

PHOTOGRAPHY

Head of Department
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Exam Board
EDEXCEL

Specification:
9PY01

Course Details

Year 12:

Component 1: Foundation skills

Students are required to develop practical and theoretical knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts
- continuity and change in different genres, styles and traditions
- a working vocabulary and specialist terminology.

Students are required to develop the skills to:

- record experiences and observations in a variety of ways using drawing or other appropriate visual forms; undertake research; gather, select and organise visual and other appropriate information
- explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; make and record independent judgements
- use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- generate and explore potential lines of enquiry using appropriate media and techniques
- apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations
- organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.

When undertaking work in photography, students should also engage with:

- the operations and principles of creating a photographic image, including the use of available and controlled light, lenses, cameras and light-sensitive materials, including digital and non-digital
- a range of materials used in photography, including print and screen-based materials
- how the formal elements evoke responses in the viewer
- the processes for production of digital and print-based photographs
- methods of presentation of photographic images
- sustainable materials and production processes in the construction of work
- the potential of collaborative working methodologies in the creative process.

Year 13, A Level:

Component 1: Personal Study, 60% of A Level marks:

Students are guided through the writing of a research question based on an area of interest on which they will create their portfolio of practical work. Alongside this, students will write a supporting essay (1000-3000 words), providing a critical analysis of their work and the work of relevant artists and photographers. Students select their preferred techniques and refine their practice, developing their own style and ways of working. Practical work is assessed against the four assessment objectives; develop, experiment and refine, record observations, and present.

Component 2:

Exam, 40% of A2 marks: Students develop a personal response to an exam question, the exam concludes with a 15 hour practical. All the work produced is assessed against the four assessment objectives, outlined below.

Components	% of GCE	Details
1. Personal Investigation	60%	<p>A body of work covering the Assessment Objectives with final outcomes in 2 and 3 dimensions.</p> <p>Assessment Objectives – Required skills and knowledge:</p> <p>AO1: Develop ideas through a sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4: Present a personal and meaningful response that realizes intentions, and where appropriate, make connections between visual and other elements</p> <p>In addition, one 3,000 word essay accompanies the practical work.</p>
2. Exam	40%	<p>This paper will be given in early February, in advance of the exam. The theme is set externally.</p>

WIDER READING:

- Read This If You Want To Take Great Photographs by Henry Carroll
- The Essence of Photography: Seeing and Creativity by Bruce Barnbaum
- Bound by Rachel Hazell
- The British Journal of Photography online: <https://www.bjp-online.com/>
- Josef Chalek's Virtual Photobook Shelf <https://josefchladek.com/>
- 1000 Words magazine - a quarterly online magazine dedicated to critical engagement with contemporary photography in the UK and beyond. <http://www.1000wordsmag.com/>

Websites:

<https://www.photopedagogy.com/blog>

<https://sites.google.com/site/marclevoylectures/>

<https://photographyproject.uk/>

<https://thephotographersgallery.org.uk/>

SUMMER WORK

Transition project 'Senses'

Please view the attached PowerPoint for further guidance and visual examples.

	Task
1	Create a mindmap on paper or on a PowerPoint exploring the 5 senses in relation to photography. Think about the ways that photographs can remind us of experiences and feelings and how we perceive this using our senses. How can smells, tastes and sounds be captured in a photograph?
2	Research and analyse the work of the 6 photographers on the slides below and create a slide for each one. Look closely at how their work relates to the senses and discuss this in your analysis. Remember to use the Photography Formal Elements in your annotations.
3	Take 2 photographs for each of the headings on 'The Senses' slide. The first one should be a literal representation of the description, and the second should be a more abstract version without any recognisable features or objects.
4	Create your own series of photographs exploring each of the 5 senses. You can use whatever editing techniques and processes you feel most appropriate, and you should also think about how you could present your images to enhance the sensory experience of the viewer. You could draw a sketch of this if it was an installation/3D piece. Each sequence/sense should consist of 6 finished images and you should add your contact sheets and editing process to your PowerPoint slides as usual with full annotations.