

Curriculum Map 2025-26 Photography

Half term	Unit Title Hyperlink to SOW	YEAR 9	Description	Levels covered	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Marking and feedback	Assessment schedule, including criteria	Deadline	How work will be standardised or moderated
9.1		TEXTURES	Introduction to the course. Students work on a project specifically designed to start them learning about the fundamentals of photography, aperture, shutter speed and ISO. They will learn to analyse and respond to Photographers who work on the theme of Texture DIGITAL SECURITY	L3-L9	learning the basics of using a DSLR camera. Learning to research an artist and analyse their work to meet assessment objective 1. Learn to respond to a photographers work and create their own photoshoots to develop their theme of "Texture" FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Setting up the digital portfolio. Saving images to the correct place on the system - how to upload work to sharepoint and access from home and school. How to use the digital camera. Research and analysis, uploading, editing and saving work for future access.	Learners explore relevant images, artefacts and resources relating to lens-based and light-based media from the past and from recent times, including European and non-European examples which should be integral to the investigating and making process. Responses to these examples are shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Work is marked directly in the digital portfolio.	FOCUS: Ensuring fluency in building the digital portfolio. Ensuring an understanding of digital security for the photography GCSE. One-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY - AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	ASSESSMENT POINT 1 pre PC1 AO1 & AO2	Sampled at department meetings and other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
OCTOBER HALF TERM											
9.2		TEXTURES	conclusion of the primary project - Texture		Learning to use photoshop to digitally manipulate an image, reducing and enlarging the scale of the figures to meet the brief of the theme. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Recording and reflecting critically on work as it progresses. Presenting a personal response to the photographer, making connections between visual and other elements.	Learners explore relevant images, artefacts and resources relating to lens-based and light-based media from the past and from recent times, including European and non-European examples which should be integral to the investigating and making process. Responses to these examples are shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Work is marked directly in the digital portfolio.	FOCUS: All students will produce a final outcome for the short primary project. They will be marked on their work as a whole. Each component is assessed separately using four objectives- develop, refine/explore, record and present, leading to a holistic working at grade. One-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY - AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	ASSESSMENT POINT 2 PC1 AO3 & AO4	Sampled at department meetings and other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
CHRISTMAS BREAK											
9.3	Nature Into Abstraction		Introduction to the coursework, looking at the concept of abstract photography. Using existing skills to develop ideas and respond to the abstract work of Edward Weston using shells/skulls and Fruit and Vegetables/Continue to develop ideas responding to the work of Weston, exploring different ways of creating abstract images. Begin to look at the work of Karl Blossfeldt and understand how his work is different from Weston but can still be described as abstract. TROP KEW GARDENS. Using the images from Kew Gardens to produce a more personal response extending the themes and ideas. Learning and developing key analytical skills to extend critical and cultural understanding to fulfil AO1. Move on to look at the work of photographers who use colour - Mika Ninagawa and Fischli & Weiss.	L3-L9	Understanding the work of Weston and Blossfeldt and how they used the camera to produce photographs of natural objects. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Research and analysis, progress. Presenting investigations into other photographers work. Developing critical understanding skills. Refine ideas as work progresses, experimenting with different techniques, media, materials and processes.	Still Life photography, (working from natural or manufactured objects), demonstrating the ability to explore formal elements of visual language; line, form, colour, tone, pattern, texture, in the context of lens-based and light-based media	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Work is marked directly in the digital portfolio.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. One-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	ASSESSMENT POINT 1 pre PC2 AO1 & AO2	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
FEBRUARY HALF TERM											
9.4	Nature Into Abstraction	ABSTRACT NATURE	Using the images from Kew Gardens to produce a more personal response extending the themes and ideas. Learning and developing key analytical skills to extend critical and cultural understanding to fulfil AO1. Move on to look at the work of photographers who use colour - Mika Ninagawa and Fischli & Weiss.	L3-L9	Understanding the work of Blossfeldt and how he used the camera to create abstract photographs of natural objects. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Recording and reflecting critically on work as it progresses. Presenting a personal response to the photographer, making connections between visual and other elements.	Still Life photography, (working from natural or manufactured objects), demonstrating the ability to explore formal elements of visual language; line, form, colour, tone, pattern, texture, in the context of lens-based and light-based media	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Work is marked directly in the digital portfolio.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. One-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY - AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	ASSESSMENT POINT 2 PC2 AO3 & AO4	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
