Curriculum Overview: *PHOTOGRAPHY – Key Stage 4*						
Year 10 Starting the GCSE Coursework						
Rationale: Students have had a good foundation in Year 9 which the Year 10 course will build on whilst also beginning their coursework portfolio which will consist of at least one extended project plus a selection of other work which may take the form of mini-projects or workshop type outcomes. The Year 10 course will begin with a 'refresher' of using a DSLR camera and more advanced understanding of how to use camera settings more skilfully. There will also be a refresher on understanding what makes a good photograph (rules of composition etc.) to embed knowledge. Project themes may vary but will all be designed to support the students in developing coursework that successfully meets the assessment objectives whilst developing their knowledge, skills and understanding. Projects will initially be teacher-led but students will be encouraged to develop a more personal and independent approach over the course of the academic year.						
Term / Length of Unit	**Outline**	**Assessment**	**Home Learning**	**Resources**	**Knowledge/Skills End Points**	**Reading & Literacy**
Autumn Term	Introduction to functions of a DSLR camera. The exposure triangle: aperture, shutter speed and ISO. Understanding depth of field and how it is controlled using the aperture. Refresher on rules of composition etc. Introduction to the project life cycle, and the assessment objectives. Initial project e.g. 'Light and Dark' theme. Mind-mapping of ideas (AO1), initial photoshoots (AO3), artist research and analysis (AO1/AO3), planning photoshoots to respond to artists work (AO2/AO3). Natural forms studio shoot, shadows and contrast inspired by Karl Blossfeldt. Camera-less photography - Cyanotypes inspired by Anna Atkins. Paul Strand research and shadow shoot. Darkroom and Photogram work. Abstract paper & light shoot.	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.	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.	Cameras, mobile phones, SD cards, USB leads, card readers. Computers. Adobe Photoshop. Darkroom equipment and chemicals; photo paper and cyanotype paper/chemicals. UV reactive dyes. SoLs, worksheets, exemplars available on the Staff Resources area.	<u>Knowledge</u> Understanding the terms: aperture, shutter speed and ISO, depth of field. Successful equipment/technique use How to develop independent outcomes. Understanding the difference between fast and slow shutter speed and how to use it to capture movement. Understanding what Bokeh means and how to create it. <u>Skills</u> How to change the camera settings to control aperture, shutter speed and ISO Successfully capturing motion using a slow shutter speed to show blurring movement and fast shutter speed to freeze it. Making successful cyanotypes and photograms. Using darkroom equipment and materials safely and successfully. Researching artists. Analysing images.	<u>Key Terms</u> Exposure, DSLR, Aperture, Shutter speed, Iso, Depth of field, Assessment objectives, Studio, Shadow, Contrast, Cyanotype, Photogram, Abstract. Analyse, Consider, Explore, Investigate, Develop, Present <u>Reading strategy</u> • Glossary of key Photographic terminology • Supporting booklets contain key terms, exemplar material and guide sheets to support reading and writing in photography. • Guided and structured visual

	Introduction to Bokeh and applying aperture knowledge/skills.				Developing Photoshop skills to create Bokeh effect.	analysis sheets used regularly (both for artists' and own work) •Identifying relevant and useful information from different sources. • Exemplar written materials provided as model answers
Spring Term	Continuing to develop the Light and Dark project. Exploring approaches to a variety of artists' work by experimenting with different materials. Editing Bokeh work. Applying shutter-speed knowledge to do a light-drawing shoot inspired by Pablo Picasso/Gjon Mili. Editing photos and creating abstract patterns with them. Creating more refined work and developed outcomes. Exploring a variety of approaches to editing images using analogue and digital means. Considering use and application of colour as well as monochrome. Focus on Christian Webb's work with shoots and editing inspired by his collections and collages.	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.	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.	Cameras, mobile phones, SD cards, USB leads, card readers. Computers. Adobe Photoshop. Lights, other materials such as paper etc. SoLs, worksheets, exemplars available on the Staff Resources area.	<u>Knowledge</u> Understanding the iterative process involved in researching, analysing, planning, creating, reviewing, modifying and refining work as it progresses. Understanding what 'abstract' means. Developing understanding of how to create individual outcomes inspired by research and analysis of others' work. <u>Skills</u> Using different materials, techniques and processes (analogue and digital) to explore and experiment with ideas. Further development of Photoshop skills to create layering and patterns. Sculpting with paper and other materials to create objects to photograph.	<u>Key terms</u> Bokeh, Focus, Light drawing, Exposure, Aperture, Shutter speed, Vignette, Contrast/levels, Hue/saturation, Crop, Repetition, Pattern, Rotation, Research, Response, Demonstrate, Evidence, Identify, Organise. <u>Reading strategy</u> • Glossary of key Photographic terminology • Supporting booklets contain key terms, exemplar material and guide sheets to support reading and writing in photography. • Guided and structured visual analysis sheets used regularly (both for artists' and own work)

