



PLUME ACADEMY - LEARNING OVERVIEW

Year	13
Course	Photography
Specification Number/Exam Board	OCR
Examination Papers and Weighting	AO1- 25% AO2-25% AO3-25% AO4-25%

Prior Learning

Students should have completed five bespoke A1 boards based on their self-set brief. Additionally, as part of the summer transition another two boards are required to develop the final tests. Students should also have developed their A6 Sketchbook of ideas and make strong contextual links to support their intentions and generate more ideas for their agreed final outcome.

Curriculum Intent – What are the curriculum aims?

The aims and learning outcomes for these qualifications are to enable learners to develop intellectual, imaginative, creative and intuitive capabilities via:

- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for, and enjoyment of Photography
- the experience of working with a broad range of media
- an understanding of the inter-relationships between Photography, art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of Photography, media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of Photography, art and design

Curriculum Implementation – What will my child will be learning?

Term 1	Half Term 1	This is a practical portfolio with supporting contextual research in which learners are expected to develop a personal response based on the centre-set or learner set theme leading to a finished realisation(s) or outcome(s).
	Half Term 2	Learners are required to establish through this written and, where appropriate, illustrated component, the related context in which their chosen practical portfolio exists. This may be established by exploring the genre, subject matter, movement or historical framework of the overarching starting point, course of study or theme selected.



Term 2	Half Term 3	Externally Set Exam. The paper will give learners a choice of seven themes, each with a choice of written and/or visual starting points, briefs or stimuli. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response for assessment.
	Half Term 4	Students engage in external end of unit assessment preparation from this point.

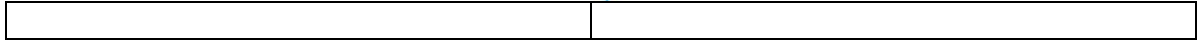
Curriculum Impact – How will my child be assessed and receive feedback?

Students will continue to receive ongoing feedback through tutorials with staff and these will be logged in their Art Learning logs.

Students will submit their work following the formative deadlines published at the start of the year and submit their practical work on dry lay boards. Students must also submit a self-assessment to reflect on their progress and outline the work they have completed and any additional contextual links. Students will be given sub grades and these will build throughout the two years. We plan to achieve a further 6 formative assessments in Year 13.

Super-Curricular Opportunities – Supporting and Extending Learning

Useful study resources	If a student is really passionate about this subject they can...
<p>Tate Learning programs; The events and activities they hold reflect the diversity of the communities we live in, and the large range of art forms that exist. they want you to explore the role that art and museums play in society, and what positive contribution they can make. Tate programmes include large scale events, workshops, talks, tours, longer term projects and resources as well as spaces available in the galleries and online.</p> <p>RA Podcasts events and information about artist and gallery exhibitions.</p> <p>Performance Art https://www.tate.org.uk/visit/tate-modern/tanks</p> <p>Installation Art (You Tube) 10 Examples of Great Art Installations and installation art intro and Top 50 Most Beautiful Interactive Installation Art That Will Blow Your Mind</p> <p>Video art (You Tube) 4. Introduction to Video Art</p> <p>Art Exhibitions (You Tube) ART NEW YORK 2019</p> <p>Photographic exhibitions (You Tube) MA Documentary Photography Exhibition and Photography Degree Show 2015</p>	<p>Visit museums and galleries (including virtual tours): The Tate Modern, the Tate Britain, The Victoria and Albert Museum; The National Gallery and the National Portrait Gallery– and many others! <i>Specific exhibitions are constantly changing – look at websites for up-to-date information and planning</i></p> <p>Students can also attend talks and workshops outside the Academy. these can either advance their technical skills such as life drawing or their contextual understanding, for example talks run by first site Gallery in Colchester about specific exhibitions.</p>



Suggested additional reading to complement course materials:

- **Due to every student doing personal projects**, it is difficult to set specific texts but sites like <https://news.artnet.com/art-world> are a good source of information.

Read the article: <https://www.thesprucecrafts.com/brief-history-of-photography-2688527>

Read the article on <http://photohistory.jeffcurto.com/photo-history-links>

Read the article on: <https://www.theartstory.org/movement/modern-photography/>