



**Key Stage 3 (Year 7) Curriculum Summary:**

The curriculum in photography introduces learners to form, medium and techniques, and enables them to develop their knowledge, skills and creativity in using and responding to this art form.

**THE YEAR 7 CURRICULUM JOURNEY**

This unit on the study of photography is a standalone learning experience which is offered to students as part of the Year 7 rotation through the arts and is 16 lesson per year.

Topic and learning focus



**There are 12 tasks over the 16 sessions that focus on editing photographs in a physical and artistic way using art media and techniques**

**Foundational Knowledge**

- Know how to alter a photograph using a variety of mediums and techniques to ultimately change the original photo to create a new version
- make basic decisions and explain what looks good and why
- make connections between their work and the examples provided and to use this to create an individual piece of work

**Core Knowledge and skills**

- understand the impact of the medium and techniques being used
- make informed decisions about what looks good and why
- create a personal response in constructing a photograph

**Developmental Knowledge and Skills**

- manipulate the medium and apply techniques
- combine and exploit a range of materials
- create a personal response that executes the techniques with a high level of skill

**Complex Knowledge**

- creatively exploit the medium and apply a range of different techniques
- make decisions and take actions that show a mature understanding of the media and of the effect of the end result

**Links with the National Curriculum**

- produce creative work, exploring their ideas and recording their experiences
- increase proficiency in the handling of different materials
- analyse and evaluate own work, and that of others, in order to strengthen the visual impact or applications of their work

**Literacy (including reading)**

- reading for meaning and understanding when following detailed written guidance
- specific vocabulary relating to photographs and photography such as composition and medium
- write accurately and critically in evaluating own work








<b>Cultural Capital</b>	<ul style="list-style-type: none"><li>● appreciate the work of culturally significant photographic artists whose medium is photography</li><li>● appreciate how photography is an accessible art form which can reflect our culture and cultural heritage</li></ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"><li>● develop confidence of self-expression through the medium of photography</li><li>● understand portraiture through time and how things look different</li><li>● recognise the value of different cultures and how these contribute to photographic composition</li></ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"><li>● Recognise, appreciate and respect photographic works made in all forms and using different mediums</li><li>● Recognise that photography visually captures cultural values (such as tolerance, freedom and respect) and is an effective medium of communicating meanings</li></ul>
<b>Assessment</b>	Production of 4 photographic pieces from the 12 possible areas being studied Each piece of work is assessed according to the technique being used. A mark out of 21 is given in terms of level of skill in execution of the technique.



**Key Stage 4 Curriculum Journey:**

The curriculum in Photography will enable learners to deepen their ideas and experiences in order to produce creative art products in a range of mediums, know about photography and artists and the culture in which they created their works

**THE YEAR 10 and 11 CURRICULUM JOURNEY - PHOTOGRAPHY**

	<b>Year 10 term 1</b>	<b>Year 10 term 2</b>	<b>Year 10 term 3</b>	<b>Year 11 term 1</b>	<b>Year 11 term 2 and 3</b>
<b>Topic and learning focus</b>					
	<p><b>Introduction to Course</b>            Inspiration and passion            Photo challenge            Key terminology            Exploring editing software            Different ways of working            Advanced editing            Brainstorming and doodles            Decision and first photos            Project photos and definitions            Lighting editing            Extended manipulation            Piccy development            Own project with specific tasks covering photo techniques</p>	<p><b>Timeline Context</b>            Significant Photographers context            35mm technology            4 best photos so far            Photographer's context            Sun prints            Photo collage            Edited photo collage            Photo story</p>	<p><b>Standalone Individual Project</b>            Page 1- TASK 1- thought bubble(1)            Page 2- TASK 2- dear diary how the unit works(2)            Page 3- TASK 3- brainstorm(3)            Page 4 + 5- TASK 4- contact sheets(4)            Page 6 + 7, 8 + 9, 10 + 11- TASK 5- photographer context(5)            Page 12 + 13, 14 + 15, 16 + 17- TASK 6- visual language(6)            Page 18 +19- photomontage TASK(7)            Page 20 + 21- vintage TASK(8)            Page 22 + 23- whitewash task TASK(9)</p>	<p><b>Portfolio construction</b>            Page 24 + 25- jigsaw task TASK(10)            Page 26 stitch and staple TASK(11)            Page 27 arms TASK(12)            Page 30 + 31 developing ideas TASK(13)            Page 32 + 33 specific photographer TASK(14)            Page 36 + 37, 38 + 39 edited photos to final piece TASK(15)            Page 40 + 41 final piece and documenting TASK(16)</p>	<p><b>NEA</b>            Project based on a title issued by AQA.            Skills and techniques used from year 10 applied to this project</p>
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>understand each technique and relate it to photographers working in the same way</li> </ul>	<ul style="list-style-type: none"> <li>understand each technique and relate it to Photographers working in the same way</li> </ul>	<ul style="list-style-type: none"> <li>plan a project with and introduction, photo pieces, photo history, and final piece</li> </ul>	<ul style="list-style-type: none"> <li>understand how to present their work and explain their journey through Photography GCSE</li> </ul>	<ul style="list-style-type: none"> <li>plan a project with and introduction, Photo technique pieces , art history, and final piece</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>execute the skills accurately and in an</li> </ul>	<ul style="list-style-type: none"> <li>execute the skills accurately and in an</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate they can select the technique that</li> </ul>	<ul style="list-style-type: none"> <li>exploit all tasks to a high standard</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate they can select the technique that they can</li> </ul>



