

Curriculum Overview: *PHOTOGRAPHY – YEAR 9*

Rationale: Students have not specifically studied Photography as a discrete subject prior to Year 9. In KS3 Art, students have taken photographs as HL tasks but have not had any photography lessons. Consequently, the Year 9 Curriculum is designed to create a foundation of knowledge and skills in the fundamentals of photography. The actual GCSE course does not commence until Year 10.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Literacy
Autumn Term	<p>Through the Lens</p> <p>Photography in context (history and development over time). Taking photographs, uploading them to the computer and making a contact sheet using Adobe Bridge. Developing computer skills. Learning how to annotate contact sheets.</p> <p>Visual elements in photography (Line, Tone, Texture, Pattern etc.). Introduction to Photoshop - basic tools and techniques.</p>	<p>FAR marking – general whole class feedback will be given (as per JCQ regulations for NEA) in the form of Learning Conversation sheets after significant areas of work or specific tasks have been completed. In addition, feedback may be given on post-it notes.</p>	<p>A variety of HL tasks relevant to the ongoing work will be set. These may consist of photoshoots or research activities in line with the JCQ regulations regarding supervision of work.</p>	<p>Cameras, mobile phones, SD cards, USB leads, card readers. Computers. SoLs, worksheets, exemplars available on the Staff Resources area.</p>	<p><u>Knowledge</u> Visual elements definitions. Focus on Line, Shape & Texture. Successful use of equipment and techniques. Practical and theory key words/terminology</p> <p><u>Skills</u> Basic understanding of camera use and uploading images. Basic editing functions in Photoshop. Developing a creative eye when taking photographs. Macro photography.</p>	<p>PHOTOGRAPH CAPTURE CAMERA OBSCURA LINE (HORIZONTAL, TEXTURE SHAPE MACRO CONTACT SHEET CONTRAST</p> <p>RECORD ORGANISE DISCUSS DEMONSTRATE IDENTIFY INVESTIGATE PRESENT</p>
Spring Term	<p>Focus on Colour</p> <p>Colour theory, colour wheel and how to apply this knowledge in Photography. Personal final outcomes – developing understanding of creating final pieces. Furthering Photoshop knowledge with more sophisticated techniques. Artist research – studying the work of other artists through research and analysis. Developing own work in response to studied artist(s).</p>	<p>FAR marking – general whole class feedback will be given (as per JCQ regulations for NEA) in the form of Learning Conversation sheets after significant areas of work or specific tasks have been completed. In addition, feedback may be given on post-it notes.</p>	<p>A variety of HL tasks relevant to the ongoing work will be set. These may consist of photoshoots or research activities in line with the JCQ regulations regarding supervision of work.</p>	<p>Cameras, mobile phones, SD cards, USB leads, card readers. Computers. SoLs, worksheets, exemplars available on the Staff Resources area.</p>	<p><u>Knowledge</u> Colour theory and how to use it. Looking at Pattern as well as Colour. Developing understanding of composition. Developing ideas into personal outcomes.</p> <p><u>Skills</u> Presenting a personal & meaningful outcome. Decision making/problem solving. Looking at hue/saturation and selective colour in Photoshop.</p>	<p>COLOUR PALETTE SATURATION MONOCHROME PATTERN CROP SWATCH</p> <p>RESEARCH REFINE DEVELOP ANALYSE CONSIDER EXPLORE INVESTIGATE</p>

<p>Summer Term</p>	<p>Alternative Perspectives</p> <p>Composition and Framing. Positive/negative space. Filling the frame. Still Life photography. Studio Photography skills. Experimental viewfinders and filters.</p> <p>Studying the work of other artists. Double exposure/overlays. Developing more personal and experimental outcomes. Contemporary collage.</p>	<p>FAR marking – general whole class feedback will be given (as per JCQ regulations for NEA) in the form of Learning Conversation sheets after significant areas of work or specific tasks have been completed. In addition, feedback may be given on post-it notes.</p>	<p>A variety of HL tasks relevant to the ongoing work will be set. These may consist of photoshoots or research activities in line with the JCQ regulations regarding supervision of work.</p>	<p>Cameras, mobile phones, SD cards, USB leads, card readers. Computers. SoLs, worksheets, exemplars available on the Staff Resources area.</p>	<p><u>Knowledge</u> Rules of composition. Different approaches to still life subjects. Lighting techniques and their impact. How viewpoints alter perception/mood etc. in photographs.</p> <p><u>Skills</u> Setting up a still life; using lighting and backdrops effectively. Using a variety of materials safely and effectively to add impact to photographs e.g. making unusual viewfinders and filters. Photoshop skills – layering, layer blend modes etc.</p>	<p>SPACE POSITIVE/ NEGATIVE COMPOSITION FRAMING ZOOM-IN FILL THE FRAME STILL-LIFE FILTERS DOUBLE EXPOSURE</p> <p>STUDY SELECT RESPOND CREATE DEMONSTRATE RELEVANT</p>
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