

PHOTOGRAPHY

Yr10 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Toolkit <i>A teacher-led, introductory project directed at developing pupils' understanding of photography.</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Introduction to the history of photography • Photography: drawing with light • Camera obscura, and lucida • Introduction to the DSLR camera and balancing exposure • Introduction to analysing the work of other photographers <p>Skills:</p> <ul style="list-style-type: none"> • Managing the camera and editing images. • Creating an e-portfolio in weebly • Basic photoshop skills • Aperture / Shutter speed / DOF • Annotation 	<ul style="list-style-type: none"> • Analysis of the work of others • Annotation and documentation of tasks completed • Aperture and DOF • Photoshop editing • Personal Outcome 	Students meet requirements of the assessment objectives.	Department website Toolkit Scaffolding documents for analysis and annotation provided. Homework tasks compliment the practical classwork Macs School DSLRs
Autumn 2	Toolkit <i>A teacher-led, introductory project directed at developing pupils' understanding of photography.</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Develop knowledge regarding composition • Introduction to the DSLR camera and balancing exposure • Introduction to analysing the work of other photographers <p>Skills:</p> <ul style="list-style-type: none"> • Managing the camera and editing images. • Basic photoshop skills • Aperture / Shutter speed / DOF • Annotation and documenting work digitally • Gifs and cinemagraphs 	<ul style="list-style-type: none"> • Analysis of the work of others • Annotation and documentation of tasks completed • Aperture and DOF • Photoshop editing • Personal Outcome 	Students meet requirements of the assessment objectives.	Department website Toolkit Scaffolding documents for analysis and annotation provided. Homework tasks compliment the practical classwork Macs School DSLRs
Spring 1	Domestic	Knowledge:	AO1: Develop Ideas through	Students meet requirements of	Department website

	<p>Objects/Spaces <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>	<ul style="list-style-type: none"> Understanding the work of still life photographers. Application of knowledge to influence own visual practise. Use both the camera and digital manipulation to produce different outcomes. <p>Skills:</p> <ul style="list-style-type: none"> Ability to set up still life Able to control different light sources and techniques to a range of effects Advanced photoshop skills Ability to reflect and refine work. Ability to experiment with different media. 	<p>sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2: Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p>AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>the assessment objectives.</p>	<p>Domestic Objects & Spaces Scaffolding documents for analysis and annotation provided. Homework tasks compliment the practical classwork Macs School DSLRs</p>
Spring 2	<p>Domestic Objects/Spaces <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>Knowledge:</p> <ul style="list-style-type: none"> Understanding the work of still life photographers. Application of knowledge to influence own visual practise. Use both the camera and digital manipulation to produce different outcomes. <p>Skills:</p> <ul style="list-style-type: none"> Ability to set up still lifes Able to control different light sources and techniques to a range of effects Advanced photoshop skills Ability to reflect and refine work. Ability to experiment with different media. Reflect upon work as it progresses 	<p>AO1: Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2: Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p>AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4: Present a personal and meaningful response that</p>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website Domestic Objects & Spaces Scaffolding documents for analysis and annotation provided. Homework tasks compliment the practical classwork Macs School DSLRs</p>

		<p>in order to refine.</p> <ul style="list-style-type: none"> Select and organise information that is relevant to personal interests. 	<p>realises intentions and, where appropriate, makes connections between visual and other elements.</p>		
Summer 1	<p>Environment <i>Teacher led project based on the environment and landscape photography.</i> <i>The project culminates in an independent outcome.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Composition and the Formal elements Understanding the work of landscape photographers. Application of knowledge to influence own visual practise. <p>Skills:</p> <ul style="list-style-type: none"> Ability to reflect and refine work Effective use of the rule of thirds Advanced photoshop skills 	<ul style="list-style-type: none"> Rule of Thirds Photographing in natural light Research into Artists Personal Outcome 	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website Environment Scaffolding documents for analysis and annotation provided. Homework tasks compliment the practical classwork Macs School DSLRs</p>
Summer 2	<p>Environment <i>Teacher led project based on the environment and landscape photography.</i> <i>The project culminates in an independent outcome.</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> Composition and the Formal elements Understanding the work of landscape photographers. Application of knowledge to influence own visual practise. <p>Skills</p> <ul style="list-style-type: none"> Research into artists- writing formally about artist's work, developing a critical language. Reflect upon work as it progresses in order to refine ideas. Select and organise information that is relevant to personal interests. 	<ul style="list-style-type: none"> AO1: Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other 	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website Environment Scaffolding documents for analysis and annotation provided. Homework tasks compliment the practical classwork Macs School DSLRs</p>

