

Yr10 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	<b>Toolkit</b> <i>A teacher-led, introductory project directed at developing pupils' understanding of photography.</i>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Introduction to the history of photography</li> <li>Photography: drawing with light</li> <li>Camera obscura, and lucida</li> <li>Introduction to the DSLR camera</li> <li>Introduction to analysing the work of other photographers</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Managing the camera and editing images.</li> <li>Creating an e-portfolio in weebly</li> <li>Basic photoshop skills</li> <li>Aperture / Shutter speed / DOF</li> <li>Annotation</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of the work of others</li> <li>Annotation and documentation of tasks completed</li> <li>Aperture and DOF</li> <li>Photoshop editing</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website <a href="#">Toolkit</a> Scaffolding documents for analysis and annotation provided. Homework tasks compliment the practical classwork Macs School DSLRs
Autumn 2	<b>Toolkit</b> <i>A teacher-led, introductory project directed at developing pupils' understanding of photography.</i>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Develop knowledge regarding composition</li> <li>Introduction to the DSLR camera</li> <li>Introduction to analysing the work of other photographers</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Managing the camera and editing images.</li> <li>Basic photoshop skills</li> <li>Aperture / Shutter speed / DOF</li> <li>Annotation and documenting work digitally</li> <li>Gifs and cinemagraphs</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of the work of others</li> <li>Annotation and documentation of tasks completed</li> <li>Aperture and DOF</li> <li>Photoshop editing</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website <a href="#">Toolkit</a> Scaffolding documents for analysis and annotation provided. Homework tasks compliment the practical classwork Macs School DSLRs
Spring 1	<b>Domestic Objects/Spaces</b> <i>Teacher-led project based on genre of still life. Work created at home and in the studio. The project culminates in an independent outcome.</i>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understanding the work of still life photographers.</li> <li>Application of knowledge to influence own visual practise.</li> <li>Use both the camera and digital manipulation to produce different</li> </ul>	<b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. <b>AO2:</b> Explore and select appropriate resources, media, materials,	Students meet requirements of the assessment objectives.	Department website <a href="#">Domestic Objects &amp; Spaces</a> Scaffolding documents for analysis and annotation provided. Homework tasks

		<p>outcomes.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Ability to set up still lifes</li> <li>• Able to control different light sources and techniques to a range of effects</li> <li>• Advanced photoshop skills</li> <li>• Ability to reflect and refine work.</li> <li>• Ability to experiment with different media.</li> </ul>	<p>techniques, processes, reviewing and refining ideas as work develops.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>		<p>compliment the practical classwork</p> <p>Macs</p> <p>School DSLRs</p>
Spring 2	<p><b>Domestic Objects/Spaces</b></p> <p><i>Teacher-led project based on genre of still life. Work created at home and in the studio. The project culminates in an independent outcome.</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understanding the work of still life photographers.</li> <li>• Application of knowledge to influence own visual practise.</li> <li>• Use both the camera and digital manipulation to produce different outcomes.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Ability to set up still lifes</li> <li>• Able to control different light sources and techniques to a range of effects</li> <li>• Advanced photoshop skills</li> <li>• Ability to reflect and refine work.</li> <li>• Ability to experiment with different media.</li> <li>• Reflect upon work as it progresses in order to refine.</li> <li>• Select and organise information that is relevant to personal interests.</li> </ul>	<p><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website <a href="#">Domestic Objects &amp; Spaces</a></p> <p>Scaffolding documents for analysis and annotation provided.</p> <p>Homework tasks compliment the practical classwork</p> <p>Macs</p> <p>School DSLRs</p>
Summer 1	<p><b>Environment</b></p> <p><i>Teacher led project based on the environment and landscape photography. The project culminates in an independent outcome.</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Composition and the Formal elements</li> <li>• Understanding the work of landscape photographers.</li> <li>• Application of knowledge to influence own visual practise.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Ability to reflect and refine work</li> </ul>	<ul style="list-style-type: none"> <li>• Rule of Thirds</li> <li>• Photographing in natural light</li> <li>• Research into Artists</li> <li>• Personal Outcome</li> </ul>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website <a href="#">Environment</a></p> <p>Scaffolding documents for analysis and annotation provided.</p> <p>Homework tasks compliment the practical classwork</p>

