

## Year 10 Photography Curriculum Overview

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Skills</b>	<b>Wrong and Absurd</b> Component 1 Development and Introduction of key Photography skills and knowledge of the visual elements: Photoshoots focused on Students to create and present slides on the following visual elements of photography: Here students will build on their skills taken from years 7-9 and being to present work for their portfolio. Students must include: Use key words and technical terminology (in own words). Evaluate their work at each stage (WWW/EBI)	<b>Wrong and Absurd</b> Introduction to unit: Research, Drawing and Experimenting as a class to begin with – clear expectation and guidance, students must cover: - Visual Elements (revisit and improve from previous) - Personal Research - Artist work - Photographing for purpose - Drawing - Darkroom Printing - Photography and use of photocopier for experiments - Hendograms	<b>Wrong and Absurd</b> Development of unit: Research of final artists, development and experimental outcomes to be created. Material experimentation and explored, reflections written. Students will explore: - A range of materials - Self-reflection - Testing and manipulating - Developed outcomes - Photographs of processes and for working from - Artist or contextual references/links	<b>Wong and Absurd</b> Completion of unit: Students to compare all artist work and begin designing and developing personal ideas for a final outcome Students must cover: - Compare and contrast - Design ideas process - Refinement and improvement of designs - Annotation and notes on processes and decisions - Evaluation and final self-reflections - Photographs of final outcome/s	<b>Selfies</b> Introduction to unit: Develop and improve student's ability to Research, Drawing and Experimenting as a class to begin with. Students must cover: - Visual Elements (revisit and improve from previous) - Personal Research - Artist work - Photographing for purpose - Drawing (thumbnail sketches) - Drawing with different materials/media - 3D and relief materials - Printing	<b>Selfies</b> Development of unit: Research of final artists, development and experimental outcomes to be created. Materials must be explored and reflections written. Students must cover: - A range of materials - Self-reflection - Testing and manipulating - Developed and larger scaled outcomes - Photographs of processes and for working from - Artist or contextual references/links

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<b>Knowledge</b>	<p>Students will develop knowledge of ideas, relevant to photography including how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client orientated briefs. Students will develop knowledge on how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.</p> <p>The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation. Students will demonstrate knowledge and develop understanding how to use visual and tactile elements such as : colour / line / form / tone / texture / shape / pattern / composition / scale / sequence / surface / contrast.</p>		
<b>Alive and British Values</b>	<p>We are <b>creative</b> in how we learn in photography, art and design by showing different levels of <b>resilience</b> and problem solving. We are <b>forgiving</b> with <b>ourselves</b> and others when faced with challenges and frustrations in the practical nature of our work and aim to maintain <b>faith</b> in our pursuit of art. We are <b>interdependent</b> how we <b>organise ourselves</b> within lessons. We value the breadth of <b>choice and diversity</b> artists and photographers bring to our <b>research</b>, enabling our ability to explore themes of <b>trust, truth, justice and respect</b> through art and visual representations. We can develop visual literacy in how and what we <b>question</b> in our <b>research</b> to inform our processes of making, allowing us to <b>review</b> how our work <b>communicates</b> before our work is interpreted before making our unique contribution to the world.</p>		
<b>Assessment</b>	Interim assessment	Interim Assessment	Mock Exam
<b>Careers</b>	<p><a href="https://www.thecreativeindustries.co.uk/">https://www.thecreativeindustries.co.uk/</a>  <a href="https://creativejourneyuk.com/">https://creativejourneyuk.com/</a>  <a href="https://opportunities.creativeaccess.org.uk/">https://opportunities.creativeaccess.org.uk/</a></p>		

## Year 11 Photography Curriculum Overview

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Skills</b>	<p><b>Posters and Portraits</b> Mock ups for final pieces on Posters and portraits. Students to compare all artist work and begin designing and developing personal ideas for a final outcome. Students must cover:</p> <ul style="list-style-type: none"> <li>- Compare and contrast</li> <li>- Design ideas process</li> <li>- Refinement and improvement of designs</li> <li>- Annotation and notes on processes and decisions</li> <li>- Evaluation and final self- reflections</li> <li>- Photographs of final outcome/s</li> </ul>	<p><b>Posters and Portraits</b> Completion of unit: Students to compare all artist work and begin designing and developing personal ideas for a final outcome. Students must cover:</p> <ul style="list-style-type: none"> <li>- Compare and contrast</li> <li>- Design ideas process</li> <li>- Refinement and improvement of designs</li> <li>- Annotation and notes on processes and decisions</li> <li>- Evaluation and final self- reflections</li> </ul>	<p><b>Externally Set assignment</b> Students to choose a topic from the paper and begin their project – this body of work is a condensed version of the previous two units. Student should be able to independently apply all key skills learnt to build a personal study on their chosen theme. Within the context of photography, students must demonstrate the ability to use photographic techniques and processes, appropriate to students' personal intentions, for example: lighting / viewpoint / aperture / depth of field / shutter speed and movement / use of enlarger chemical and/or digital processes. Students will demonstrate media and materials, as appropriate to students' personal intentions, for example film / photographic papers / chemicals appropriate to darkroom practices / digital media, programs and related technologies / graphic media for purposes such as storyboarding, planning and constructing shoots.</p>		<p>Student will have completed their coursework by this point. Staff to assess all work Students will need to refer to the school calendar for their 10 hours exam dates.</p>	<p>Students will complete their course of study by May 31, the deadline given by AQA. Work will be marked and moderated in accordance with AQA specifications.</p>

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<b>Assessment</b>	Interim Assessment	Mock Exam	Interim Assessment	Final assessments	
<b>Careers</b>	<p><a href="https://www.thecreativeindustries.co.uk/">https://www.thecreativeindustries.co.uk/</a>  <a href="https://creativejourneyuk.com/">https://creativejourneyuk.com/</a>  <a href="https://opportunities.creativeaccess.org.uk/">https://opportunities.creativeaccess.org.uk/</a></p>				

**How will studying this subject in Key Stage Four help students to make their unique contribution to the world?:** Through the study of photography, students gain a multi-faceted education that prepares them to contribute uniquely to various fields, be it through visual storytelling, cultural commentary, or the application of technical and ethical skills. Studying photography develops understanding of how to compose and interpret images that foster a sophisticated level of visual literacy, useful in today's image-saturated world. They start to develop the power of narrative through visual imagery, allowing them to tell stories that can inform, inspire, or advocate for change. Students develop knowledge and skills to edit software that provides a practical skill set to be applied in various professional settings, from journalism to advertising. Studying photography enables students to develop their skills in analysis of photographic subject matter—it helps sharpen students' critical thinking skills, useful for evaluating media and forming their own perspectives by exploring different genres and styles of photography, broadening their cultural understanding to appreciate diversity and consider global perspectives. This subject explores and conveys complex emotional states, providing a nuanced language for self-expression and communication. The study often involves discussions around the ethics of photography, such as consent and representation, which prepares