b>Students to take part in 2-day (10 hour) exam in the photography rooms. Exam piece and ALL prep work is to be collected in at the end of the exam and students have no further contact with this. All WORK will then be marked by photography staff using the GCSE marking criteria and internally moderated in early May. ALL MARKS TO BE SENT OFF TO AQA EXAM BOARD BY 31<sup>st</sup> MAY. Work to then be moderated by external exam board moderator in early June.</b></p> |    | <p>Re – reading art exam paper to review the exam conditions and looking at band 4 of the marking criteria which focuses on the final response. Reading exam advice and tips worksheets and advice from websites such as 'The student art guide.'</p>   |
|  |  | <p>Notes / annotations on their work.<br/>Reviewing mock exam and creating a plan / list of things to do for the exam to structure their time.</p>  |
|  |  | <p>Students will share their plan and ideas with their teacher in brief meetings during the week prior to the exam. They will also be encouraged to share their mock exam experiences with their peers to identify areas that went well or they could change.</p>   |
|  |  | <p>ALL SUBJECTS - EXAM PLANNING. Exploring how they structure their time in other exams, techniques for time management and planning.</p>   |