

HOME SWEET HOME PLANNER

Summer Term
Tracking & Monitoring

Photography A-level
Hautlieu School
2020-2021

HOMEWORK & DEADLINES:

Any student who fails to complete specific tasks or homework on set deadlines will be given a day's grace, and if still unfinished, will be put in **Supervised Study** that same day after school between 3:30-5:00.

Remember also, that is the policy of Hautlieu School that each students' should spend an average of up to 5 hours of homework per subject per week, and the homework set in this module reflects that commitment.

ASSESSMENT:

This unit is part of your first Coursework module and will be assessed using the following assessment criteria.

Each assessment objective is awarded between 0-18 marks out of a total of 72 marks.

Current grade boundaries are: A* = 66/72 A = 59/72 B = 48/72 C = 38/72 D = 28/72 E = 17/72

Assessment Objectives A-Level Photography: (Edexcel)

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 their 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.

Marks	0	Level 1 Limited ability			Level 2 Basic ability			Level 3 Emerging competent ability			Level 4 Competent and consistent ability			Level 5 Confident and assured ability			Level 6 Exceptional ability			Mark awarded
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Objectives																				
Assessment Objective 1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	No rewardable material	Development of ideas shows limited ability Sustained and focused investigations show limited ability, partially informed by contextual and other sources Limited ability in analytical and critical understanding			Development of ideas shows basic ability Sustained and focused investigations are basic, partially informed by contextual and other sources Basic analytical and critical understanding			Development of ideas shows emerging competence in ability Sustained and focused investigations show emerging competence informed by contextual and other sources Emerging competence in analytical and critical understanding			Development of ideas shows competent and consistent ability Sustained and focused investigations are competent and consistent, informed by contextual and other sources Competent and consistent analytical and critical understanding			Development of ideas shows confident and assured ability Sustained and focused investigations are confident and assured, thoroughly informed by contextual and other sources Confident and assured analytical and critical understanding			Development of ideas shows exceptional ability Sustained and focused investigations are exceptional, thoroughly informed by contextual and other sources Exceptional analytical and critical understanding			
Assessment Objective 2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	No rewardable material	Limited ability to explore and select appropriate to intentions Limited ability to review and refine ideas as work develops			Basic ability to explore and select appropriate to intentions Basic ability to review and refine ideas as work develops			Emerging competence in ability to explore and select appropriate to intentions Emerging competence in ability to review and refine ideas as work develops			Competent and consistent ability to explore and select appropriate to intentions Competent and consistent ability to review and refine ideas as work develops			Confident and assured ability to explore and select appropriate to intentions Confident and assured ability to review and refine ideas as work develops			Exceptional ability to explore and select appropriate to intentions Exceptional ability to review and refine ideas as work develops			
Assessment Objective 3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	No rewardable material	Ability to record is limited and partially relevant to intentions Limited ability to reflect critically on work and progress			Ability to record is basic and partially relevant to intentions Basic ability to reflect critically on work and progress			Ability to record shows emerging competence and relevance to intentions Emerging competence in ability to reflect critically on work and progress			Ability to record is competent and consistent, and relevant to intentions Competent and consistent ability to reflect critically on work and progress			Ability to record is confident and assured, and relevant to intentions Confident and assured ability to reflect critically on work and progress			Ability to record is exceptional and relevant to intentions Exceptional ability to reflect critically on work and progress			
Assessment Objective 4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	No rewardable material	Limited ability to present a personal and meaningful response Limited ability to realise intentions and make connections where appropriate			Basic ability to present a personal and meaningful response Basic ability to realise intentions and make connections where appropriate			Emerging competence in ability to present a personal and meaningful response Emerging competence in ability to realise intentions and make connections where appropriate			Competent and consistent ability to present a personal and meaningful response Competent and consistent ability to realise intentions and make connections where appropriate			Confident and assured ability to present a personal and meaningful response Confident and assured ability to realise intentions and make connections where appropriate			Exceptional ability to present a personal and meaningful response Exceptional ability to realise intentions and make connections where appropriate			

KEY SKILLS

SEVEN STEPS TO SUCCESS IN A-LEVEL PHOTOGRAPHY

1. RESEARCH

To develop ideas and gain knowledge

AO1

2. ANALYSE

To interpret images and demonstrate understanding

3. PLAN

To specify ideas and organise shoot

4. RECORD

To visualise, compose and photograph

AO3

5. EXPLORE

To experiment, review, edit, refine, and modify pictures/shoots

AO2

6. EVALUATE

To assess pictures and reflect on work

AO4

7. PRESENT

To produce a personal work book and select, print and mount final outcomes

TRACKING SHEET: HOME SWEET HOME

<p>Week 1: 17 - 24 June Photo-Assignment 1: Environmental Portrait Candid Portrait <i>Complete the following blog posts for each portrait shoot</i></p>	<p>Blog posts to improve/ Actions to take</p>	<p>Assessment Objectives Self-evaluate Award marks</p>
<p>PLANNING: Who, What. When, Where? How do you want your images to look and feel like? Include visual references to artists/photographers in terms of style, approach, intentions, aesthetics concept and outcome. Use inspirations listed here or find your own.</p>		<p>AO1</p>
<p>RECORDING: Consider guidelines provided for each assignment such as source and direction of lighting, composition and framing, backdrop and location. Use tripod where appropriate and take your time shooting and connecting with your subject.</p>		<p>AO3</p>
<p>EDITING: Upload and process images from each photo-shoot. Make a rough edit of 8--10 images and annotate.</p>		<p>AO2 AO4</p>
<p>EXPERIMENTING: Show experimentation with different adjustments/ techniques/ processes in Photoshop/ Lightroom appropriate to your intentions.</p>		<p>AO2 AO4</p>
<p>ANALYSIS: Select at least 1 key images and analyse in depth using this methodology: TECHNICAL > VISUAL > CONTEXTUAL > CONCEPTUAL. Compare with examples of artists references where appropriate.</p>		<p>AO1</p>
<p>EVALUATION: Evaluate each assignment and make a self assessment based on the criteria, EFFORT, SKILL, CREATIVITY and AESTHETIC using this mark sheet and post on the blog.</p> <p>Deadline: Wed 24 June</p>		

