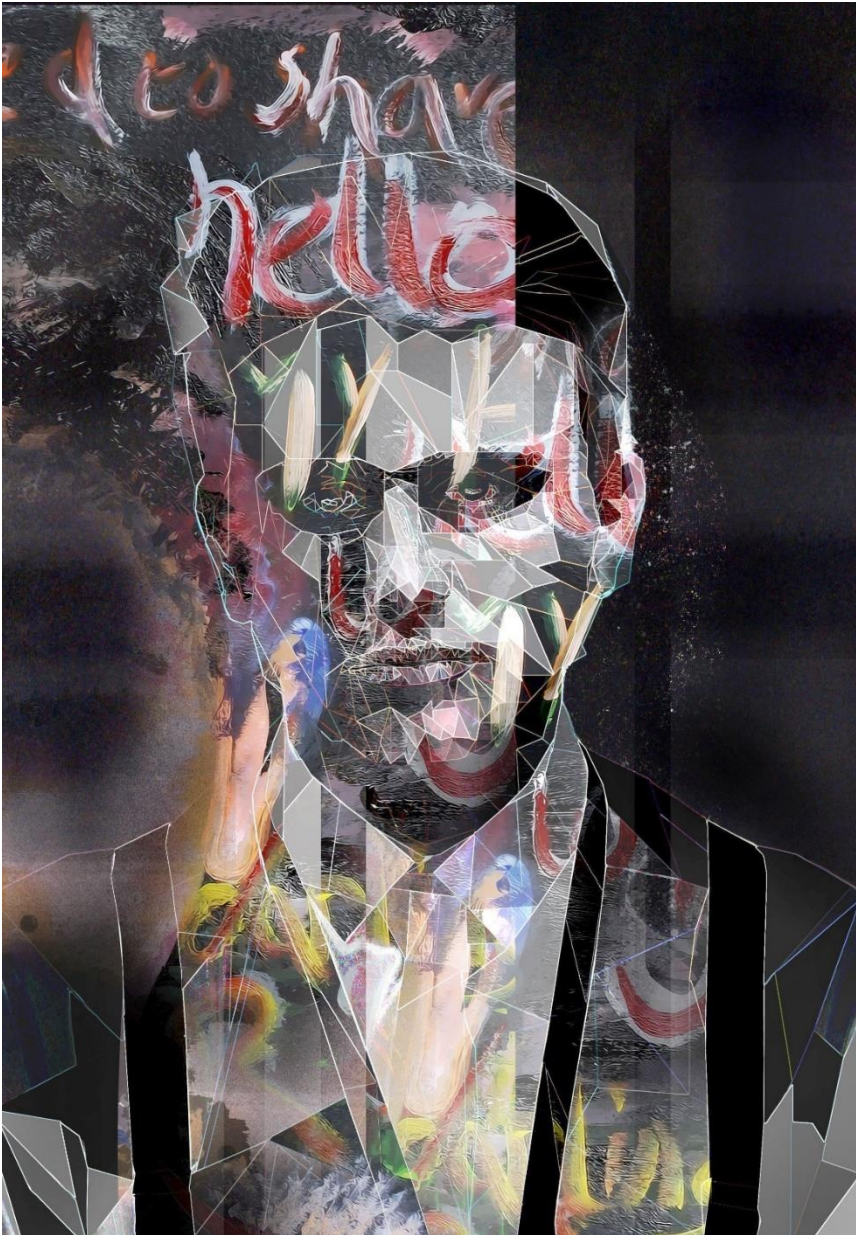


# Photography: A-Level Overview: 2023





Please look at our amazing  
student work...



# Timings- this evening...

- 
- 6.00-6.30pm - Sixth Form Information Talk one in the theatre OR
  - 6.00-6.15pm – Subject talk one
  - 6.20-6.35pm – Subject talk two
  - 6.40-6.55pm - Subject talk three
  - 7.00-7.15pm – Subject talk four
  - 7.00-7.30pm - Sixth Form Information Talk two in the theatre OR
  - 7.20-7.35pm - Subject talk five
  - 7.40-7.55pm - Subject talk six
  - 8.00-8.15pm - Subject talk seven
- 
- 8.00-8.30pm - Sixth Form Talk three in the theatre OR
  - 8.15 – 8.45pm - Subject questions and answers.

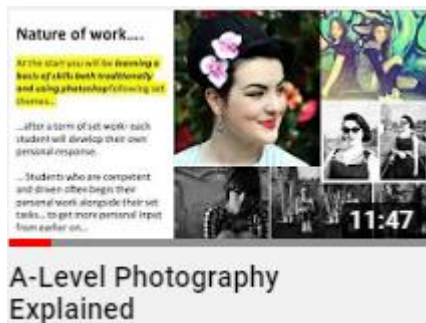


# OUTLINE OF TODAY:

- *Discover what A-Level Photography is about...*
- *Ask any questions* you may have for photography...
- Look at COURSEWORK / EXAM components
- Understand course structure



