



# GCSE PHOTOGRAPHY CURRICULUM MAP

## FURTHER STUDY

A level photography

## CAREER PATHS

Marketing and Advertising,  
Product Photography,  
Graphic Designer,  
Film/Video Editor

## SKILLS

Critical analysis, interpretation,  
evaluation, planning, creative  
photography, image editing

**Assessment: the NEA is an individual response to a prescribed theme set by the examination board, and is assessed in the same way as the previous work to date. Individually and then added to create one mark for the whole unit, worth 50% of the final grade**

### NEA Coursework Production

- plan a project with an introduction, Photo technique pieces, art history, and final piece
- demonstrate they can select the technique that they can demonstrate a high level of skill in all parts of the plan
- connect all parts of the plan to photographers working in that way and with that theme.
- analyse work and annotate the project as it develops and use this analysis to improve intentions
- understand their own abilities with skills and techniques and increase the standard of it.
- underpin the photo work with reference to photographers artists, crafts people and designers

**Assessment: production of found and individual pieces responding to the works of significant photographic arts, the use of 35mm technology. Assessed responses will also include the production of photograph collage, a photo story, photographer's context and sun prints.**

### Timeline Context

- understand each technique and relate it to photographers working in the same way
- execute the skills accurately and in an individual way
- exploit understanding of the technique and show a high level of skill in producing individual photos
- produce multiple versions of each technique and combine skills and techniques to produce work of a unique appearance
- show detailed influence of the work of others

### Standalone Individual Project

- plan a project with an introduction, photo pieces, photo history, and final piece
- demonstrate they can select the technique that they can demonstrate a high level of skill in all parts of the plan
- Connect all parts of the plan to photographers working in that way and with that theme.
- Analyse work and annotate the project as it develops and use this analysis to improve intentions

### Portfolio Construction

- understand how to present their work and explain their journey through Photography GCSE
- exploit all tasks to a high standard
- analyse tasks to show acknowledgement of skill and improvement
- each task is exploited and investigated thoroughly with more examples
- critically evaluate their work and understand the context

**YEAR 11**

**Assessment: the objectives are the final assessment at the end of the course. The higher the skill level the higher the coverage of the 4 objectives. Therefore students receive 'quality' grades to guide them. Every piece is assessed so students can see the higher level of skill in each task they complete.**

**Assessment: production of an individual project piece from conception, through design, research and production. The project and NEA are assessed as units and work inside is individually-assessed focusing on quality. Feedback folders are used to give students targets and practical advice about how to improve. This is formative, developmental and motivational.**

### Introduction to Course

- understand each technique and relate it to photographers working in the same way
- execute the skills accurately and in an individual way
- exploit understanding of the technique and show a high level of skill in producing individual photos
- produce multiple versions of each technique and combine skills and techniques to produce work of a unique appearance
- show detailed influence of the work of others

**YEAR 10**

**Assessment: production of found and individual pieces showing the meanings and contexts of key terminology, different editing and lighting features and effects, different ways of working, decision-making as well as responses to themes such as inspiration and passion.**

**Assessments in Year 10 has the following focus areas and is marked out of 24 for each area:**

- develop ideas through investigations, demonstrating critical understanding of sources.
- refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- record ideas, observations and insights relevant to intentions as work progresses.
- present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### PHOTOGRAPHY SKILL

Technical photography production (and image editing)

### PHOTOGRAPHY SKILL

Planning and Preparation

### PHOTOGRAPHY SKILL

Analysis and Evaluation

### PHOTOGRAPHY SKILL

Critical and Creative Interpretation



# A LEVEL PHOTOGRAPHY CURRICULUM MAP

## FURTHER STUDY

Degree level photography

## CAREER PATHS

Marketing and Advertising, Product Photography, Graphic Designer, Film/Video Editor

## SKILLS

Critical analysis, interpretation, evaluation, planning, creative photography, image editing

Execute the production of the NEA piece determined by the examination board. The exams and non-exam assessment will measure how students have achieved the following assessment areas:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

NEA unit- issued by AQA with titles from which to choose Ideas boards, photographers boards, narrowed theme board, final piece development boards, final piece boards, and final piece.

### Support work in a journal

- explore the themes completing research, artist pages, media tests and pieces
- understand and connect pieces to a context and influence from the photographers
- exploit each piece to produce a high level of skill in execution- linking work to the work of photographers
- manipulate the techniques to create innovative pieces that go beyond the basic of the techniques

Assessment: Students develop their theme and complete the production of the narrowed theme boards. Each piece is assessed for quality and added to the feedback sheet shared with the student. One month to complete sketchbook work and final piece- all graded for quality. Completion of final piece development boards- where a final piece is explored to conclusion. Feedback documents are used to give students targets and practical advice about how to improve. This is informative and motivational.

### Boards: body of work- ideas boards, photographers' boards, narrowed theme boards

- understand the most successful technique to explore
- produce own examples that link to photographers
- Link each board to an photographer to help develop contextual understanding
- explore each theory with examples around the theme and studies from relevant photographers
- photos and evidence are highly executed and supported with thorough and relevance to the theme and photographers studied have a clear influence on the work produced

YEAR 13

### Complete unit 1 - final piece development boards, final piece boards and final piece with support work in journal

- understand how the journey and theme narrows and it develops and be able to explain and justify this in the support pages for the pieces
- link each piece to an photographers to help develop contextual understanding
- explore each piece with support of theory around the theme and studies from relevant photographers

Assessment: Students select a topic and produce their best photos showing the theory learnt. These are ideas boards. They are given feedback on the shared document. The objectives are the final assessment at the end of the course. The higher the skill level the higher the coverage of the 4 objectives. Therefore students receive 'quality' grades to guide them. Every piece is assessed so students can see the higher level of skill in each task they complete. Grades for each piece are combined and a final score is given for the entire unit- bodies of work and sketchbook. This equals 50% of the course

### Introduction to skills and techniques Theory of traditional methods and digital media

- explore the theory behind all the techniques of SLR and DSLR photography
- investigate photographers to influence and provide context
- understand and connect theory to practical examples with written theory to support
- exploit each theory and technique to produce a high level of skill in execution- linking work to the work of photographers
- manipulate the techniques to create innovative photos that go beyond the basic of the techniques

YEAR 12

Assessments: students have begun making a journal that contains all the skills and techniques required in photography; they apply theory every 2 weeks and they demonstrate the theory with their own examples. The exams and non-exam assessment will measure how students have achieved the following assessment areas:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### PHOTOGRAPHY SKILL

Technical photography production (and image editing)

### PHOTOGRAPHY SKILL

Planning and Preparation

### PHOTOGRAPHY SKILL

Analysis and Evaluation

### PHOTOGRAPHY SKILL

Critical and Creative Interpretation