EASTER BREAK											
9.5	Nature Into Abstraction	ABSTRACT NATURE	Continue responding to the work of Mika Ninagawa - moving on to colour, and look at the work of Fischli & Weiss and they way they use digital techniques differently to create interesting and dynamic abstract work. Explore Bill Brandt and his abstract figurative photography. Students will create their own responses to Brandt and will begin to look at the way the human form can be used to create an abstract photograph. Students will ensure that all work is appropriately annotated and evaluations and techniques are in place for all shoots and edits throughout the book so far. They will begin to look for other photographers of their own choice and will start to extend their ideas outside the formal photographers we have looked at. Students will select a photographer and will produce an independent piece of work that will be different to other students.	L3-L9	understanding the work of Ninagawa and how she uses camera techniques and settings differently to natural objects. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Work is reviewed and refined through sustained use of the camera and editing in Photoshop. Research and analysis, developing ideas influenced by investigations into other photographers work. Developing critical understanding skills. Refine ideas as work progresses, experimenting with different techniques, media, materials and processes.	Investigating different ways of working as appropriate to the chosen area (s) of study	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Work is marked directly in the digital portfolio.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. One-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	ASSESSMENT POINT 1 Pre PC3 AO1 & AO2	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
MAY HALF TERM											
9.6	Nature Into Abstraction	ABSTRACT NATURE	Students will begin preparations for their independent project on Abstract photography which will take them through to the Y10- exam in the first term of Y10. Students will complete at least 8 developing photoshoots in which they will review and refine their work towards a final outcome which will be completed in the exam. Students will learn to work independently and to engage in meaningful review of their work in order to refine and develop their ideas.	L3-L9	students will begin to learn how to work independently, how to research and respond to a photographer of their own choice. This will prepare them for the controlled assessment at the start of year 10 which will mirror the final exam in preparation time. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY - AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Recording and reflecting critically on work as it progresses. Presenting a personal response to the photographer, making connections between visual and other elements.	Learners are introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies.	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Work is marked directly in the digital portfolio.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY - AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	ASSESSMENT POINT 2 PC3 AO3 & AO4	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
	Unit Title Hyperlink to SOW	YEAR 10	Description	Levels covered	Skills & content covered	Skills & content revisited		Marking and feedback	Assessment schedule, including criteria	Deadline	How work will be standardised or moderated
10.1	Nature Into Abstraction	ABSTRACT NATURE	Final refinement of independent ideas leading into the 10 hours of controlled time. Students will produce a full project developing and refining their work towards a final outcome.	L3-L9	learning to work to deadlines and to complete coursework as they go. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY - AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Work is reviewed and refined throughout the course of the camera and editing in Photoshop. Understanding of the four assessment objectives.	Learners are introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies.	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY - AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	ASSESSMENT POINT 1 pre PC1 AO3 & AO4	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
OCTOBER HALF TERM											
10.2	Identity	Identity	Use the key photography skills already developed in project 1 to respond to the work of David Bailey, looking at how photographers use creative images to convey personality and identity	L3-L9	Using appropriate lighting techniques and props to create an image in the style of Bailey's Box of Pin Ups. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Using knowledge developed throughout project 1 to produce high quality images and written annotation. Developing ideas with work out of class. Understanding of the four assessment objectives.	as above	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. One-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	ASSESSMENT POINT 2 PC1 AO3 & AO4	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
CHRISTMAS BREAK											