# Video Links showing useful videos



<https://youtu.be/e/8cFnivRYrXg>



<https://youtu.be/3gAP2G0AdYM>



<https://youtu.be/S0NN1m1BbA>

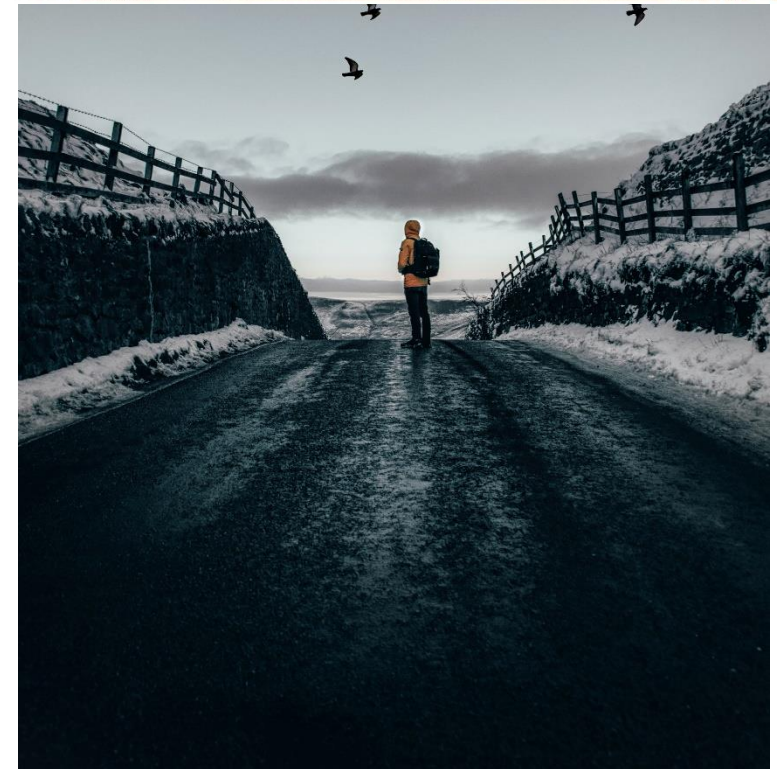
**Have a look at some of our work on YouTube**

<https://www.youtube.com/c/GRobinsonWhite/videos>



# A-Level Photography

- **Mainly digital photography...**
- Work is **mainly practical** along the way, set by teachers/ negotiated with students towards end of course,
- Written/ limited drawing component is compulsory
- **Exemplar work** in department/ googledrive available to access anywhere
- **Can be taken in conjunction with A-Level Art, Craft & Design** (varied and theme based )



# ...Choices...

- **YOU CAN DO BOTH!**
- **A-Level Photography students also do Art, Craft & Design**
- **Other students have also taken, Maths, Physics, Biology, Psychology, French, English literature, PE etc as a combination!**
- **TAHS past students who have A Level Art have also gone onto study and have careers in automotive design, film and TV set design, Make up for Film and TV, floristry, architecture, graphics design, jewelry, illustration, surface pattern, fashion design, PR and fashion buying as well as unrelated careers such as science and technology, civil engineering, languages etc.....**



**A-Level Photography**

**A-Level: Art, Craft and Design**



# Nature of work....

At the start you will be *learning a basis of skills both traditionally and using photoshop* following set themes...

...after a term of set work- each student will develop their own personal response.

... Students who are competent and driven often begin their personal work alongside their set tasks... to get more personal input from earlier on...



# A-Level Units of work

## 60% Coursework 40% Exam

### **1) INDUCTION UNIT**

Foundation building up key skills, present a range of Photography /Photoshop application

**STARTED ... SEPT Y12 FINISHED by JAN Y12**

---

### **2) COMPONENT ONE**

**(Personal Investigation/ COURSEWORK).** Students will undertake a year long personal unit of their own choice supported by 3000 word essay.

**STARTED ... JAN Y12 FINISHED by FEB Y13**

---

### **3) COMPONENT TWO (Externally set Unit**

**EXAM)** Up to 2-3 months of preparation and a controlled test where pupils will respond to a question set by the exam board. 15Hours under controlled conditions

**STARTED ... FEB Y13 FINISHED by MAY Y13**





# THOMAS ALLEYNE'S HIGH SCHOOL: **ART & DESIGN:** LEARNING JOURNEY

UNIVERSITY

POST KS5  
PATHWAY

Apprenticeships



bit.ly/AFLBANK

EXAMPLES  
OF WORK



MAY Y13

FINAL  
Exam

**COMPONENT 2**  
EXAM PLANNING (40% of grade)  
(12 weeks prep)

EXAM  
PREP

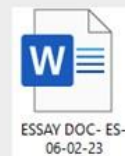
FEB Y13

Coursework  
Deadline

TRIAL  
Exam

JAN Y13

Y13 Students hand in  
Component 1 and begin their  
Component 2 Exam  
investigation which will run  
from February of Y13 through  
to May Y13, in which time they  
will prepare and finalise their  
exam portfolio work worth 40%  
of their final Grade along with  
preparing for their final 3 day  
exam



