

### PHOTOGRAPHY

Yr10 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Toolkit <i>A teacher-led, introductory project directed at developing pupils' understanding of photography.</i>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Introduction to the history of photography</li> <li>Photography: drawing with light</li> <li>Camera obscura, and lucida</li> <li>Introduction to the DSLR camera and balancing exposure</li> <li>Introduction to analysing the work of other photographers</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Managing the camera and editing images.</li> <li>Creating an e-portfolio in weebly</li> <li>Basic photoshop skills</li> <li>Aperture / Shutter speed / DOF</li> <li>Annotation</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of the work of others</li> <li>Annotation and documentation of tasks completed</li> <li>Aperture and DOF</li> <li>Photoshop editing</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website <a href="#">Toolkit</a> Scaffolding documents for analysis and annotation provided. Homework tasks compliment the practical classwork Macs School DSLRs
Autumn 2	Toolkit <i>A teacher-led, introductory project directed at developing pupils' understanding of photography.</i>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Develop knowledge regarding composition</li> <li>Introduction to the DSLR camera and balancing exposure</li> <li>Introduction to analysing the work of other photographers</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Managing the camera and editing images.</li> <li>Basic photoshop skills</li> <li>Aperture / Shutter speed / DOF</li> <li>Annotation and documenting work digitally</li> <li>Gifs and cinemagraphs</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of the work of others</li> <li>Annotation and documentation of tasks completed</li> <li>Aperture and DOF</li> <li>Photoshop editing</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website <a href="#">Toolkit</a> Scaffolding documents for analysis and annotation provided. Homework tasks compliment the practical classwork Macs School DSLRs

## PHOTOGRAPHY KS4 Curriculum Map

<p>Spring 1</p>	<p><b>Domestic Objects/Spaces</b>  <i>Teacher-led project based on genre of still life. Work created at home and in the studio. The project culminates in an independent outcome.</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understanding the work of still life photographers.</li> <li>Application of knowledge to influence own visual practise.</li> <li>Use both the camera and digital manipulation to produce different outcomes.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Ability to set up still life</li> <li>Able to control different light sources and techniques to a range of effects</li> <li>Advanced photoshop skills</li> <li>Ability to reflect and refine work.</li> <li>Ability to experiment with different media.</li> </ul>	<p><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website <a href="#">Domestic Objects &amp; Spaces</a>            Scaffolding documents for analysis and annotation provided.            Homework tasks compliment the practical classwork            Macs            School DSLRs</p>
<p>Spring 2</p>	<p><b>Domestic Objects/Spaces</b>  <i>Teacher-led project based on genre of still life. Work created at home and in the studio. The project culminates in an independent outcome.</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understanding the work of still life photographers.</li> <li>Application of knowledge to influence own visual practise.</li> <li>Use both the camera and digital manipulation to produce different outcomes.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Ability to set up still lifes</li> <li>Able to control different light sources and techniques to a range of effects</li> <li>Advanced photoshop skills</li> <li>Ability to reflect and refine work.</li> <li>Ability to experiment with different media.</li> <li>Reflect upon work as it progresses</li> </ul>	<p><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where</p>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website <a href="#">Domestic Objects &amp; Spaces</a>            Scaffolding documents for analysis and annotation provided.            Homework tasks compliment the practical classwork            Macs            School DSLRs</p>

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		<p>in order to refine.</p> <ul style="list-style-type: none"> <li>Select and organise information that is relevant to personal interests.</li> </ul>	<p>appropriate, makes connections between visual and other elements.</p>		
Summer 1	<p><b>Environment</b>  <i>Teacher led project based on the environment and landscape photography.</i>  <i>The project culminates in an independent outcome.</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Composition and the Formal elements</li> <li>Understanding the work of landscape photographers.</li> <li>Application of knowledge to influence own visual practise.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Ability to reflect and refine work</li> <li>Effective use of the rule of thirds</li> <li>Advanced photoshop skills</li> </ul>	<ul style="list-style-type: none"> <li>Rule of Thirds</li> <li>Photographing in natural light</li> <li>Research into Artists</li> <li>Personal Outcome</li> </ul>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website  <a href="#">Environment</a>            Scaffolding documents for analysis and annotation provided.            Homework tasks compliment the practical classwork            Macs            School DSLRs</p>
Summer 2	<p><b>Environment</b>  <i>Teacher led project based on the environment and landscape photography.</i>  <i>The project culminates in an independent outcome.</i></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Composition and the Formal elements</li> <li>Understanding the work of landscape photographers.</li> <li>Application of knowledge to influence own visual practise.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Research into artists- writing formally about artist's work, developing a critical language.</li> <li>Reflect upon work as it progresses in order to refine ideas.</li> <li>Select and organise information that is relevant to personal interests.</li> </ul>	<ul style="list-style-type: none"> <li><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</li> <li><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</li> <li><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</li> <li><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</li> </ul>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website  <a href="#">Environment</a>            Scaffolding documents for analysis and annotation provided.            Homework tasks compliment the practical classwork            Macs            School DSLRs</p>

