

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p><u>FOUNDATION PROJECT</u></p> <p>What will be learnt? Introduction to skills and quality required to make transition from GCSE to ALevel 1-18 Studio Lighting (teacher led workshops/individual response/independent research) 19-23 Artist analysis – explore depth and rigour required for ALevel analysis 24-36 Dark room paper negative prints and cyantypes (teacher led workshops/individual response/independent research)</p> <p>Why will it be learnt? To review and revisit previous learning and frame it in a way that outlines the depth and rigour required for successful ALevel practice, develop practical and thinking skills and establish strong independent</p>	<p><u>FOUNDATION PROJECT</u></p> <p>What will be learnt? Introduction to skills and quality required to make transition from GCSE to ALevel 1-13 Viewpoints (to include TRIP to Leamington Spa? (teacher led workshops/individual response/independent research) 14-30 Abstraction, macro and layering/blending (teacher led workshops/individual response/independent research)</p> <p>Why will it be learnt? To review and revisit previous learning and frame it in a way that outlines the depth and rigour required for successful ALevel practice, develop practical and thinking skills and establish strong independent learning habits. First essay question set and</p>	<p><u>FOUNDATION PROJECT</u></p> <p>What will be learnt? Introduction to skills and quality required to make transition from GCSE to ALevel 1-9 Establish a personal idea with students for further development and exploration in conjunction with darkroom 35mm negative print workshops with small groups 10-27 Students working independently on individual ideas, developing techniques and processes and planning to use skills to realize intentions for shoots and developments</p> <p>Why will it be learnt? To refocus students on the depth and rigour required for successful ALevel practice rather than participating in a</p>	<p><u>PERSONAL INVESTIGATION</u></p> <p>What will be learnt? Students are guided and advised on researching and initiating their own starting point for their main body of A Level Assessed work. 1-27 Idea exploration, artist research, technique research/experimentation and Artist Statement developed</p> <p>Why will it be learnt? To develop personal ideas and a theme for the unit of work that will take them to Christmas/New Year of Y13. To establish through research, idea exploration, personal experience and individual skills/interests a theme and focused purpose for each individual students' practical work which will be worth 60% of their final grade. They may draw on experiences of first 3 half terms to develop certain aspects further or may approach from a more idea based</p>	<p><u>PERSONAL INVESTIGATION</u></p> <p>What will be learnt? Students are encouraged, equipped and resourced to work on initial shoots and edits for their own starting point for their main body of A Level Assessed work. 1-27 Artist links, shoot plans, practical shoots, photoshop/real world edits, presenting and analyzing work (this process becomes both cyclical and developmental in that ideas and skills are developed though repeated process driven explorations by students)</p> <p>Why will it be learnt? To develop images that express personal ideas for the unit of work that will take them to Christmas/New Year of Y13. To gain</p>	<p><u>PERSONAL INVESTIGATION</u></p> <p>What will be learnt? Students are encouraged, equipped and resourced to work on initial shoots and edits for their own starting point for their main body of A Level Assessed work. 1-27 Artist links, shoot plans, practical shoots, photoshop/real world edits, presenting and analyzing work (this process becomes both cyclical and developmental in that ideas and skills are developed though repeated process driven explorations by students)</p> <p>Why will it be learnt? To develop images that express personal ideas for the unit of work that will take them to Christmas/New Year of Y13. To gain</p>

<p>learning habits AO1/AO2/AO3 <u>Main outcome:</u> Images (raw and edited) that show evidence of exploration and new content learning, analysis showing understanding of depth/breadth of contextual reference required at ALevel and creative journey documented in either digital (powerpoint) or hand written form in sketchbooks <u>Skills developed:</u> <ul style="list-style-type: none"> •Independent thought and creativity •Personalizing learning to strengths and interests •Developing ideas •Analysis / Research / contextualizing references •DSLR use •Photoshop/Real-world editing •Darkroom introduction How will learning be assessed?</p>	<p>literacy resources and help given. AO1/AO2/AO3 <u>Main outcome:</u> Images (raw and edited) that show evidence of exploration and new content learning, analysis showing understanding of depth/breadth of contextual reference required at ALevel and creative journey documented in either digital (powerpoint) or hand written form in sketchbooks <u>Skills developed:</u> <ul style="list-style-type: none"> •Independent thought and creativity •Personalizing learning to strengths and interests •Developing ideas •Analysis / Research / contextualizing references •DSLR use •Photoshop/Real-world editing How will learning be assessed?</p>	<p>“check list” type exercise of fulfilling criteria and quantity expectations., develop practical and thinking skills and establish strong independent learning habits AO1/AO2/AO3/AO4 <u>Main outcome:</u> Images (raw and edited) that show evidence of exploration and new content learning, analysis showing understanding of depth/breadth of contextual reference required at ALevel and creative journey documented in either digital (powerpoint) or hand written form in sketchbooks <u>Skills developed:</u> <ul style="list-style-type: none"> •Independent thought and creativity •Personalizing learning to strengths and interests •Developing ideas •Analysis / Research / contextualizing references </p>	<p>starting point and plan for researching and experimenting with new techniques and processes to suit this purpose. <u>Main outcome:</u> Practical and academic research, idea exploration, personal skills/interests fuel continued practical and supporting written work on a theme of each students’ choosing. with staff guidance, students plan for, research and experiment with ideas, techniques and processes in the cyclical/developmental pattern as outlined above. <u>Skills developed:</u> <ul style="list-style-type: none"> •Idea generation and creativity •Personalizing learning to strengths and interests •Developing ideas •Analysis / Research / contextualizing references •DSLR use •Photoshop/Real-world editing </p>	<p>mastery of practical techniques, to explore investigative practical processes for working and to show higher level thinking and analysis when reflecting on success of work and further developments <u>Main outcome:</u> Practical and academic research, idea exploration, personal experience and individual skills/interests fuel continued practical and supporting written work on a theme of each students’ choosing. with staff guidance, students plan for, research and experiment with ideas, techniques and processes in the cyclical/developmental pattern as outlined above. <u>Skills developed:</u> <ul style="list-style-type: none"> •Independent thought and </p>	<p>mastery of practical techniques, to explore investigative practical processes for working and to show higher level thinking and analysis when reflecting on success of work and further developments. Written element of the Pi is introduced to students and research tasks set for summer work. <u>Main outcome:</u> Practical and academic research, idea exploration, personal experience and individual skills/interests fuel continued practical and supporting written work on a theme of each students’ choosing. with staff guidance, students plan for, research and experiment with ideas, techniques and processes in the cyclical/</p>
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