ESSAY DOC- ES-06-02-23



FIGURE REFERENCES- ES-04-02-23

**COMPONENT 1:**  
(1 year-long personal investigation)

Year  
13

Sept Y13

**COMPONENT 1**  
continues...

Refine Coursework/  
begin Essay/

JAN Y12



Graphic / Digital  
developments made  
throughout Induction unit



Evidence and Showcase of images  
completed in A3 Workbooks



Graffiti Outcome

Graffiti, Graphic, Props,  
and Dark Portrait Sets

Students begin their A-Level  
component one Photography  
investigation following a  
foundation/ prescriptive unit,  
using a mixture of traditional and  
digital approaches of  
development and recording  
leading towards a series of  
outcomes presented in A3  
workbooks



4 Bridging Tasks based on the starting  
points, Alphabet, Visual Elements, Portrait  
and chosen research support students with  
early investigations/ development

**Prescriptive Direction /Tasks**

Each set and development taught in lessons (and presented in books)  
is intended to give students an effective repertoire of skills and model  
effective practise to ensure success when students embark on their  
personally determined investigation (starting in January of Y12)

**COMPONENT 1**  
begins... (60% of grade)

Sept Y12

Year  
12

Students will have  
completed a series  
of bridging tasks (set  
over summer of Y11)  
which will be used to  
form a strong start to  
Y12 investigations

**Y12/13: ART A-LEVEL PHOTOGRAPHY**



Traditional developments made  
throughout Induction unit using  
Paper as a starting point





Y12

**September to December : Year 12**

### **Directed Coursework Unit**

Develop key skills in Photography and Photoshop application to ensure success in all areas of photography. You will undertake various photographic tasks set in lesson, which will be used in combination with your bridging photographs to create a range of outcomes and developments using traditional and digital techniques.

The Directed element of the course will form main three areas of investigation: Tangent, Layers and Portraits. Each theme will have its own starting point, focus for research and means of development to evidence and ensure breadth in your portfolio and skills.

**Jan –April – Year 12**

### **Initiate Self –Directed Unit**

You will determine a personal theme to investigate which will be negotiated and planned with your Teacher. You will experiment and develop ideas making sure all work is presented and evidenced in accordance with the Photography format and Assessment Objectives.

**May- August- Year 12/13**

### **Refine Self –Directed Unit**

At this point, you will evaluate your progress and target ways to refine, re-direct and re-focus your personal investigation to ensure your work meets the demands of Advanced Level study. You will determine an appropriate, personal essay title to illustrate your work / ideas.

**Sept –Jan :Year 13**

### **Resolve Self Directed Unit**

In this final stage of your coursework portfolio you will finalise your ideas and essay and create the most refined outcomes and developments for your personal work and ideas. All work must be completed and presented in workbooks along with relevant final pieces

**Feb – May : Year 13**

### **Exam: Controlled Assessment**

Students will respond to an externally set exam question from AQA that they will investigate and resolve into a successful and meaningful series of outcomes. At this stage in the course, you will have a comprehensive repertoire of skills that you apply to your response and investigation of your chosen exam question.

Y13

# Ambition... daring

We want to ensure your personal unit is diverse... to enable you to stand out for the examiner & prospective courses you wish to apply for.



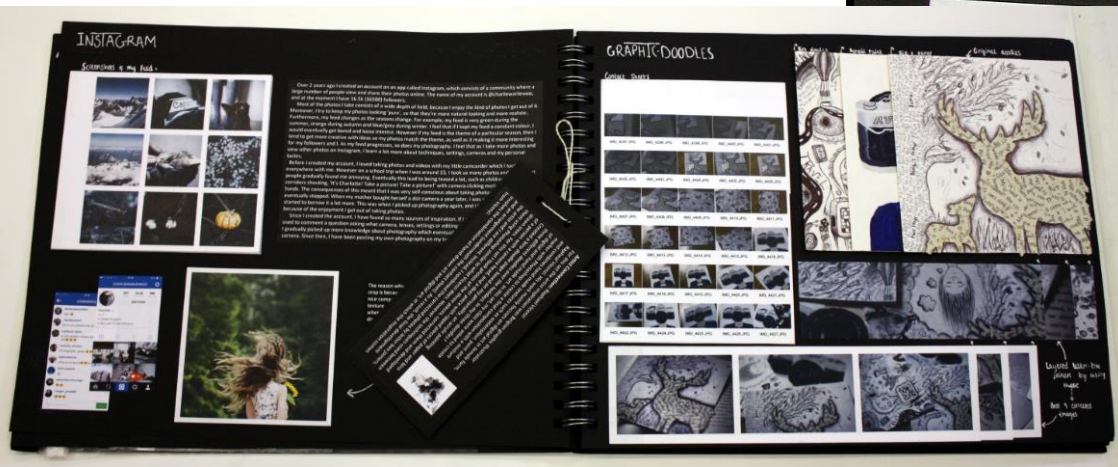


# Coursework Portfolio

All the work made in photography will be creatively mounted and presented to make your coursework portfolio“ of work-