		<ul style="list-style-type: none"> <li>Effective use of the rule of thirds</li> <li>Advanced photoshop skills</li> </ul>			<p>Macs School DSLRs</p>
Summer 2	<p><b>Environment</b> <i>Teacher led project based on the environment and landscape photography. The project culminates in an independent outcome.</i></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Composition and the Formal elements</li> <li>Understanding the work of landscape photographers.</li> <li>Application of knowledge to influence own visual practise.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Research into artists- writing formally about artist's work, developing a critical language.</li> <li>Reflect upon work as it progresses in order to refine ideas.</li> <li>Select and organise information that is relevant to personal interests.</li> </ul>	<ul style="list-style-type: none"> <li><b>AO1:</b> Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</li> <li><b>AO2:</b> Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</li> <li><b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</li> <li><b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</li> </ul>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website <a href="#">Environment</a> Scaffolding documents for analysis and annotation provided. Homework tasks compliment the practical classwork Macs School DSLRs</p>
<b>Yr11 (KS4)</b>	<b>Topic Area</b>	<b>Knowledge/Skills that are taught</b>	<b>Knowledge/Skills revisited</b>	<b>What does good look like?</b>	<b>Resources/support at home</b>
Autumn 1	<p><b>Fragments</b> <i>Teacher led project based on the title Fragments varied workshops are run involving different media and outcomes. The project will then become independent and will culminate in an independent outcome.</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Working in a gallery context</li> <li>Photoshop knowledge and understanding</li> <li>Understanding the work of contemporary photographers</li> <li>Application of knowledge to influence own visual practise.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Research into artists- writing formally about artist's work, developing a critical</li> </ul>	<ul style="list-style-type: none"> <li>Working from direct observation</li> <li>Mixed media</li> <li>Photoshop techniques</li> <li>Research into artists</li> <li>Independent development</li> <li>Personal Outcome</li> </ul>	<p>Students meet requirements of the assessment objectives.</p>	<p>Dept website: <a href="#">Fragments</a></p>

		<p>language.</p> <ul style="list-style-type: none"> <li>• Reflect upon work as it progresses in order to refine ideas.</li> <li>• Select and organise information that is relevant to personal interests.</li> </ul>			
Autumn 2	<p><b>Fragments</b>  <i>Teacher led project based on the title Fragments varied workshops are run involving different media and outcomes. The project will then become independent and will culminate in an independent outcome.</i></p>	<ul style="list-style-type: none"> <li>• Reflect upon work as it progresses in order to refine.</li> <li>• Select and organise information that is relevant to personal interests.</li> <li>• Develop an independent body of work that culminates in an independent final outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Research into artists</li> <li>• Independent development</li> <li>• Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Dept website: <a href="#">Fragments</a>
Spring 1	<p><b>Word theme</b>  <i>An independent, Issues based project which begins a word relating to the "Past, Present, Future" project. Students negotiate independent developments towards a personal outcome which they produce at the end of the prep period.</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Working in a gallery context</li> <li>• Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Record ideas, first-hand observations, insights and judgments through photography and drawing (where appropriate).</li> <li>• Research into photographers writing formally about their work, developing a critical language.</li> <li>• Reflect upon work as it progresses in order to refine ideas.</li> <li>• Select and organise information that is relevant to personal interests.</li> <li>• Processes and techniques dependent on direction taken by individual students.</li> </ul>	<ul style="list-style-type: none"> <li>• Working from direct observation</li> <li>• Mixed media</li> <li>• Research into photographers</li> <li>• Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website Checklists
Spring 2	<p><b>Word theme</b>  <i>An independent, Issues based project which begins</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Working in a gallery context</li> <li>• Explore a wide variety of work produced</li> </ul>	<ul style="list-style-type: none"> <li>• Working from direct observation</li> <li>• Mixed media</li> <li>• Research into photographers</li> </ul>	Students meet requirements of the assessment	Department website Checklists

	<p>a word relating to the "Past, Present, Future" project. Students negotiate independent developments towards a personal outcome which they produce at the end of the prep period.</p>	<p>by photographers and understand the differences in their methods, approaches, purposes and intentions.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Record ideas, first-hand observations, insights and judgments through photography and drawing (where appropriate).</li> <li>Research into photographers writing formally about their work, developing a critical language.</li> <li>Reflect upon work as it progresses in order to refine ideas.</li> <li>Select and organise information that is relevant to personal interests.</li> <li>Processes and techniques dependent on direction taken by individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine work / ideas</li> <li>Personal Outcome</li> </ul>	objectives.	
<p>Summer 1</p>	<p><b>Revisiting Time:</b> Students revisit "Movement" "Past Present and Future" and their "Word" units to ensure all are complete, and annotated. All work is photographed and presented in a Google Slides doc.</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Consider different presentation formats for final outcomes.</li> <li>Understand how to present Photography work</li> <li>Reflect upon work as it progresses in order to refine ideas and annotate your work</li> <li>Students write their own "Creative Statement" outlining the entire coursework journey.</li> </ul>	<ul style="list-style-type: none"> <li>Research into photographers.</li> <li>Review and refine work / ideas</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website Checklists