	individual way	individual way	they can demonstrate a high level of skill in all parts of the plan	<ul style="list-style-type: none"> <li>analyse tasks to show acknowledgement of skill and improvement</li> </ul>	demonstrate a high level of skill in all parts of the plan
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>exploit understanding of the technique and show a high level of skill in producing individual photos</li> </ul>	<ul style="list-style-type: none"> <li>exploit understanding of the technique and show a high level of skill in producing individual photos</li> </ul>	<ul style="list-style-type: none"> <li>Connect all parts of the plan to photographers working in that way and with that theme.</li> <li>Analyse work and annotate the project as it develops and use this analysis to improve intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Each task is exploited and investigated thoroughly with more examples</li> </ul>	<ul style="list-style-type: none"> <li>Connect all parts of the plan to photographers working in that way and with that theme.</li> <li>Analyse work and annotate the project as it develops and use this analysis to improve intentions</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>produce multiple versions of each technique and combine skills and techniques to produce work of a unique appearance</li> <li>show detailed influence of the work of others</li> </ul>	<ul style="list-style-type: none"> <li>produce multiple versions of each technique and combine skills and techniques to produce work of a unique appearance</li> <li>show detailed influence of the work of others</li> </ul>	<ul style="list-style-type: none"> <li>Understand their own abilities with skills and techniques and increase the standard of it.</li> <li>underpin the photo work with reference to photographers artists, crafts people and designers</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate their work and understand the context</li> </ul>	<ul style="list-style-type: none"> <li>Understand their own abilities with skills and techniques and increase the standard of it.</li> <li>underpin the photo work with reference to photographers artists, crafts people and designers</li> </ul>
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>	<ul style="list-style-type: none"> <li>increase their proficiency in the handling of different materials</li> <li>analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>	<ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul>	<ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> <li>analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul>	<ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> <li>increase their proficiency in the handling of different materials</li> <li>analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>about the history of art, craft, design and architecture, including periods, styles and</li> </ul>



					major movements from ancient times up to the present day
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>understanding photography-specific terminology including texture, composition, lighting, filter, abstract</li> </ul>	<ul style="list-style-type: none"> <li>develop control of vocabulary from areas such as montage, angles, tone and shape</li> </ul>	<ul style="list-style-type: none"> <li>reading for research and influence</li> <li>writing ideas, notes and annotations which link together into a coherent sequence of ideas and influences</li> </ul>	<ul style="list-style-type: none"> <li>opportunity for more developed extended writing in the planning of the portfolio</li> </ul>	<ul style="list-style-type: none"> <li>reading for meaning and influence, particularly on art history, styles and traditions</li> <li>writing, recording and evaluation own ideas and production pieces</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>recognising and responding to a range of culturally significant photographic artists</li> </ul>	<ul style="list-style-type: none"> <li>recognising and responding to a range of culturally significant photographic artists and photographic works</li> </ul>	<ul style="list-style-type: none"> <li>tolerance of others and acceptance of different ways of producing photography and its meanings and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>recognising and responding to a range of culturally significant photographers, photographs and objects</li> </ul>	<ul style="list-style-type: none"> <li>recognising and responding to a range of culturally significant photographers, photographs and objects (including those in used in popular culture)</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>Know how different photographic artists present their work and express opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of different photographic art forms, styles and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of different photographic art forms, styles and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Explain how different photographic artists present their work and express opinions.</li> <li>Appreciation of different photographic art forms, styles and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and justify how different photographic artists present their work and communicate meanings</li> <li>Acceptance of the creative process as in individual journey.</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>recognise and respect the work of significant photographic artists and understand why it has cultural and artistic value</li> </ul>	<ul style="list-style-type: none"> <li>tolerance of different societies, traditions and cultures</li> </ul>	<ul style="list-style-type: none"> <li>recognise and respect individual photographic artistic choices</li> </ul>	<ul style="list-style-type: none"> <li>respect for work they may not understand</li> </ul>	<ul style="list-style-type: none"> <li>recognise and accept photographic art in a variety of forms and mediums</li> <li>understanding and appreciation of different societies, customs and cultures</li> <li>tolerance of individual photographic artistic choices</li> </ul>
<b>Assessment</b>	<p>Assessment has the following focus areas and is marked out of 24 for each area:</p> <ul style="list-style-type: none"> <li>Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>				<p>The NEA is an individual response to a prescribed theme set by the examination board, and is assessed in the same way as the previous work to date. Individually and then added to create one mark for the whole unit, worth 50% of the final grade</p>
	Production of found and individual pieces showing the meanings and contexts of key terminology, different editing	Production of found and individual pieces responding to the works of significant photographic arts, the use of	Production of an individual project piece from conception, through design, research and production. The project and NEA are assessed as units and work inside is individually-assessed focusing on quality.		



