

SUBJECT: Photography

Key Stage 3: Curriculum Intent

	Year 7	Year 8	Year 9
Autumn 1	<p>Topic: Technical Beginnings</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - RESEARCH basic camera skills and techniques including facts about photography, depth of field, shutter speed and correct technical vocabulary. - RESEARCH Abba Richman to understand how to analyse and further understand an image 	<p>Topic: Formal Elements</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - RESEARCH by reflecting back onto basic camera skills and techniques including facts about photography, depth of field, shutter speed and correct technical vocabulary. - RESEARCH different photographic compositions and how they create impact within an image 	<p>Topic: Formal Elements</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - RESEARCH by reflecting back onto basic camera skills and techniques including facts about photography, depth of field, shutter speed and correct technical vocabulary. - RESEARCH different photographic compositions and how they create impact within an image
Autumn 2	<ul style="list-style-type: none"> - RECORD own alphabet images using RESEARCH of photographer Abba Richman - Develop own RECORDINGS using RESEARCH and explore different outcomes - Create own PERSONAL RESPONSE by selecting most successful outcome from developments <p>Links to prior learning: This project will introduce students to photography and the basic skills required to create a purposeful photograph. Students will be introduced to some basic but important keywords which will allow them to analyse their own and others work in more detail.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as photographers, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: Aperture, light, depth of field, shutter speed, impact, alphabet, framing, central, composition, focus, camera,</p>	<ul style="list-style-type: none"> - Consider how you will RESPOND to your RESEARCH by writing a Statement of Aims to plan your own RECORDINGS - RECORD your own images using your RESEARCH representing the appropriate formal element - Evaluate your project by reflecting on your PERSONAL RESPONSE <p>Links to prior learning: This project will reintroduce students to photography and the basic skills required to create a purposeful photograph. It will reflect on their previous learning from technical beginnings and they will be expected to develop this understanding further using compositions. Students will use their analysis and statement of aims skills to understand the work of others and develop these ideas into their own outcomes.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as artists, historical events and</p>	<ul style="list-style-type: none"> - Consider how you will RESPOND to your RESEARCH by writing a Statement of Aims to plan your own RECORDINGS - RECORD your own images using your RESEARCH representing the appropriate formal element - Evaluate your project by reflecting on your PERSONAL RESPONSE <p>Links to prior learning: This project will reintroduce students to photography and the basic skills required to create a purposeful photograph. It will reflect on their previous learning from technical beginnings and they will be expected to develop this understanding further using compositions. Students will use their analysis and statement of aims skills to understand the work of others and develop these ideas into their own outcomes.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as artists, historical events</p>

	recording, contact sheet, layout, angle, viewpoint, impact,	literature. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored. Literacy: Key words and terminology: composition, colour, texture, leading lines, fill the frame, symmetry, rule of thirds, negative space, close up, balance, framing, central	and literature. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored. Literacy: Key words and terminology: composition, colour, texture, leading lines, fill the frame, symmetry, rule of thirds, negative space, close up, balance, framing, central
Spring 1	<p>Topic: Miniature Photography</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - RESEARCH and understand perspective photography looking at miniature models - RESEARCH photographer Slinkachu by analysing his image and how he uses perspective to impact his outcome - RESEARCH the technique and skills needed to create your own perspective photographic outcome - Consider how you will RESPOND to your RESEARCH by writing a Statement of Aims to plan your own RECORDINGS 	<p>Topic: Rankin</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - RESEARCH Rankins Destroy project considering how his background created opportunities - RESEARCH and explore hand manipulation techniques and which ones can represent your identity - RESEARCH and analyse one of Rankins Destroy images in detail considering the photographic techniques and hand manipulation skills used - Consider how you will RESPOND to your RESEARCH by writing a Statement of Aims to plan your own RECORDINGS. Consider different poses your model will use to portray a certain narrative, think about how this will link to your hand manipulations. - RECORD your own images using your RESEARCH - RESPOND to your RESEARCH by exploring a few different hand manipulation techniques to develop your outcomes. Ensure this links to intentions and narrative of your images. - Present your PERSONAL RESPONSE - Evaluate your project by reflecting on your PERSONAL RESPONSE <p>Links to prior learning: Refer back to technical beginnings and formal elements to understand how to take images using skill with purpose and meaning. Use of analysis to further understand the work and</p>	<p>Topic: Structure</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - RESEARCH project title exploring key concepts - RESEARCH 2-3 photographers that explore structures within photography, analyse images to understand key skills used - RESPOND to RESEARCH considering techniques explored in previous projects to develop personal response - Plan your RESPONSE using a Statement of Aims for each photoshoot, identifying link and development of ideas using RESEARCH - RESEARCH and explore other techniques that could be used such as compositions, angles, subjects and lighting to enhance structure - RECORD your images using your Statement of Aims - Develop your PERSONAL RESPONSE considering manipulation and layout concepts - Present your PERSONAL RESPONSE and evaluate your outcome <p>Links to prior learning: Draw on previous knowledge from all projects of photographic techniques such as aperture, composition, angles, main subject, layout and manipulation. Use understanding of research and development of this into your project by exploring more contextual sources within one project to influence final personal response.</p>
Spring 2	<ul style="list-style-type: none"> - RECORD your own images using your RESEARCH - Evaluate your project by reflecting on your PERSONAL RESPONSE <p>Links to prior learning: Students will need to refer back to the basic skills and keywords they have learnt in technical beginnings to analyse and understand the work of others. Students previously learnt how to create a contact sheet and annotate their outcomes which they will develop into this project.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as photographers, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and</p>		

