

PHOTOGRAPHY

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Foundation <i>A teacher-led, introductory project directed at developing pupils' understanding of photography.</i>	Knowledge <ul style="list-style-type: none"> Introduction to the history of photography Photography: drawing with light Camera obscura, and lucida Understanding practising artists: Ben Nathan Skills <ul style="list-style-type: none"> Darkroom practise: chemicals, using the enlarger and focus finder Test strips Photograms Solarising, sandwich prints, stencils, dodging and burning Chemigrams SLR camera and analog processes Aperture, Shutter speed, DOF and focus Processing b/w film B/w printing inc contact sheets Creating an e-portfolio with weebly 	<ul style="list-style-type: none"> Analysis of the work of others Annotation and documentation of tasks completed Aperture, shutter speed, focus and DOF Research into artists and working with practitioners Darkroom practise 	Students meet requirements of the assessment objectives.	Department website: Foundation
Autumn 2	Foundation <i>A teacher-led, introductory project directed at developing pupils' understanding of photography.</i>	Knowledge <ul style="list-style-type: none"> Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions. Approaches to portrait photography: selfie, self, group, candid etc. Skills <ul style="list-style-type: none"> Darkroom techniques continue to 	<ul style="list-style-type: none"> Analysis of the work of others Annotation and documentation of tasks completed Aperture, shutter speed, focus and DOF Research into artists and working with practitioners Darkroom practise 	Students meet requirements of the assessment objectives.	Department website: Foundation

PHOTOGRAPHY KS5 Curriculum Map

		develop <ul style="list-style-type: none"> • Create a books that document processes and outcomes 			
Spring 1	Structure <i>An independent project which begins with teacher led workshops. Structures in nature and the man made environment form the vast majority of the set tasks. Students negotiate independent developments toward a personal outcome.</i>	Knowledge <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> • <p>Students are taken outside and taught how to use their camera to achieve the best exposures using a digital camera. Bracketing and composition and looked at in depth. The students are then introduced to Brutalism a`nd given the task of visiting and capturing different brutalist buildings around London. These images are then worked on in photoshop during digital workshops.</p> <p>Students are also encouraged to look at natural structures in the teacher led workshops.</p> <p>Students are asked to develop their own ideas and learn how to reflect and refine their own visual practise. A final outcome is based on their own development and photographer research.</p>	Darkroom management Film development Camera management and understanding	Students meet requirements of the assessment objectives.	Department website Structure - Fortismere Art & Photography Department
Spring 2	Structure <i>An independent project which begins with teacher led workshops. Structures in nature and the man made environment form the vast majority of the set tasks. Students</i>	Knowledge <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> • 	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,	Students meet requirements of the assessment objectives.	Department website Structure - Fortismere Art & Photography Department

	<i>negotiate independent developments toward a personal outcome.</i>		materials, techniques, 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.		
Summer 1	<p>Abstraction <i>An independent project which begins with teacher led workshops. The unit looks at the complex relationship between photography and abstract representation. Students negotiate independent developments toward a personal outcome.</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> • <p>Skills</p> <ul style="list-style-type: none"> • <p>The students undertake a number of teacher led workshops that are based around the visual practise of different abstract photographers. Their students are encouraged to respond and experiment with lots of different media. After the different workshops are completed the students are asked to develop their own ideas and produce an independent response to the theme. The end of the unit involves the students creating a final piece based on their developments and photographers research.</p>	<p>STudio lighting Chemigrams and darkroom experimentation Lighting and projection experiments</p>	Students meet requirements of the assessment objectives.	<p>Department website Clear how to document provided https://fortismereartdepartment.weebly.com/u1-abstraction.html</p>
Summer 2	<p>Abstraction <i>An independent project which begins with teacher led workshops. The unit looks at the complex relationship between photography and abstract</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> • <p>Skills</p> <ul style="list-style-type: none"> • 	<p>STudio lighting Chemigrams and darkroom experimentation Lighting and projection experiments</p>	Students meet requirements of the assessment objectives.	<p>Department website Clear how to document provided https://fortismereartdepartment.weebly.com</p>