All work created must be made to a highly skilled, well presented portfolio standard

All work from coursework / exam units is selectively chosen and mounted into A3 **workbooks** and A3/A2 sheets- which will evidence the work you have made throughout your A-Level

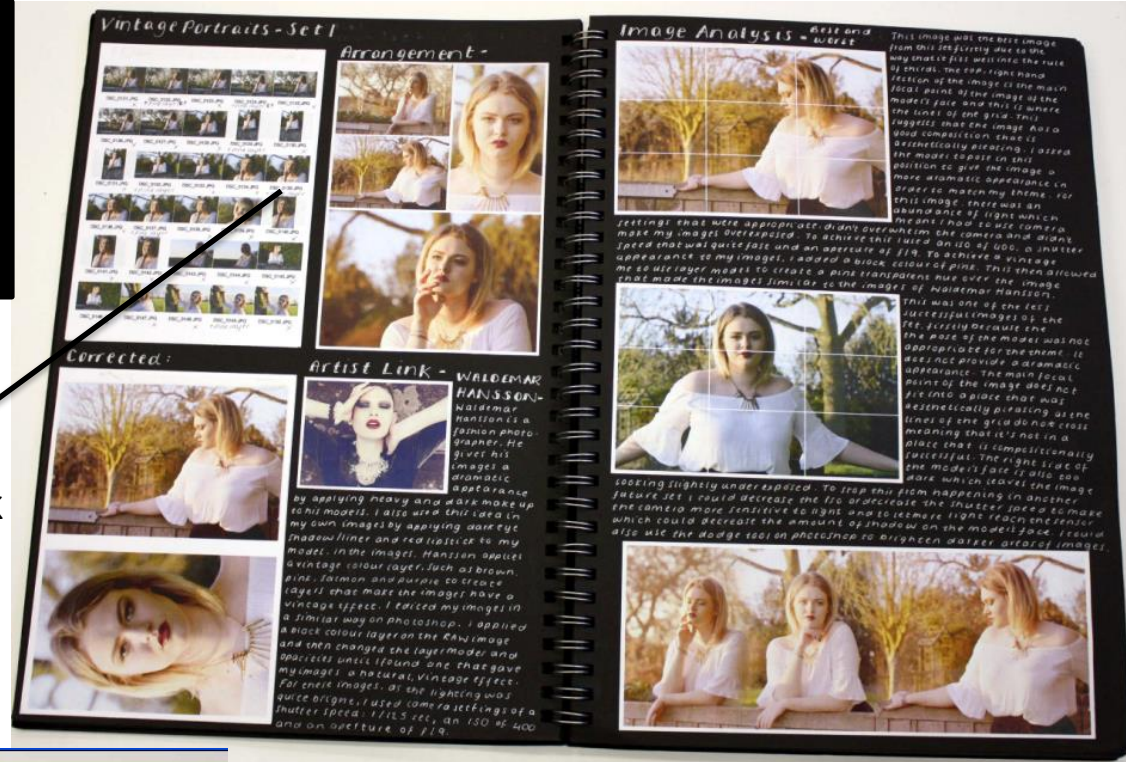




# Presenting work IN BOOKS...

## Evidence Pages..

That show your process of work  
and hit every assessment  
objective needed as best  
possible



## Showcase Pages

That show the outcome and  
most refined response from a  
Set / development series of  
work



# What do you need to be a Photographer

Keep an **Open Mind**  
and be open to learn  
**New Techniques**

Show Ability to  
**Refine** ideas into  
creative outcomes

Be Selective & thoughtful  
about what you are trying to  
achieve through your work

**DISCIPLINE**

**CREATIVITY**

Take Risks & learn  
from mistakes

Regular  
communication  
with teachers...

Independent  
and Mature

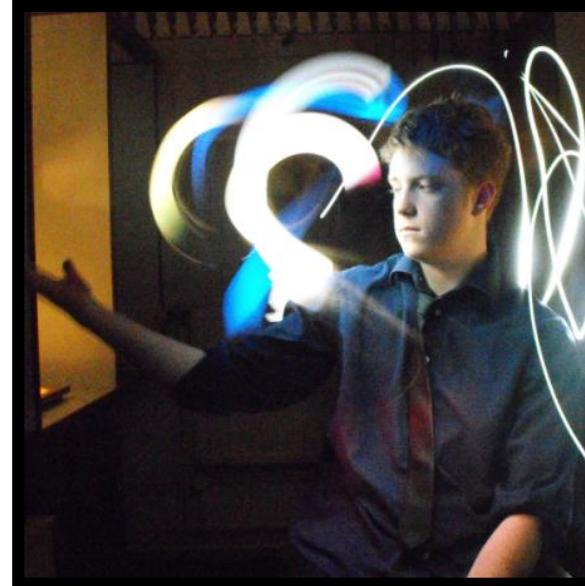
Be Organised  
& learn  
through  
practise

Use the  
resources that  
are available

Strong Motivation  
to learn

# A-LEVEL – Need to Knows...

- A camera is not essential as school can loan them out during class time. However, a basic digital camera is strongly recommended.
- **Photoshop is essential for home use-** copies will be provided for use whilst on the course...
- Memory stick is essential- to enable hassle free transfer of photographic images between school and home
- You need to purchase 2 A3 Black spiral bound **sketchbooks** if you intend on taking the course to evidence your work as it progresses.
- ***Homework will be set regularly,*** so commitment to the course is vital. ***Work is formally assessed every half term to assess student progress,*** target areas for improvement and give important feedback to the students- necessary for refining work.





