

# Photography @ WBS Year 10 Roadmap

## Subject Aim:

To ensure that all students can produce creative work, exploring their ideas by being inspired by a range of artists, selected independently by students. Students continue to explore the understanding of context as they study the artworks of others. Students build on skills learnt in KS3 and widen their skill set further. To understand the Assessment Objectives and how to develop a Personal Portfolio. To create a large selection of work for the coursework portfolio (NEA), worth 60% of the final grade. Students are set new attainment targets in relation to the GCSE grading system, so that they know how they can improve.

AUTUMN TERM	<p><b>Component 1: Introductory Project and Personal Investigation 60%</b></p> <p><u>Waste Project</u> Students will explore framing, composition, lighting and focus through artists such as Irving Penn. Students will photograph discarded and forgotten items to discover beauty and balance in unexpected places. Students will learn camera, Lightroom and Photoshop basics.</p> <p><u>Creative Portraiture Project</u> Whilst developing an original response to portrait photography, students will develop a deeper understanding of composition, lighting and contrast, colour and framing. Further in depth artist analysis and understand how artists explore issues related to SMSC; exploring issue based works. This project is entered as the 'Additional piece' part of their coursework component 1 submission which is a compulsory part of the course.</p>	<p><b>ASSESSMENT IN YEAR 10</b></p> <p>AQA is the exam board. Assessment will be based on the student's ability to understand the four assessment objectives and apply to the course aims. Verbal as well as written feedback on an assessment sheet at the back of sketchbooks will record their grades, Base Target and Aspirational target. A coloured spot system will also be used to indicate whether their work is in line with their base target. ● = above target ● = on target ● = below target, ● = cause for concern</p>
	<p><b>Component 1: Personal Investigation 60%</b></p> <p><u>Developing the Personal Investigation Project</u> Students gain a deeper understanding of how to respond thoughtfully and personally using artists' work to guide their own. Students are assessed on their ability to work independently, with the preparatory work being set as homework</p>	<p><b>HOMEWORK IN YEAR 10</b></p> <p>Homework plays a very important role in helping students to develop as young artists and designers. Working independently, away from the classroom environment allows students to develop their skills and ideas in a personal way and build an individual approach to their work. Students will be set homework that is relevant to lesson and project content. Research and design work will support classwork. Homework contributes hugely to the coursework portfolio and therefore it must be emphasised that students who do not produce independent work rarely succeed on the course. Homework will be used to assess development towards the base target. The coloured spot system, grading in Brightspace gradebooks, alongside written and verbal feedback contribute to effective, transparent communication.</p>
SPRING TERM	<p><b>Component 1: Personal Investigation 60%</b></p> <p><u>Development of the Personal Project</u> Students continue to develop their Personal Project, reflecting on the development of their main sustained pieces of work. Students reflect on their progress against the Assessment Objectives and gain a greater understanding of the assessment process and how marks are awarded, through self-assessment, peer-assessment and group crits. Students learn the value of seeing artworks first-hand through a visit to Contemporary Art Gallery for this purpose.</p>	<p><b>ENRICHMENT THEMES IN YEAR 10</b></p> <p>SMSC and British Values: Please see The Art Department's SMSC Document. Students study artists from all aspects of the Art industry to influence their work. Students learn to develop their work in similar ways to the practice of Photographers at Further Education and within the Arts industries. Students are often encouraged to explore moral values through the topics selected as their Personal Projects in order to comment on social, cultural and political events. Cultural Capital: Students study a wide range of artists and artefacts from a variety of backgrounds and cultures so that they can be encouraged to emphasise and relate to others, demonstrating that they can also achieve their aspirational dreams irrespective of their own background.</p>

## Where Next?

In Year 11, students continue to build their skills with the formal elements developed in Year 10. They will build on the compositional skills, refining skills, analytical skills and design skills explored in Year 10, to continue cultivating their Personal Project and developing their personal theme towards a meaningful conclusion. Students build on their understanding of the Year 10 Mock Exam to guide them with their progress in the Year 11 Mock Exam, and eventually the Year 11 Terminal Exam.