PHOTOGRAPHY KS5 Curriculum Map

	<p>representation. Students negotiate independent developments toward a personal outcome.</p>	<p>The students undertake a number of teacher led workshops that are based around the visual practise of different abstract photographers. Their students are encouraged to respond and experiment with lots of different media. After the different workshops are completed the students are asked to develop their own ideas and produce an independent response to the theme. The end of the unit involves the students creating a final piece based on their developments and photographers research.</p>			<p>m/u1-abstraction.html</p>
Yr13 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Personal Portfolio: Word Theme	<p>Knowledge:</p> <ul style="list-style-type: none"> Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions in 'Personal Study'. Show relevant understanding and demonstrate the impact the written study has had on the development of practical work. <p>Skills:</p> <ul style="list-style-type: none"> Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. Research into artists- writing formally about artist's work, developing a critical language. Reflect upon work as it progresses in order to refine ideas. Select and organise information that is relevant to personal 	<p>AO1: Develop Ideas through 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, 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 realises intentions and, where appropriate, makes connections between visual and other elements.</p>	Students meet requirements of the assessment objectives.	Department website Clear how to document provided.

PHOTOGRAPHY KS5 Curriculum Map

		<p>interests.</p> <ul style="list-style-type: none"> • Ability to link visual practise to written study and research. 			
Autumn 2	Personal Portfolio: Word Theme	<p>Knowledge:</p> <ul style="list-style-type: none"> • Working in a gallery context • Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> • Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. • Research into artists- writing formally about artist's work, developing a critical language. • Reflect upon work as it progresses in order to refine. • Select and organise information that is relevant to personal interests. • Ability to link visual practise to written study and research. 	<p>AO1: Develop Ideas through 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, 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 realises intentions and, where appropriate, makes connections between visual and other elements.</p>	Students meet requirements of the assessment objectives.	
Spring 1	Darkroom Practice	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions. • Make independent decisions about process and outcome and build on knowledge gained in yr 12 to produce interesting and experimental work. <p>Skills:</p> <ul style="list-style-type: none"> • Processing and darkroom printing 	<p>AO1: Develop Ideas through 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, processes, reviewing and refining ideas as work develops.</p> <p>AO3: Record ideas, observations and insights</p>	Students meet requirements of the assessment objectives.	Department website Scaffolding documents for analysis and annotation provided. Teacher led tasks.

PHOTOGRAPHY KS5 Curriculum Map

		<p>techniques.</p> <ul style="list-style-type: none"> • Research into photographers writing formally about photographers' work, developing a critical language. • Reflect upon work as it progresses in order to refine ideas. • Select and organise information that is relevant to personal interests. • Processes and techniques dependent on direction taken by individual students. 	<p>relevant to intentions, reflecting critically on work and progress.</p> <p>AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>		
Spring 2	<p>Globalisation</p> <p><i>Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange. Students create an independent response to the theme in digital or analogue media.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Working in a gallery context • Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> • Record ideas, first-hand observations, insights and judgments • Research into photographers writing formally about photographers' work, developing a critical language. • Reflect upon work as it progresses in order to refine. • Select and organise information that is relevant to personal interests. 	<p>AO1: Develop Ideas through 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, 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 realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>This project replaces the ESA set by the Exam board. It gives students to create work that is relevant and critical of the world they live in without the pressure of an exam at the end of the development process.</p>	<p>Department website Scaffolding documents for analysis and annotation provided.</p>
Summer 1	<p>Revisiting Time:</p> <p><i>Students revisit coursework units to ensure all are complete, and annotated. All work is photographed and</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Clearly present personal intentions. • Demonstrate critical understanding of visual, tactile and, where appropriate, other forms of communication. 	<p>AO1: Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and</p>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website Scaffolding documents for analysis and annotation provided.</p>

PHOTOGRAPHY KS5 Curriculum Map

	<p><i>presented in a Google Slides doc.</i></p>	<p>Skills</p> <ul style="list-style-type: none"> Consider different presentational formats and select the most appropriate for the final piece. 	<p>critical understanding. AO2: Explore and select appropriate resources, media, materials, techniques, 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.</p>		<p>Accompanying presentation on our Art Weebly</p>
<p>Summer 2</p>					