Yr11 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	<b>Fragments</b> <i>Teacher led project based on the title Fragments varied workshops are run involving different media and outcomes. The project will then become independent and will culminate in an independent outcome.</i>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Working in a gallery context</li> <li>Photoshop knowledge and understanding</li> <li>Understanding the work of contemporary photographers</li> <li>Application of knowledge to influence own visual practise.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Research into artists- writing formally about artist's work, developing a critical language.</li> <li>Reflect upon work as it progresses in order to refine ideas.</li> <li>Select and organise information that is relevant to personal interests.</li> </ul>	<ul style="list-style-type: none"> <li>Working from direct observation</li> <li>Mixed media</li> <li>Photoshop techniques</li> <li>Research into artists</li> <li>Independent development</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Dept website: <a href="#">Fragments</a>
Autumn 2	<b>Fragments</b> <i>Teacher led project based on the title Fragments varied workshops are run involving different media and outcomes. The project will then become independent and will culminate in an independent outcome.</i>	<ul style="list-style-type: none"> <li>Reflect upon work as it progresses in order to refine.</li> <li>Select and organise information that is relevant to personal interests.</li> <li>Develop an independent body of work that culminates in an independent final outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Research into artists</li> <li>Independent development</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Dept website: <a href="#">Fragments</a>
Spring 1	<b>Revisiting Time:</b> <i>Students revisit "Movement" "Past Present and Future" and their "Word" units to ensure all are complete, and annotated.</i>	<b>Skills</b> <ul style="list-style-type: none"> <li>Consider different presentation formats for final outcomes.</li> <li>Understand how to present Photography work</li> <li>Reflect upon work as it progresses in order to refine ideas and annotate your work</li> </ul>	<ul style="list-style-type: none"> <li>Research into photographers.</li> <li>Review and refine work / ideas</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website Checklists

## PHOTOGRAPHY KS4 Curriculum Map

		<ul style="list-style-type: none"> <li>Students write their own “Creative Statement” outlining the entire coursework journey.</li> </ul>			
Spring 1	Externally Set Assignment	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Working in a gallery context</li> <li>Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Record ideas, first-hand observations, insights and judgments by any suitable means. Photoshop,darkroom,studio</li> <li>Research into photographers writing formally about photographers' work, developing a critical language.</li> <li>Reflect upon work as it progresses in order to refine.</li> <li>Select and organize information that is relevant to personal interests</li> </ul>	<p><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	Students meet requirements of the assessment objectives.	Department website Scaffolding documents for analysis and annotation provided. Teacher led tasks.
Spring 2	Externally Set Assignment	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Working in a gallery context</li> <li>Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Record ideas, first-hand observations, insights and judgments by any suitable</li> </ul>	<ul style="list-style-type: none"> <li><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</li> <li><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques,</li> </ul>	Students meet requirements of the assessment objectives.	Department website Scaffolding documents for analysis and annotation provided. Teacher led tasks.

		<p>means. Photoshop,darkroom,studio</p> <ul style="list-style-type: none"> <li>• Research into photographers writing formally about photographers' work, developing a critical language.</li> <li>• Reflect upon work as it progresses in order to refine.</li> <li>• Select and organize information that is relevant to personal interests</li> </ul>	<p>processes, reviewing and refining ideas as work develops.</p> <ul style="list-style-type: none"> <li>• <b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</li> <li>• <b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</li> </ul>		
Summer 1	Externally Set Assignment	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Working in a gallery context</li> <li>• Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Record ideas, first-hand observations, insights and judgments by any suitable means. Photoshop,darkroom,studio</li> <li>• Research into photographers writing formally about photographers' work, developing a critical language.</li> <li>• Reflect upon work as it progresses in order to refine.</li> <li>• Select and organize information that is relevant to personal interests</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</li> <li>• <b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</li> <li>• <b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</li> </ul>	Students meet requirements of the assessment objectives.	Department website Scaffolding documents for analysis and annotation provided. Teacher led tasks.

			<ul style="list-style-type: none"> <li>• <b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</li> </ul>		
Summer 2					