10.3	Identity	Identity	Use the key photography skills already developed in project 1 to respond to the work of David Bailey, looking at how photographers use creative images to convey personality and identity	L3-L9	Using appropriate lighting techniques and props to create an image in the style of Bailey's Box of Pin Ups. composition and the use of the model. How does Warhol differ from Bailey? FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Using knowledge developed throughout project 1 to produce high quality images and written annotation. Developing ideas with work out of class. Understanding of the four assessment objectives.	as above	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. One-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	ASSESSMENT POINT 3 pre PC2 AO1 & AO2	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
FEBRUARY HALF TERM											
10.4	Identity	Identity	Consider the transition into colour looking at the work of Andy Warhol and Gary Hume. Both artists use line to develop their work and this is an opportunity to evidence the drawing element required in the specification.		Using appropriate lighting techniques and props to create an image in the style of Andy Warhol's screenprints. Use Photoshop to produce a 'STAMP' print and then change the colours to give it a Pop Art feel. Learn how to create a 'multiple' print and use keyboard shortcuts to make adjustments to the hue. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Using knowledge developed throughout project 1 to produce high quality images and written annotation. Developing ideas with work out of class. Understanding of the four assessment objectives.	as above	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. One-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	ASSESSMENT POINT 4 PC2 AO1 & AO2	
EASTER BREAK											
10.5	Identity	Identity	Consider and respond to the work of Ouske Leele, producing an exciting range of portraits that look closely at the theme of identity.		Use a different set of techniques to produce a more subtle portrait which explores Identity. Learn to apply a more subtle set of colours to the image which change the meaning of the work. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Use the selection tool in PS to select a specific area of the image and add a second layer of subtle colour.		Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. One-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	ASSESSMENT POINT 5 pre PC3 AO3 & AO4	
MAY HALF TERM											

10.6	Identity	Identity	Moving on to look at Corrine Day's Conversation with Kate Moss and Ken O'Hara's 'One'series. Understanding how work is developed to produce a final outcome. Students move on to finding a photographer of their own choice who works with the theme of Identity and then create their own body of work responding to the theme and linking with photographers of their own choice. Students will begin preparations for their independent project on Identity which will take them through to the Y11 Mock Exam in the first term of Y11. Students will complete at least 8 developing photoshoots in which they will review and refine their work towards a final outcome which will be completed in the Iecam. Students will learn to work independently and to engage in meaningful review of their work in order to refine and develop their ideas.	L3-L9	Consider visually how the artists studied differ from each other and what the connections between them are. Preparations for the Mock exam in the first term of Year 11 will mirror the real exam. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Using knowledge developed throughout project 1 to produce high quality images and written annotation. Developing ideas with work out of class. Understanding of the four assessment objectives.	as above	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade-one-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	ASSESSMENT POINT 6 PC3 AO3 & AO4	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation.Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
	Unit Title Hyperlink to SOW	YEAR 11	Description	Levels covered	Skills & content covered	Skills & content revisited	Links to AS/A2 skills and content	Marking and feedback	Assessment schedule including criteria	Deadline	How work will be standardised or moderated
11.1	Identity	Identity	Students will continue preparations for their independent project on Identity which will take them through to January 2024. Students will complete at least 9 developing photoshoots in which they will review and refine their work towards a final outcome which will be completed in the Iecam. Students will learn to work independently and to engage in meaningful review of their work in order to refine and develop their ideas.	L3-L9	Thinking creatively about how the use of props and the setting or composition of a photograph can impact on the outcome. Working with light to produce an outstanding range of images. Working with Photoshop in post-production to enhance the work. Developing ideas, reviewing and refining. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Understanding of the four assessment objectives. These skills are the foundation for the entire course and will be revisited on a regular basis. It is important that students spend time outside of the classroom practicing and developing these skills.	The most able are encouraged to work independently and plan their own learning, presenting work for approval of the teacher. BFL strategies encourage such independence and enable students to make a start on activities with little or no intervention from the teacher	Personal portfolio unit 1 counts for 60% of the final grade	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	ASSESSMENT POINT 1 pre PC1 AO1 & AO2	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation.Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present. Sampled at department meetings, standardised at late starts Unit 1 Personal Portfolio=60%. Unit 2 ESA =40%. Each unit is assessed separately out of 80 marks, is standardised by the Photography Department and then moderated by a representative from the exam board at the end of the course.