Point and  
shoot  
compact



Quick, easy, cheap (you can pick up a half decent one for **£30-they £40**)-Often thrive on gimmicks,, flippy screens- or magic wifi capability- look carefully at the battery/ build quality - 8MP or above and a decent make will see you right...

Bridge



A mix of both low & high end camera capability- you can experiment with settings and benefit from a higher quality sensor- and benefit from size, weight and durability- Stick with Fuji , Canon/Lumix – they are the most reliable makes- should be around **£80- £100** if you go for the penultimate model

Full DSLR



Older model entry level DSLR (450D)- can be picked up for around **£140 – £180** second hand – I often use ebay, and buy from sellers you trust- or those with insanely high feedback.. Canon and Nikon are the best to go for, for DSLR's. I prefer these cameras- for the speed they take a photo in classroom light conditions. The speed, quality and reliability overpower the small “fit in your pocket “ qualities of the other cameras-

# Camera stuff...?

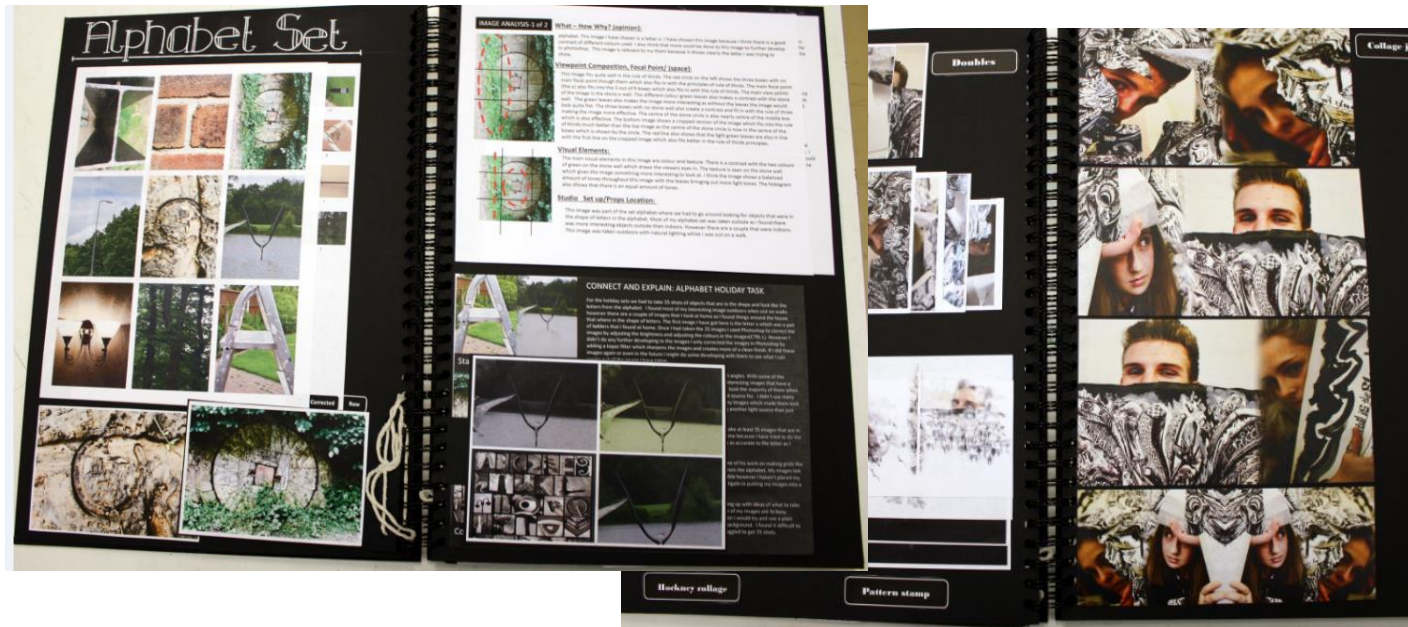


## A stylized, artistic portrait of a young woman with long dark hair, resting her chin on her hand. She has extensive tattoos, including a large skull on her chest and arm, and a large eye on her shoulder. The image is heavily layered with digital effects, including splatters, scratches, and a dark, textured background.





# Year 12..... Is all about learning....



## Key skills in....

- Photography
- Photoshop
- Developing ideas
- Analysing images
- Presenting work

## By the end of January in Year 12...

You will have 1 complete workbook evidencing and showcasing the work you have made since September.

## Then you'll start a 1 year Personal Project...?

# What will you start doing in your Bridging Work and September in Y12



Graffiti



Graphic



Props



PERSONAL.....?