TRACKING SHEET: HOME SWEET HOME

<p>Week 2: 24 June – 1 July Photo-Assignment 2: Establishing Shot Detail Shot <i>Complete the following blog posts for each portrait shoot</i></p>	<p>Blog posts to improve/ Actions to take</p>	<p>Assessment Objectives Self-evaluate Award marks</p>
<p>PLANNING: Who, What. When, Where? How do you want your images to look and feel like? Include visual references to artists/photographers in terms of style, approach, intentions, aesthetics concept and outcome. Use inspirations listed here or find your own.</p>		<p>AO1</p>
<p>RECORDING: Consider guidelines provided for each assignment such as source and direction of lighting, composition and framing, backdrop and location. Use tripod where appropriate and take your time shooting and connecting with your subject.</p>		<p>AO3</p>
<p>EDITING: Upload and process images from each photo-shoot. Make a rough edit of 8--10 images and annotate.</p>		<p>AO2 AO4</p>
<p>EXPERIMENTING: Show experimentation with different adjustments/ techniques/ processes in Photoshop/ Lightroom appropriate to your intentions.</p>		<p>AO2 AO4</p>
<p>ANALYSIS: Select at least 1 key images and analyse in depth using this methodology: TECHNICAL > VISUAL > CONTEXTUAL > CONCEPTUAL. Compare with examples of artists references where appropriate.</p>		<p>AO1</p>
<p>EVALUATION: Evaluate each assignment and make a self assessment based on the criteria, EFFORT, SKILL, CREATIVITY and AESTHETIC using this mark sheet and post on the blog.</p> <p>Deadline: Wed 1 July</p>		

TRACKING SHEET: HOME SWEET HOME

<p>Week 3: 1 – 8 July Photo-Assignment 3: Interior Exterior <i>Complete the following blog posts for each portrait shoot</i></p>	<p>Blog posts to improve/ Actions to take</p>	<p>Assessment Objectives Self-evaluate Award marks</p>
<p>PLANNING: Who, What. When, Where? How do you want your images to look and feel like? Include visual references to artists/photographers in terms of style, approach, intentions, aesthetics concept and outcome. Use inspirations listed here or find your own.</p>		<p>AO1</p>
<p>RECORDING: Consider guidelines provided for each assignment such as source and direction of lighting, composition and framing, backdrop and location. Use tripod where appropriate and take your time shooting and connecting with your subject.</p>		<p>AO3</p>
<p>EDITING: Upload and process images from each photo-shoot. Make a rough edit of 8--10 images and annotate.</p>		<p>AO2 AO4</p>
<p>EXPERIMENTING: Show experimentation with different adjustments/ techniques/ processes in Photoshop/ Lightroom appropriate to your intentions.</p>		<p>AO2 AO4</p>
<p>ANALYSIS: Select at least 1 key images and analyse in depth using this methodology: TECHNICAL > VISUAL > CONTEXTUAL > CONCEPTUAL. Compare with examples of artists references where appropriate.</p>		<p>AO1</p>
<p>EVALUATION: Evaluate each assignment and make a self assessment based on the criteria, EFFORT, SKILL, CREATIVITY and AESTHETIC using this mark sheet and post on the blog.</p> <p>Deadline: Wed 8 July</p>		

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<p>Week 4: 8 – 15 July</p> <p>Photo-Assignment 4: SUMMER PROJECT</p> <p>Self-portrait</p> <p>Family Archive</p> <p><i>Complete the following blog posts for each portrait shoot</i></p>	<p>Blog posts to improve/ Actions to take</p>	<p>Assessment Objectives</p> <p>Self-evaluate</p> <p>Award marks</p>
<p>RESEARCH your own family/ private archives such as photo-albums, home movies, diaries, letters, birth-certificates, boxes, objects, mobile devices, online/ social media platforms and make a blog post with a selection of material that can be used for further development and experimentation using a variety of re-staging or montage techniques.</p>		<p>AO1</p>
<p>DIGITISATION: Either scan or re-photograph archival material so that it is digitised and ready for use on the blog and further experimentation.</p>		<p>AO3</p>
<p>PLANNING > RECORDING: Plan at least one photo-shoot and make a set of images that respond to your archival research. This can be re-staging old photos or make a similar set of images, eg. portraits of family members and how they have changed over the years, or snapshots of social and family gatherings.</p>		<p>AO2</p> <p>AO4</p>
<p>EXPERIMENTATION: Choose one of your images which relates to the theme of family (e.g. archive, family album, or new image you have made) and destroy the same image in 5 different ways using both analogue and digital method techniques. Eg. Reprint old and new photos and combine using scissors/ tearing and glue/ tape. In Photoshop use a variety of creative tools to cut and paste fragments of images to create composites.</p> <p>Extension: Choose a second image and destroy it in 5 new or other ways.</p>		<p>AO2</p> <p>AO4</p>
<p>EVALUATION: Evaluate each assignment and make a self assessment based on the criteria, EFFORT, SKILL, CREATIVITY and AESTHETIC using this mark sheet and post on the blog.</p> <p>Deadline: Tue 2 Sept (first day of new term in autumn)</p>		<p>AO1</p>