



## Key Stage 5 Photography

### Year 12



Our curriculum is based around the EDUQAS specification. It aims to develop and extend a broad foundation of critical, practical and theoretical skills with deeper understanding of a range of art, craft and design practices and contexts. This provides a sound basis for progression to greater specialism and achievement during the latter part of the course.

#### EDUQAS A-Level Specification:

<https://www.eduqas.co.uk/qualifications/art-and-design/as-a-level/eduqas-a-art-and-design-spec-from-2015.pdf>

- **Introduction to photography** – parts of a camera, composition, exposure, shutter speed, aperture and ISO
- **Genre** – landscapes, portraits, street, still life, surrealism
- **Post-production** - Lightroom and Photoshop skills.

## Curriculum Delivery

Lessons will be a mixture of practical photography skills including workshops in the photography studio; post-production editing using Adobe Suite and analytical writing based on the historical, social and cultural impact of the art form. Students use sketchbooks to underpin their work. They may wish to develop their drawing skills in order to produce storyboards, thumbnail sketches and/or diagrams, where appropriate.

### Year 13



In year 13, we aim to provide a framework for learners to investigate moral, ethical, social, cultural and contemporary issues related to photography. Students will 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 will be integral to the investigating and creative processes throughout the year.

**Personal Investigation** – consists of two integrated constituent parts:

- **1.** a major in-depth critical, practical and theoretical investigation
- **2.** an extended written element of 3000 words based on an in-depth research project.

**The externally set assignment** - materials are released to learners from 1 February and will consist of a series of visual and written stimuli, which are to be presented to the learner at the start of the preparatory study period. One of the stimuli is to be selected by the learner and used as a starting point from which to elicit a personal response.

The first half of year 13 is spent working on personal investigations which equate to 60% of the final grade. As each student will be investigating different topics, lessons will be based around one-on-one mentoring sessions. There is an expectation of significant independent work outside of the classroom.

The second half of year 13 is about preparation for the externally set assignment which concludes with a 15 hour exam.