OCTOBER HALF TERM											
11.2	Identity	Identity	Students will continue preparations for their independent project on Identity which will take them through to January 2024. Students will complete at least 9 developing photoshoots in which they will review and refine their work towards a final outcome which will be completed in the Iecam. Students will learn to work independently and to engage in meaningful review of their work in order to refine and develop their ideas. Students will finalise their personal development for the end of the Identity project and will then return to refining their Component 1 portfolios in order to ensure there are no gaps and they are reaching their full potential	L3-L9	Relevant contextual research, negotiate individual starting points, developing own visual language to respond to the theme. Refining ideas as they make progress. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Selecting exciting individual ideas for effective development, realising intentions, final outcome	developing independent skills for research and development. Learning to develop a concept instead of simply responding to a photographer.	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	ASSESSMENT POINT 2 PC1 AO1 & AO2 Year 11 updated predictions	There will two days controlled conditions - where the students will complete their project including a personal and meaningful final response that they will have been developing towards over the past half term- Mock Exam. Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation.Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
CHRISTMAS BREAK											
11.3	Identity	EXTERNALLY SET ASSIGNMENT	Students will begin their Externally Set Assignment, reviewing options issued by the exam board as starting points for Component 2 (the final exam component)	L3-L9	Thinking creatively about possible themes and starting points. Researching photographers working on the chosen theme and responding to them in increasingly personal ways.Working with Photoshop in post-production to enhance the work. Developing ideas, reviewing and refining. THREE PHOTOGRAPHER ANALYSES/RESPONSES AND TWO DEVELOPMENT SHOOTS (DEV1 & DEV2). FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Exploring the potential of relevant ideas and methods	developing independent skills for research and development. Learning to develop a concept instead of simply responding to a photographer. Exploring ideas, reviewing and refining.	All work is dialogically marked with comments from the teacher that the student should respond to.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade-one-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources & AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	ASSESSMENT POINT 3 pre PC2 AO1 & AO2 Year 11 updated predictions	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation.Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
FEBRUARY HALF TERM											
11.4	Nature Into Abstraction	EXTERNALLY SET ASSIGNMENT	Students will finalise their personal development for the end of the Identity project and will then return to refining their Component 1 portfolios in order to ensure there are no gaps and they are reaching their full potential. First deadline last week in April for dialogical marking and feedback.	L3-L9	Explore the chosen theme in a variety of ways, developing ideas and refining work to meet the assessment criteria.THREE DEVELOPMENT SHOOTS (DEV3, DEV4 & DEV5). FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Development/reviewing and refining	developing independent skills for research and development. Learning to develop a concept instead of simply responding to a photographer. Exploring ideas, reviewing and refining.	All work is dialogically marked with comments from the teacher that the student should respond to. Individual tutorials take place with students to support the development of the work.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade-one-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	ASSESSMENT POINT 4 PC2 AO1 & AO2 Year 11 updated predictions	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation.Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
EASTER BREAK											
11.5	Nature Into Abstraction	EXTERNALLY SET ASSIGNMENT	Students will finalise their personal development for the end of the Identity project and will then return to refining their Component 1 portfolios in order to ensure there are no gaps and they are reaching their full potential. Final Deadline Friday May 14th ready for final marking and moderation on 18/19 May.	L3-L9	Explore the chosen theme in a variety of ways, developing ideas and refining work to meet the assessment criteria.FOUR DEVELOPMENT SHOOTS (DEV3, DEV4 & DEV5). FOCUS: THE FOUR ASSESSMENT OBJECTIVES, REVIEW AND REFINE AS WORK PROGRESSES.	Planing final outcome, personal interpretation of the theme, realizing intentions, producing final outcome	developing independent skills for research and development. Learning to develop a concept instead of simply responding to a photographer. Exploring ideas, reviewing and refining.	Students' sketchbooks and final outcome are marked in line with the exam board and the final outcome is produced over ten hours in controlled conditions. The sketchbook and final piece are marked as a whole.The exam counts for 40% of the overall grade.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade-one-to-one dialogic marking in lessons. FOCUS: THE FOUR ASSESSMENT OBJECTIVES, REVIEW AND REFINE AS WORK PROGRESSES.	ASSESSMENT POINT 5 PC2 AO1, AO2, AO3, AO4 Year 11 updated predictions final exam April	Final exam, C2 and personal portfolio C1 standardised in department and externally moderated in June 2024
MAY HALF TERM											
11.6		FINAL REFINEMENT OF CSWK	preparations for external moderation and final exhibition.	L3-L9					Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade-one-to-one dialogic marking in lessons.	May Coursework Deadline for Exam Boards	