			elements.		
Yr11 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Fragments <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>	Knowledge: <ul style="list-style-type: none"> Working in a gallery context Photoshop knowledge and understanding Understanding the work of contemporary photographers Application of knowledge to influence own visual practise. Skills <ul style="list-style-type: none"> Research into artists- writing formally about artist's work, developing a critical language. Reflect upon work as it progresses in order to refine ideas. Select and organise information that is relevant to personal interests. 	<ul style="list-style-type: none"> Working from direct observation Mixed media Photoshop techniques Research into artists Independent development Personal Outcome 	Students meet requirements of the assessment objectives.	Dept website: Fragments
Autumn 2	Fragments <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>	<ul style="list-style-type: none"> Reflect upon work as it progresses in order to refine. Select and organise information that is relevant to personal interests. Develop an independent body of work that culminates in an independent final outcome. 	<ul style="list-style-type: none"> Research into artists Independent development Personal Outcome 	Students meet requirements of the assessment objectives.	Dept website: Fragments
Spring 1	Revisiting Time: <i>Students revisit "Movement" "Past Present and Future" and their "Word" units to ensure all are complete, and annotated.</i>	Skills <ul style="list-style-type: none"> Consider different presentation formats for final outcomes. Understand how to present Photography work Reflect upon work as it progresses in order to refine ideas and annotate your work 	<ul style="list-style-type: none"> Research into photographers. Review and refine work / ideas Personal Outcome 	Students meet requirements of the assessment objectives.	Department website Checklists

		<ul style="list-style-type: none"> Students write their own “Creative Statement” outlining the entire coursework journey. 			
Spring 1	Externally Set Assignment	<p>Knowledge:</p> <ul style="list-style-type: none"> Working in a gallery context Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> Record ideas, first-hand observations, insights and judgments by any suitable means. Photoshop,darkroom,studio Research into photographers writing formally about photographers' work, developing a critical language. Reflect upon work as it progresses in order to refine. Select and organize information that is relevant to personal interests 	<p>AO1: Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2: Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops.</p> <p>AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	Students meet requirements of the assessment objectives.	Department website Scaffolding documents for analysis and annotation provided. Teacher led tasks.
Spring 2	Externally Set Assignment	<p>Knowledge:</p> <ul style="list-style-type: none"> Working in a gallery context Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> Record ideas, first-hand observations, insights and judgments by any suitable 	<ul style="list-style-type: none"> AO1: Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, 	Students meet requirements of the assessment objectives.	Department website Scaffolding documents for analysis and annotation provided. Teacher led tasks.

		<p>means. Photoshop,darkroom,studio</p> <ul style="list-style-type: none"> • Research into photographers writing formally about photographers' work, developing a critical language. • Reflect upon work as it progresses in order to refine. • Select and organize information that is relevant to personal interests 	<p>materials, techniques, processes, reviewing and refining ideas as work develops.</p> <ul style="list-style-type: none"> • AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. • AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. 		
Summer 1	Externally Set Assignment	<p>Knowledge:</p> <ul style="list-style-type: none"> • Working in a gallery context • Explore a wide variety of work produced by photographers and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> • Record ideas, first-hand observations, insights and judgments by any suitable means. Photoshop,darkroom,studio • Research into photographers writing formally about photographers' work, developing a critical language. • Reflect upon work as it progresses in order to refine. • Select and organize information 	<ul style="list-style-type: none"> • AO1: Develop Ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. • AO2: Explore and select appropriate resources, media, materials, techniques, processes, reviewing and refining ideas as work develops. • AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and 	Students meet requirements of the assessment objectives.	Department website Scaffolding documents for analysis and annotation provided. Teacher led tasks.

		that is relevant to personal interests	<p>progress.</p> <ul style="list-style-type: none"> • AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. 		
Summer 2					