	<p>personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: Scene, light, craft, shot, creative, control, camera, lens, zoom, focus, image, shallow, depth of field, aperture, sharp, foreground, background, blurred, exposure, shutter speed</p>	<p>techniques used by others and how to use this to inspire and develop your own outcomes. Refer back to photomontage project and technique to build upon by linking to a narrative presenting a well-informed identity within portraiture.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as photographers, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: camera, automatic, focus, lighting, exposure, close-up, background, white, black, framing, sections, words, capture, hand manipulation, weave, text, layering, slicing, cutting, stitching, words, messages, link, purpose, identity, reflect, represent,</p>	<p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as photographers, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: structure, objects, main subject, shadows, highlights, lighting, angle, viewpoint, monochrome, impact, contrast, studio, hard light, side light, directional, shape, line, perspective,</p>
Summer 1	<p>Topic: Photomontage</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - RESEARCH and develop understanding of photomontage as a manipulation technique - RESEARCH photographer David Hockney and his use of photomontage/ joiners creating an analysis of his work - Consider how you will RESPOND to your RESEARCH by writing a Statement of Aims to plan your own RECORDINGS with the intention to create your own photomontage - Develop your photoshoot by further considering compositions and other photographic skills to impact your outcome - RECORD your own images using your RESEARCH and intentions considering post manipulation techniques 	<p>Topic: Structure</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - RESEARCH project title exploring key concepts - RESEARCH 2-3 photographers that explore structures within photography, analyse images to understand key skills used - RESPOND to RESEARCH considering techniques explored in previous projects to develop personal response - Plan your RESPONSE using a Statement of Aims for each photoshoot, identifying link and development of ideas using RESEARCH - RESEARCH and explore other techniques that could be used such as compositions, angles, subjects and lighting to enhance structure - RECORD your images using your Statement of Aims 	<p>Topic: Light and Dark</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - RESEARCH project title exploring key concepts - RESEARCH 2-3 photographers that explore light and dark within photography, analyse images to understand key skills used - RESPOND to RESEARCH considering techniques explored in previous projects to develop personal response - Plan your RESPONSE using a Statement of Aims for each photoshoot, identifying link and development of ideas using RESEARCH - RESEARCH and explore other techniques that could be used such as compositions, angles, subjects and lighting to enhance light and dark - RECORD your images using your Statement of Aims
Summer 2			

<ul style="list-style-type: none"> - Develop your PERSONAL RESPONSE considering various photomontage opportunities - Present your FINAL response and evaluate how successfully you have RESPONDED to your RESEARCH of David Hockney and the photomontage technique <p>Links to prior learning: Refer back to skills and technical vocabulary and understanding from technical beginnings project. Use development of photographic techniques from technical beginnings and miniature project to create purposeful outcomes considering layout of final response and link to project title.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as photographers, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: composition, foreground, background, framing, sections, capture, layering, photo montage, foreground, background, angle, focus, colour, main subject, analysis, research, images,</p>	<ul style="list-style-type: none"> - Develop your PERSONAL RESPONSE considering manipulation and layout concepts - Present your PERSONAL RESPONSE and evaluate your outcome <p>Links to prior learning: Draw on previous knowledge from all projects of photographic techniques such as aperture, composition, angles, main subject, layout and manipulation. Use understanding of research and development of this into your project by exploring more contextual sources within one project to influence final personal response.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as photographers, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: structure, objects, main subject, shadows, highlights, lighting, angle, viewpoint, monochrome, impact, contrast, studio, hard light, side light, directional, shape, line, perspective,</p>	<ul style="list-style-type: none"> - Develop your PERSONAL RESPONSE considering manipulation and layout concepts - Present your PERSONAL RESPONSE and evaluate your outcome <p>Links to prior learning: Draw on previous knowledge from all projects of photographic techniques such as aperture, composition, angles, main subject, layout and manipulation. Use understanding of research and development of this into your project by exploring more contextual sources within one project to influence final personal response.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as photographers, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: structure, texture, objects, main subject, shadows, highlights, lighting, angle, viewpoint, monochrome, impact, contrast, studio, hard light, side light, directional, shape, line, perspective,</p>