						•Identifying relevant and useful information from different sources. • Exemplar written materials provided as model answers
Summer Term	Using knowledge, skills and understanding gained so far, students will continue to develop ideas and refine their work to eventually produce outcomes that are personal and meaningful (AO4) in order to complete the Light and Dark Project. Depending on the speed at which this project develops and is completed, students may move on to a mini-project for the rest of the term on a different theme agreed with their teacher. Working more independently, students will	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.	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	Cameras, mobile phones, SD cards, USB leads, card readers. Computers. Adobe Photoshop. A variety of media and materials as needed/directed by students' individual outcomes. SoLs, worksheets, exemplars available on the Staff Resources area.	<u>Knowledge</u> Understand how to develop and refine ideas. Understand how to make work individual, personal and meaningful. <u>Skills</u> Camera based, dark room, Photoshop etc. as necessary to complete the project.	<u>Key Terms</u> Outcomes, Layers, Dodge/burn, Blend modes, Transparency Opacity, Selection tools, Refine, Realise, Select, Evaluate, Compare, Conclude. <u>Reading strategy</u> • Glossary of key Photographic terminology • Supporting booklets contain key terms, exemplar material and guide sheets to support reading and writing in photography. • Guided and structured visual analysis sheets used regularly (both for artists' and own work) •Identifying relevant and useful information from different sources. • Exemplar written materials provided as model answers

Curriculum Overview: *PHOTOGRAPHY – Key Stage 4*						
Year 11 Completing the GCSE Coursework Portfolio and the Exam Project.						
Rationale: Students have year in which to develop greater independence whilst developing their coursework. It is anticipated that, in Year 11, students will begin to work far more independently whilst producing a second shorter coursework project in the autumn term. Project themes may vary but will all be designed to support the students in developing coursework that successfully meets the assessment objectives whilst developing their knowledge, skills and understanding. Projects will be independently developed by students with support and guidance from their teacher. This will help to prepare students for their exam project which they will need to develop independently, as directed by the exam board. Students will spend the Autumn Term completing a second coursework project and, potentially, other workshop-style additional work which can form part of their portfolio. In the Spring Term (January), students will receive a paper from the exam board (AQA) containing a choice of themes for the Externally Set Task. Students will, in consultation with their teacher, choose an appropriate theme to develop their ESA project. This will culminate in a 10 hour practical exam to produce final outcomes.						
Term / Length of Unit	**Outline**	**Assessment**	**Home Learning**	**Resources**	**Knowledge/Skills End Points**	**Reading & Literacy**
Autumn Term	Students will embark on a second coursework project. This project will be different to the Light and Dark project, whilst building on skills obtained during the completion of their Year 10 work. The intention of the project is for students to become more independent in their way of working, as well as selecting their own choices of artists to develop personal and meaningful responses (AO4) It is anticipated that final outcomes will start to be produced in the November PPEs. All coursework must be completed by the end of the Autumn Term.	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.	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.	Cameras, mobile phones, SD cards, USB leads, card readers. Computers. Adobe Photoshop. Darkroom equipment and chemicals; photo paper and cyanotype paper/chemicals. UV reactive dyes. SoLs, worksheets, exemplars available on the Staff Resources area.	<u>Knowledge</u> Understanding the iterative process involved in researching, analysing, planning, creating, reviewing, modifying and refining work as it progresses. Understanding what 'abstract' means. Developing understanding of how to create individual outcomes inspired by research and analysis of others' work. <u>Skills</u> Using different materials, techniques and processes (analogue and digital) to explore and experiment with ideas. Further development of Photoshop skills to create layering and patterns. Sculpting with paper and other materials to create objects to photograph.	<u>Reading strategy</u> •Identifying relevant and useful information from different sources. •Understanding and using key terms and their meanings. •Modelling of analysis and evaluation. • Glossary of key Photographic terminology

Spring Term	Students will receive their exam papers at the beginning of the term and choose one of the suggested themes to create their exam project. The project lifecycle will be familiar to the students by now and they should be able to work through the series of stages required independently. A checklist is provided for students to follow to ensure they meet all of the assessment objectives in their project.	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.	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.	Cameras, mobile phones, SD cards, USB leads, card readers. Computers. Lights, other materials such as paper etc. SoLs, worksheets, exemplars available on the Staff Resources area.	<u>Knowledge</u> Understanding the iterative process involved in researching, analysing, planning, creating, reviewing, modifying and refining work as it progresses. Understanding what 'abstract' means. Developing understanding of how to create individual outcomes inspired by research and analysis of others' work. <u>Skills</u> Using different materials, techniques and processes (analogue and digital) to explore and experiment with ideas. Further development of Photoshop skills to create layering and patterns. Sculpting with paper and other materials to create objects to photograph.	<u>Reading strategy</u> Mind-mapping. •mind-mapping of key ideas. •Identifying relevant and useful information from different sources. •Understanding and using key terms and their meanings. •Modelling of analysis and evaluation. • Glossary of key Photographic terminology
Summer Term	Using knowledge, skills and understanding gained so far, students will continue to develop ideas and refine their work to eventually produce outcomes that are personal and meaningful	FAR marking – general whole class feedback will be given (as per JCQ regulations for NEA) in the form of Learning	A variety of HL tasks relevant to the ongoing work will be set. These may consist of photoshoots or	Cameras, mobile phones, SD cards, USB leads, card readers. Computers. A variety of media and materials as needed/directed by	<u>Knowledge</u> Understand how to develop and refine ideas. Understand how to make work individual, personal and meaningful.	<u>Reading strategy</u> •Identifying relevant and useful information from different sources.

	(AO4) in order to complete the exam project. The outcomes will be produced under exam conditions over a period of ten hours (two school days) during the early part of the summer term.	Conversation sheets after significant areas of work or specific tasks have been completed. In addition, feedback may be given on post-it notes.	research activities in line with the JCQ regulations regarding supervision of work	students' individual outcomes. SoLs, worksheets, exemplars available on the Staff Resources area.	<u>Skills</u> Camera based, dark room, Photoshop etc. as necessary to complete the project.	•Understanding and using key terms and their meanings. •Modelling of analysis and evaluation. • Glossary of key Photographic terminology