

A Level Photography Transition tasks (Eduqas A656QS)

Course information

Photography has been used by artists to record, document, manipulate and present examples of everyday life, in ordinary and extraordinary circumstances. It has also been used as the vehicle for artistic expression, communicating personal ideas about the world around us. Photography can be applied as a creative process across art, craft and design and is widely used in social, commercial and scientific contexts.

On the A level Photography course there is the freedom to explore various photographic styles to communicate your thoughts, ideas and impression of a range of subject matter. You can use photography to explore the visual elements of art to develop your confidence, competence, imagination and creativity. Any art based subject provides you with valuable opportunities to develop your experimental, analytical and documenting skills and your understanding of art, craft and design in history and in contemporary society. The artistic process encourages reflection and critical judgements of your work and that of other artists. These are valuable skills which can be applied to other subject areas and future employment.

There is still an emphasis placed on the value of drawing within this A level. Drawing is a fundamental aspect of the creative process and of visual language. This should strengthen practice, support progression and meet the demands of higher education and/or the creative industries.

The context of drawing within a photography course could include:

- the purposeful use of drawing to record information
- the application of drawing in the designing, visualisation or expression of ideas
- the potential of drawing to communicate possibilities, such as compositional arrangements.

In the Autumn Term you will complete a series of skills workshops during the first 4 weeks of the academic year. Following this you will begin Component 1 (Personal Investigation) based on a broad theme with set tasks designed to ensure your work addresses different aspects of the four assessment criteria and allow you to gain a clear understanding of how to develop your work successfully. As the term moves on your work will become increasingly personal to you. As a result your teacher (in negotiation with you) will set you individual weekly/bi-weekly personalised targets related to your chosen theme focusing on how your work could progress and the best way for you to develop your work to meet the assessment criteria. During the term your work will be assessed against some or all of the four assessment criteria. In this period you will produce final piece/s and continue to review, refine and develop this theme into a range of final outcomes rather than just one final piece; one of which would be produced under timed conditions as a mock. The expectation is that you will complete about 4 hours of personal study a week extra to lesson time.

In the spring term you will use the externally set assignment theme released in January to fuel a new direction for your work. You will produce sketchbook work and larger scale pieces as evidence for AO1-3, producing a range of outcomes for AO4 as the culmination of your preparatory work.

In the second half of the summer term you will decide on your personal theme for your final Component 1 project which will be the inspiration for the "Practical work" and "Personal Study" elements of the course which you will continue through to the end of January in year 13.

Component 1: Personal Investigation (60% of A level 120 marks)

The Personal Investigation consists of two integrated parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance;
 2. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.
- Extended written, critical, contextual and analytical material can take a variety of forms, such as a personal study, an illustrated essay, a digital presentation or blog, illustrated study sheets, a written report, a journal, an article or review and should reflect upon the learner's work and that of other practitioners.
 - Both the practical/theoretical work and the written element will be assessed together using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment.

- The Personal Investigation will be determined by the learner and teacher, assessed by the teacher and externally moderated.

Component 2 Externally Set Assignment (40% of A level – 80 marks)

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period

- The externally set assignment materials are to be released to learners from 1 February (in the second year of the course) and will consist of a series of visual and written stimuli, which are to be presented to the learner at the start of the preparatory study period.
- One of the stimuli is to be selected by the learner and used as a starting point from which to elicit a personal response.
- Responses are developed during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15 hours sustained focus study.
- The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the learner. The preparatory study period may commence on or after 1 February. The preparatory study period finishes upon commencement of the sustained focus work.

Part 2: 15 hour period of sustained focus work

- The resolution of learners' ideas from the preparatory work must be completed during the designated 15 hours and they must show how their planning relates to the outcome/s.
- The period of sustained focus work must be completed under supervised conditions.
- Both the preparatory work and sustained focus work will be assessed together, using the assessment objectives.
- Learners will be required to select, evaluate and present their work for assessment.
- The Externally Set Assignment will be set by Eduqas WJEC, assessed by the teacher and externally moderated.

Assessment Objectives:

The AO's are equally weighted.

AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

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.

Expectations

- Good – excellent attendance of lessons
- Meeting deadlines
- To be proactive about issues which may arise regarding your work/coursework
- To be willing to discuss the development of your work with your class teacher and other students
- Use of your personal study/homework time to prepare yourself with resources needed for lessons
- To have your own camera equipment to allow for independent study

Staff email

jmaddocks@stpetershuntingdon.org

gdudley@stpetershuntingdon.org

Where could the course take you?

You can progress from this qualification to further education courses such as the BTEC Level 3 Foundation Diploma in Art and Design (QCF) and Higher education courses such as BTEC Higher National Diplomas in art and design subjects, or direct to a BA Honours degree with an art and design focus. Previous students from St. Peter's have gone on to study the Art Foundation course at CRC. The Photography A level could lead you on to a degree in Visual Communication, Photography, Fashion Photography, Creative Advertising or Marketing. You may wish to seek an apprenticeship or other training or employment in one of the many related sectors.

Task	Complete
<p>1. In simple terms answer “What is Photography?”</p> <p>What are the different styles of photography?</p> <p>Using Powerpoint write up your answers and present with relevant images to illustrate.</p>	
<p>2. Research and write an explanation for each of the following key photography terms or pieces of equipment.</p> <p>DSLR Flash Wide angle lens Zoom lens Prime lens Fisheye lens Lens filter Tripod Aperture ISO Shutter speed Depth of field Exposure</p> <p>Using Powerpoint write up the definitions in your own words and present with a relevant image for each to illustrate the meaning.</p>	
<p>3. Research what the “Formal Elements of Art & Design - Photography” are.</p> <p>Take at least one photograph to capture the characteristics of each formal element.</p> <p>Using Powerpoint present each photograph alongside a written definition for each formal element – write up the meaning in your own words to demonstrate your understanding.</p> <p>Analyse what you feel is most and least successful about each of your photos and why.</p>	
<p>4. Photo Safari - go out in your local environment and take photos which roughly capture the characteristics of each of these images. E.g.</p> <p>Using Powerpoint present each photograph alongside a written annotation. Describe the setting, time of day, weather conditions and characteristics of the environment where you took each photo. Analyse what you feel is most and least successful about each of your photos and why.</p>	