Key Stage 4: Curriculum Intent

	Year 10	Year 11
Autumn 1	<p>Topic: Angles and Viewpoints</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 RESEARCH – Title page and 3-4 linking photographer analysis - RESEARCH – Exploring additional photographic techniques angles and viewpoints - AO3 – RECORDINGS linking to RESEARCH and developing throughout the entire project - AO2 – RESPONSE to RESEARCH using manipulation techniques - AO4 – Creation of a PERSONAL RESPONSE that develops throughout the project linking to RESEARCH and theme <p>Links to prior learning: This project will draw from the three assessment objectives from KS3; record, research and respond. Each of these have been covered in detail from each of the previous projects ensuring that the students have explored various technical skills including depth of field, compositions, layouts, manipulation techniques, research analysis and statement of aims. All students have previously explored various different photographers and their techniques allowing them to build on these skills.</p> <p>Links to British Values, SMSC and work-related learning: Explore the world around us considering contextual sources such as artists, peers and teacher interaction. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome showing understanding of sources explored.</p> <p>Literacy: Key words and terminology: Aperture, light, depth of field, shutter speed, impact, alphabet, framing, central, composition, focus, camera, recording, contact sheet, layout, angle, viewpoint, impact,</p>	<p>Topic: Component One - Portfolio</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of seven titles; selected from previous exam papers <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>
Autumn 2		

<p>Spring 1</p>	<p>Topic: Portraiture Project</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 RESEARCH – Title page and 3-4 linking photographer analysis - AO3 – RECORDINGS linking to RESEARCH and developing throughout the entire project - AO2 – RESPONSE to RESEARCH using manipulation techniques - AO4 – Creation of a PERSONAL RESPONSE that develops throughout the project <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>	<p>Topic: Component One - Portfolio</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of seven titles <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>
<p>Spring 2</p>	<p>Topic: Portraiture Project</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 RESEARCH – Title page and 3-4 linking photographer analysis - AO3 – RECORDINGS linking to RESEARCH and developing throughout the entire project - AO2 – RESPONSE to RESEARCH using manipulation techniques - AO4 – Creation of a PERSONAL RESPONSE that develops throughout the project <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>	<p>Topic: Component One - Portfolio</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of seven titles <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>
<p>Summer 1</p>	<p>Topic: Component One - Contribution Project</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of three titles <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p>	<p>Component One Completion/ workshops to complete portfolio</p> <p>Final marks completed and submitted to exam board</p>
<p>Summer 2</p>	<p>Topic: Component One - Contribution Project</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of three titles <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p>	<p>Component One Completion/ workshops to complete portfolio</p> <p>Final marks completed and submitted to exam board</p>

Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.

Literacy: Key words and terminology: linking to project theme, research and development of ideas.

Key Stage 5: Curriculum Intent:

	Year 12	Year 13
Autumn 1	<p>Topic: Technical Beginnings</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - Formal elements of photography - Initial understanding of technical skills and how these can be implemented and developed - Introduction to the dark room and film processing - Introduction to manipulation techniques including Photoshop, dark room and hand manipulations 	<p>Topic: Component One – Personal Project</p> <p>Content covered, including knowledge and skills:</p> <p>Selection of a chosen personal title – created by the student</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Essay
Autumn 2	<p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>	<p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>
Spring 1	<p>Topic: Broad Genre Selection</p> <p>Content covered, including knowledge and skills:</p> <p>Students will be expected to explore one of these photographic genres:</p> <ul style="list-style-type: none"> - Landscape - Portraiture - Experimental - Nature - Documentary 	<p>Topic: Component One – Personal Project</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> - Selection of one of 7 titles provided by AQA - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project

<p>Spring 2</p>	<ul style="list-style-type: none"> - Advertisement - Still life <p>Implementing/ practicing these skills:</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement <p>AO4 – Creation of a personal response that develops throughout the project</p> <p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>	<p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.</p> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>
<p>Summer 1</p>	<p>Topic: Component One – Personal Project</p> <p>Selection of a chosen personal title – created by the student</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project 	<p>Completion of A Level Photography – moderation, submission of marks and exhibition</p>
<p>Summer 2</p>	<p>Links to prior learning: Development throughout all previous projects of how to meet each of the assessment objectives: AO1: Research, AO2: Response and development of ideas, AO3: Recordings and AO4 Personal response and outcomes. Refer to previous experiences with various materials, contextual resources and understanding of project development.</p> <p>Links to British Values, SMSC and work-related learning: Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will</p>	<p>[Redacted]</p>

be created from their practical work and aid in understanding the world and issues around them. Speaking and listening with respect when giving and receiving feedback. Using contextual research to create a well informed and personal outcome.

Literacy: Key words and terminology: linking to project theme, research and development of ideas.

