

PHOTOGRAPHY - GCSE

Yr10 (KS4)	Topic Area	Knowledge/skills to be taught.	Resources/support at home
Autumn 1	Toolkit <i>A teacher-led, introductory project directed at developing pupils' understanding of photography.</i>	Knowledge: <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 ● Introduction to analysing the work of other photographers Skills: <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 	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>	Knowledge: <ul style="list-style-type: none"> ● Develop knowledge regarding composition ● Introduction to the DSLR camera ● Introduction to analysing the work of other photographers Skills: <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 	Department website Toolkit Scaffolding documents for analysis and annotation provided. Homework tasks compliment the practical classwork Macs School DSLRs
Spring 1	Domestic Objects/Spaces <i>Teacher-led project based on</i>	Knowledge: <ul style="list-style-type: none"> ● Understanding the work of still life photographers. ● Application of knowledge to influence own visual practise. 	Department website Domestic Objects & Spaces

	<p><i>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"> ● 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. 	<p>Scaffolding documents for analysis and annotation provided.</p> <p>Homework tasks compliment the practical classwork</p> <p>Macs</p> <p>School DSLRs</p>
Spring 2	<p>Domestic Objects/Spaces</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>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 in order to refine. ● Select and organise information that is relevant to personal interests. 	<p>Department website</p> <p>Domestic Objects & Spaces</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>Environment</p> <p><i>Teacher led project based on the environment and landscape photography. 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 	<p>Department website</p> <p>Environment</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>

<p>Summer 2</p>	<p>Environment</p> <p><i>Teacher led project based on the environment and landscape photography. 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. 	<p>Department website</p> <p>Environment</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>
<p>Yr11 (KS4)</p>	<p>Topic Area</p>	<p>Knowledge/skills to be taught.</p>	<p>Resources/support at home</p>
<p>Autumn 1</p>	<p>Force</p> <p><i>An independent project which begins with teacher led workshops in force related topics. independent developments toward a personal outcome.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Research into relevant photographers • Understanding how to sustain development for a single idea. <p>Skills</p> <ul style="list-style-type: none"> • Ability to reflect and refine work. • Advance photoshop • Creating objects and events to photograph-not relying on simply finding subject matter • Personal Outcome 	<p>Department website</p> <p>Force</p> <p>Scaffolding documents for analysis and annotation provided.</p> <p>Homework tasks compliment practical classwork</p> <p>Macs</p> <p>School DSLRs</p>
<p>Autumn 2</p>	<p>Force</p> <p><i>An independent project which begins with teacher led workshops in force related topics. independent developments toward a personal outcome.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Research into relevant photographers • Understanding how to sustain development for a single idea. <p>Skills</p> <ul style="list-style-type: none"> • Ability to reflect and refine work. • Advance photoshop • Creating objects and events to photograph-not relying on simply finding subject matter 	<p>Department website</p> <p>Environment</p> <p>Scaffolding documents for analysis and annotation provided.</p> <p>Homework tasks compliment the practical</p>

		<ul style="list-style-type: none"> Consider different presentational formats and select the most appropriate for the final piece. Personal Outcome 	<p>classwork</p> <p>Macs</p> <p>School DSLRs</p>
Spring 1	<p>Reflection</p> <p><i>An independent project which begins with teacher led workshops in Reflection related topics. independent developments toward a personal outcome.</i></p>	<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"> Research into photographers writing formally about photographers' 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. Processes and techniques dependent on direction taken by individual students. 	<p>Department website: U2 2019: Reflection - Fortismere Art & Photography Department</p> <p>Scaffolding documents for analysis and annotation provided.</p> <p>Accompanying presentation on our Art Weebly</p> <p>Structured introductory tasks for 2 weeks</p> <p>Structured SOW for those struggling</p>
Spring 2	<p>Reflection</p> <p><i>An independent project which begins with teacher led workshops in Reflection related topics. independent developments toward a personal outcome.</i></p>	<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 Research into photographers writing formally about photographers' work, developing a critical language. Reflect upon work as it progresses in order to refine. Select and organise information that is relevant to personal interests. 	<p>Department website: U2 2019: Reflection - Fortismere Art & Photography Department</p> <p>Scaffolding documents for analysis and annotation provided.</p> <p>Accompanying presentation on our Art Weebly</p> <p>Structured introductory tasks for 2 weeks</p> <p>Structured SOW for those struggling</p>
Summer 1	<p>Revisiting Time:</p> <p><i>Students revisit coursework units to ensure all are complete, and annotated. All work is photographed</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Demonstrate critical understanding of visual, tactile and, where appropriate, other forms of communication. 	

	<p><i>and presented in a Google Slides doc.</i></p>	<p>Skills</p> <ul style="list-style-type: none">● Consider different presentational formats and select the most appropriate for the final piece.● Time management for the exam.	
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