# Student Banks, Explainers for Assessment For Learning

3

Selected Outcomes from each of 3 parts

3 parts Explainers

2

1

Digital and collage outcomes

Rationale / explainer

Hand drawn Outcomes

Series Outcomes

Other Sheets – including early initial sets/

3 A3 Sketchbooks

Connections/explainers

Rationale / explainers

Explainer: VM "Our undeniable emotional nature".  
Narrative representation through Photography

This student wanted to document and present images that conveyed a strong sense of mood and atmosphere alongside conveying surreal and emotive messages. A complex body of research underpinned investigations following a more conventional response to mood and atmosphere (recorded predominantly in sheet work- in folder on the floor)

Research into a wide variety of sources beyond photographers and artists set the tone for complex contextual developments. The student invested significant time into research before condensing down her ideas into a series of 3 key responses to a variety of themes to be conveyed with mood and atmosphere :  
- *ignorance of death and living in the moment*  
- *Complexity of relationships*  
- *Impermanence of corporeal / physical connections*

Each set / development was taken with a view to create unusual & representational connections and outcomes for her themes- over time becoming more sophisticated means to show ideas were selected.

The student experimented using both digital (drawing/ layering) and traditional approaches (collage / drawing) in their photography alongside pushing her technical and aesthetic ability in photography (recording) to a phenomenal level of success. Over time the main challenge the student faced was creating the most meaningful and immediate response to her themes that represented her ideas in the most effective way possible. Her goal was to convey complex concepts in thoughtfully reduced outcomes that were underpinned with in depth contexts (enforced by her annotation and explanation of work as it developed).

A01 - 21

A02 - 20

A03 - 21

A04 - 20

82/ 96 (A\*)

GCE –A Level Photography

Sheet connections/ evaluation/ explanation

Initial portraiture Developments

1 sketch book A3

A3 Survey-

5 Supporting paintings /developmental pieces for final character outcome development

Final Piece

Supporting sheets & explanation for character development

Explainer: VH- "How do Artists reference themes of re-invention and change in their work"

This student's work was themed around different perspectives and visualisations on the theme of Reinvention and Change. They initially focused on their own interpretation before deciding they wanted to challenge themselves by incorporating other views. Initial portraiture experiments and developments led to symbolic and metaphorical ideas being selected as their preferred means to push their investigation forward.

Following personal approaches the student asked peers to complete a survey where they asked about the theme of change and re-invention in response to different questions. The results of the survey underpinned their remaining investigation, leading to the student creating representational characters based on the collation of written responses. Characters were developed and underpinned with other relevant research connections- which led to a range of supporting paintings that capitalised on the card formatting and designs to reference chance. The unpredictable nature of the survey and theme led to the incorporation of cards as a metaphor for chance and the unknown in the approach to outcomes. Card contexts and formatting were investigated and included as components to convey chance alongside representing systems (games) that have rules and logic to determine reason and concept.

The supporting paintings along with other key inspirations for viewpoint and space (such as Mark Hansell and Enrico Robusti discovered later in the work) fed into the students development of composition and combination of characters together into one overall representational piece (and location) that displayed each of the visualisations of rendered figures based on the original survey responses.

A01 - 20

A02 - 19

A03 - 19

A04 - 19

77/ 96 (A)

GCE –A Level Art, Craft and Design



The images on this page show examples of what I have been towards generating following a recent moderation of grading at GCSE / GCE at TAHS. Each unit of GCSE and A-Level work has been photographed and processed into a bank of useful resources made up of sequences of organised images of each students' work accompanied by explainers that detail the grade and a summary of the unit created. These resources will be shared on platforms and school networks to facilitate accurate and robust assessment and provide meaningful AFL opportunities for students and staff. Each A-Level set will be presented alongside a labelled display created for the

To ensure Assessment For Learning is embedded into teaching-all students will regularly assess their own work in comparison to the work of other moderated examples to foster accurate knowledge of grading and provide meaningful opportunities for reflection and refinement.

AD

Assessment objective 1

Assessment objective 2

Assessment objective 3

Assessment objective 4

Assessment objective 1

Assessment objective 2

Assessment objective 3

Assessment objective 4

Assessment objective 1

Assessment objective 2

Assessment objective 3

Assessment objective 4

Assessment objective 1

Assessment objective 2

Assessment objective 3

Assessment objective 4

Thinking about Assessment Page

Cut/give the Assessment objective descriptor to a clean page in your book and complete the following tasks following the guide tips below

1) Write a summary for each of the AOs in your own words

2) Circle/highlight the assessment objectives you think you are strong in- and which you need to work towards- write a little about what you need to do for each

3) Write an overall short summary of next steps

4) On the right side page plan 3-4 double pages for your work thinking about your next steps and thoughts from looking at assessment objectives.

5) Include diagrams and ideas for what you will do in on these pages and link them to AOs where possible

Thinking about assessment

Next steps/Planning

What am I doing and why?

Summarise in your own words what you think each of the AOs mean.

