

# SUBJECT: Photography



## KS5 CURRICULUM PLAN

KS4 Knowledge and key skills

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC</b>	<b>Formal elements in Photography</b>	<b>Formal elements in Photography</b>	<b>Formal elements in Photography</b>	<b>Formal elements in Photography</b>	<b>Personal Investigation</b>	<b>Personal Investigation</b>
<b>Knowledge</b>	Develop a working vocabulary and specialist terminology that is relevant to their chosen area of Photography.	Understand and use relevant materials, processes, technologies and resources Explain how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in their chosen area of Photography	Understand historical and contemporary developments and different styles and genres of photographic images.	Understand how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created. Identify genres and traditions relevant to Photography	Understand how to develop ideas through a sustained and focused investigation into a theme of your choice informed by contextual and others sources, including the work of artists, designers and illustrators. Demonstrate analytical and critical understanding of research/source material	Understand how to explore and select appropriate resources, media, materials, techniques and processes including digital media, pencil, paint, mixed media, collage etc. Understand how to review and refine ideas as work develops
<b>Skills</b>	Acquire the ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography	How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in their chosen area(s) of Photography	Understand the appropriate use of the camera, film, lenses, filters and lighting for work in a chosen area of Photography	Develop the ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need in Photography	Research using various approaches, effective presentation and critical analysis	Handling and controlling materials. Reviewing, modifying and refining. Problem solving and finding solutions
Key Vocab(the development of analytical and descriptive vocabulary is encouraged throughout the course and is a requirement of A01)	LINE, SHAPE, FORM, CONTRAST	PATTERN, TEXTURE, COLOUR, CHIAROSCURO, DEPTH OF FIELD, MACRO, APERTURE	CONTEXT, COMPOSITION, CRITICAL UNDERSTANDING	GENRE, ATMOSPHERE, RESPONSE	INFORMED, FOCUSED INVESTIGATION	APPROPRIATE, REVIEW
YEAR 13	SUMMER 2	SUMMER 1	SPRING 2	SPRING 1	AUTUMN 2	AUTUMN 1
<b>TOPIC</b>		<b>Externally Set Task</b>	<b>Externally Set Task</b>	<b>Externally Set Task</b>	<b>Personal Investigation</b>	<b>Personal Investigation</b>
<b>Knowledge</b>	ALL COMPONENTS COMPLETED AND MARKS SENT TO EXAM BOARD BY 31ST MAY	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	In Component 2, students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.	Able to present a personal response to a given brief and realise intentions. Producing sustained and focused work making connections to the work of others. Evaluate own and others work.	Know how to confidently record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Understand how these recordings can be used to generate ideas and create a personal response.
<b>Skills</b>		Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Produce a personal response in the form of a final resolved outcome using appropriate skills.	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	Students are expected to show a range of photography skills appropriate to their choice of theme/question for component 2/Externally set assignment. This might include: landscape, portraiture, framing or macro studies.	Communicate meaning, realise intentions and evaluate. Use a range of practical skills appropriate to ideas and final outcome.	Purposefully select and use a range of media. Make critical artistic decisions to refine ideas further. Use specialist vocabulary when annotating work
Key Vocab		APPROPRIATE, MEANINGFUL, CONFIDENT	REFLECT CRITICALLY, PROCESS, TECHNIQUE	EXPLORE, SELECT, REVIEW	REALISE, INTENTIONS, COHERENT, SYSTEMATIC	PURPOSEFUL, ANNOTATING, FLUENT, INSIGHT

Key Knowledge Transfer