Strengths and weaknesses in your work for each AO at the point of assessment

Summary of what you need to do to improve your work and develop grade potential

A-Level Mark Scheme:

A01 - 20

A02 - 19

A03 - 19

A04 - 19

77/ 96 (A)

**ESSENTIAL KNOWLEDGE:**  
-Marks out of 24 for each of 4 AOs  
-Ceiling is 80- beyond that is exceptional  
- Look at examples to know what work looks like at different grades

**KNOW THE WORDING:**  
-CONVINCINGLY  
-CLEARLY  
-ADEQUATELY  
-JUST

**KNOW THE WORDING**  
-Exceptional  
-Highly Developed  
-Consistent  
-Moderate

**Grade Boundaries:**  
A\* - 79 (20,20,20,19)- convincingly high dev.  
A - 74 (19,19,18,18)-Adequately/ Clearly highly dev.  
B - 63 (16,16,16,15)- convincingly Consistent  
C - 53 (13,13,13,14)- Just Convincing  
D - 43 (10,11,11,11)-Adequately moderate  
E - 33 (8,8,8,9)- Convincingly some



“Our Undeniable Emotional Nature”-  
GCE A-Level Unit : Photography

This student presented images that conveyed a strong sense of mood and atmosphere alongside conveying surreal and emotive messages in responses to different Latin quotes of personal significance. Complex contextual developments were condensed down into a series of 3 key responses to a variety of themes:

- Ignorance of death and living in the moment
- Complexity of relationships
- Impermanence of corporeal / physical connections

Each theme was resolved into series of thoughtfully reduced and sophisticated outcomes that were underpinned with in relating contexts and visual narrative.

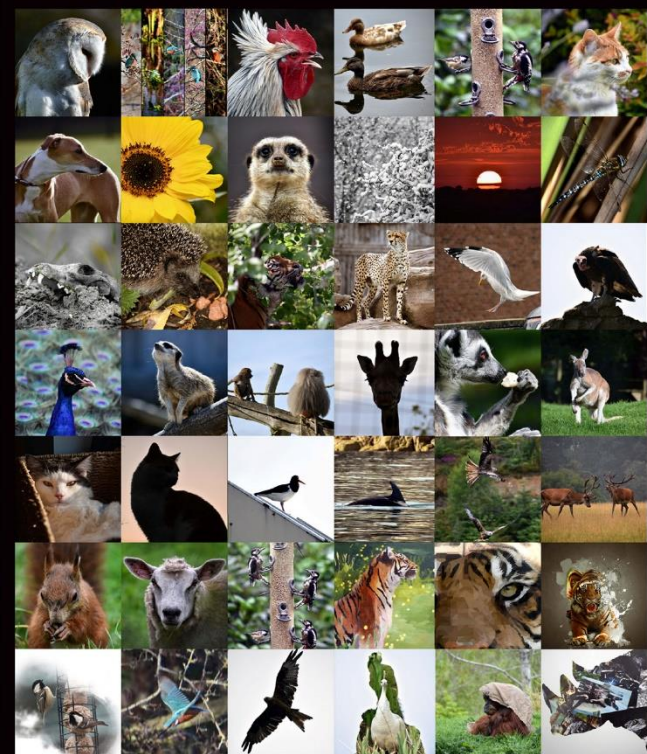






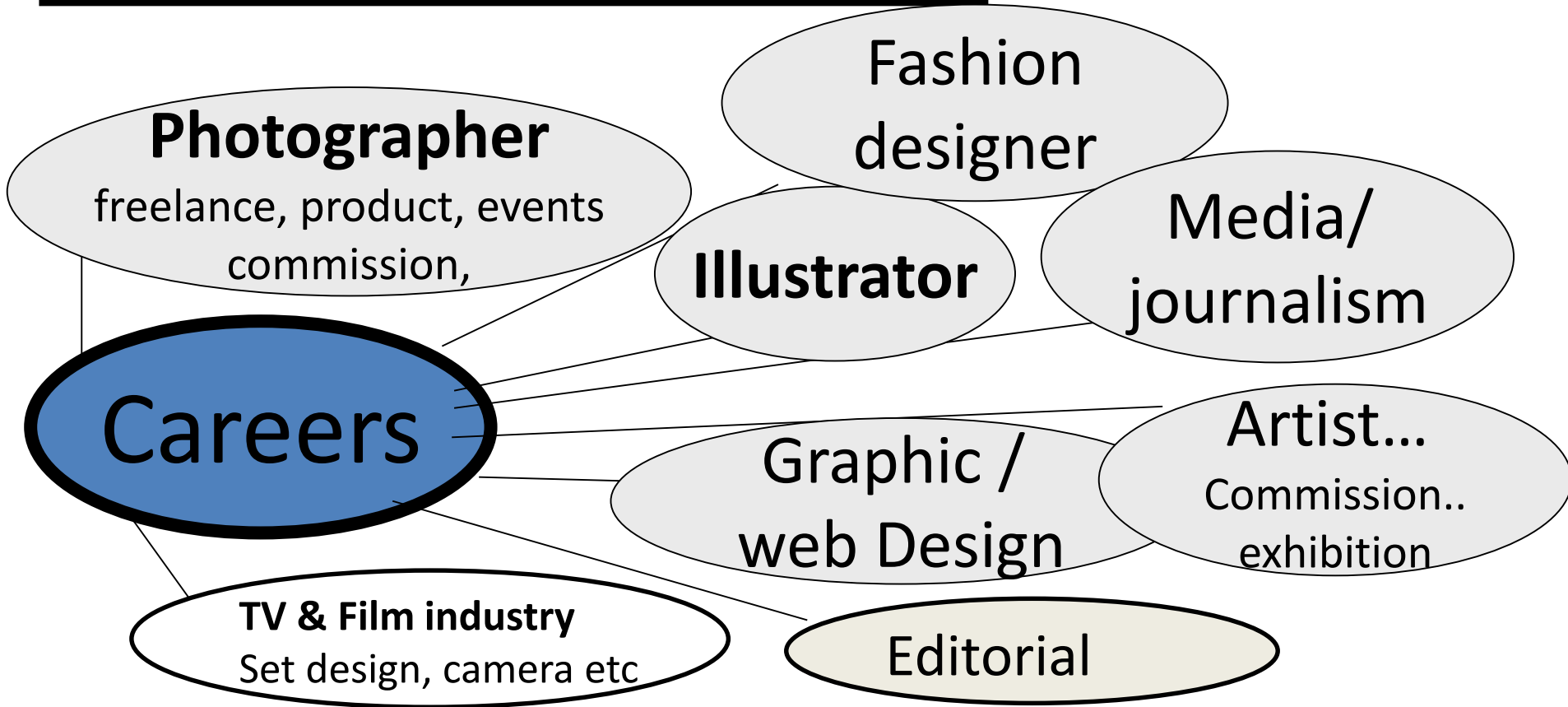
## Documenting Wildlife GCE A-Level Photography

Extensive unit investigating elements of Awe, Aesthetic, Abstract and Agility of wildlife through technically excellent photographs using a range of approaches and techniques





# What can I do with it...?



If you're sure you want a creative career- its advised that you take the Art, Craft & Design + Photography at A-Level as it will give you a fuller breadth of creativity and enable you to straight onto degree level without a foundation

## Writing / Analytical

- Art Curriculum Writer
- Art Historian
- Art Critic
- Arts Administrator
- Arts and Cultural Planner
- Website Owner / Blogger
- Graphic Novel Author

## Graphic Design

- Advertising Director
- Logo / Branding Designer
- Advertisement Designer
- Sign Writer
- Magazine Layout Designer
- Book / eBook Designer
- Packaging Designer
- Calendar / Stationery / Wallpaper Designer
- Typographer

## 3D Product Design

- Industrial Designer / Bridge Designer
- Toy Designer / Kite Designer / Utensil Designer
- Miniature Model Maker / Mock-up Artist
- Stained Glass Window Designer
- Prop Designer
- Food Product Designer
- Potter / Ceramic Designer
- Wood Turner / Carver
- Mosaic Designer
- Jeweller
- Weaver
- Glass Artist

## Fine Art

- Airbrush Artist / Spray Painter
- Architectural Illustrator
- Book Illustrator
- Graphic Illustrator
- Technical / Textbook Illustrator
- Story Board Illustrator
- Cartoonist / Caricaturist
- Commercial Artist
- Fine Artist (Painter)
- Printmaker / Screen Printer
- Courtroom Artist
- Art Conservationist
- Special Effects Makeup
- Mural Artist
- Tattoo Artist

## Organisation / People Management

- Art School Director
- Primary / Elementary Teacher
- Middle / High School Art Teacher
- University Lecturer / Professor
- Private Art Instructor
- Art Therapist
- Art Dealer
- Artist Agent
- Galleries Representative

## Spatial Design

- Architect
- Landscape Architect
- Urban Designer / Town Planner
- Playground / Theme Park / Sports Area Designer
- Course Designer
- Interior Designer / Decorator
- Set / Stage Design

## Digital / Multi-Media

- Animator
- Concept Artist
- Digital Illustrator
- Digital 3D Modeller
- Web Designer
- iPhone / Android App Designer
- Television / Film Producer
- Documentary Filmmaker
- Camera Operator
- Film Editor
- Special Effects Designer
- Video Game Design
- YouTube Video Creator

## Photography

- Advertising Photographer
- Fashion Photographer
- Photo Journalist
- Food Photographer
- Portrait Photographer
- Underwater Photographer
- Wedding Photographer
- Stock Photo Seller
- Director of Photography

## Fashion / Textiles

- Fibre Artist
- Accessory Designer (Shoes / Bags / Hats)
- Dressmaker
- Embroiderer
- Fashion Consultant
- Fashion Designer / Sports Apparel Designer
- Fashion Merchandising
- Pattern Maker
- Costume Designer
- Quilt / Rug / Linen Designer
- Fabric / Textile Designer
- T-Shirt Designer

**What  
CAREER..?**