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and lighting features and effects, different ways of working, decision-making as well as responses to themes such as inspiration and passion.

35mm technology. Assessed responses will also include the production of photograph collage, a photo story, photographer's context and sun prints.

The objectives are the final assessment at the end of the course. The higher the skill level the higher the coverage of the 4 objectives. Therefore students receive 'quality' grades to guide them. Every piece is assessed so students can see the higher level of skill in each task they complete.

**Feedback folders** are used to give students targets and practical advice about how to improve. This is formative, developmental and motivational.

They also give students an opportunity to understand how the work fits the objectives.


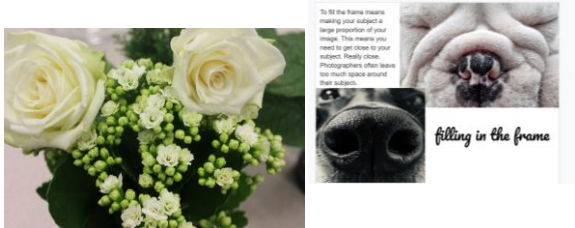

The standalone unit and all work is added to the portfolio to create one large body of work. All individual assessments are added to give one mark for the portfolio at that point (50% of the overall and final grade.)



**Key Stage 4 Curriculum Journey:**

The curriculum in Photography will enable learners to deepen their ideas and experiences in order to produce creative art products in a range of mediums, know about photography and artists and the culture in which they created their works

**THE YEAR 11 CURRICULUM JOURNEY PHOTOGRAPHY INTERVENTION**

	Year 10- term 1 and 2	Year 10 term 3	Year 11 term 1-3
<b>Topic and learning focus</b>	<p><b>GCSE Photography</b></p> 		
	<p><b>Introduction to Course</b></p> <ul style="list-style-type: none"> <li>Inspiration and passion</li> <li>Photo challenge</li> <li>Key terminology</li> <li>Exploring editing software</li> <li>Different ways of working</li> <li>Advanced editing</li> <li>Brainstorming and doodles</li> <li>Decision and first photos</li> <li>Project photos and definitions</li> <li>Lighting editing</li> <li>Extended manipulation</li> <li>Ipiccy development</li> <li>Own project with specific tasks covering photo techniques</li> </ul>	<p><b>Timeline Context</b></p> <ul style="list-style-type: none"> <li>Significant Photographers context</li> <li>35mm technology</li> <li>4 best photos so far Photographer's context</li> <li>Sun prints</li> <li>Photo collage</li> <li>Edited photo collage</li> <li>Photo story</li> <li>Set of 6 additional tasks specific to one photo, including physical edits to the final piece</li> <li>Individual photographers context to link to unit of their choice and final piece</li> </ul>	<p>NEA- project based on a title issued by AQA.</p> <p>Skills and techniques used from year 10 applied to this project</p>
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>understand each technique and relate it to photographers working in the same way</li> </ul>	<ul style="list-style-type: none"> <li>understand each technique and relate it to Photographers working in the same way</li> </ul>	<ul style="list-style-type: none"> <li>plan a project with an introduction, Photo technique pieces, art history, and final piece</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>execute the skills accurately and in an individual way</li> </ul>	<ul style="list-style-type: none"> <li>execute the skills accurately and in an individual way</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate they can select the technique that they can demonstrate a high level of skill in all parts of the plan</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>exploit their understanding of the technique and show a high level of</li> </ul>	<ul style="list-style-type: none"> <li>exploit their understanding of the technique and show a high level of skill in producing their individual photos</li> </ul>	<ul style="list-style-type: none"> <li>connect all parts of the plan to photographers working in that way and with that theme.</li> </ul>



	skill in producing their individual photos.		<ul style="list-style-type: none"> <li>● analyse work and annotate the project as it develops and use this analysis to improve intentions.</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>● produce multiple versions of each technique and combine skills and techniques to produce work of a unique appearance</li> <li>● show detailed influence of the work of others</li> </ul>	<ul style="list-style-type: none"> <li>● produce multiple versions of each technique and combine skills and techniques to produce work of a unique appearance</li> <li>● show detailed influence of the work of others</li> </ul>	<ul style="list-style-type: none"> <li>● Understand their own abilities with skills and techniques and increase the standard of it.</li> <li>● underpin the photo work with reference to photographers artists, crafts people and designers</li> </ul>
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>● produce creative work, exploring their ideas and recording their experiences</li> <li>● know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>	<ul style="list-style-type: none"> <li>● produce creative work, exploring their ideas and recording their experiences</li> <li>● know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> <li>● increase their proficiency in the handling of different materials</li> <li>● analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>	<ul style="list-style-type: none"> <li>● produce creative work, exploring their ideas and recording their experiences</li> <li>● know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> <li>● increase their proficiency in the handling of different materials</li> <li>● analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>● about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul>
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>● reading for meaning and understanding of instruction</li> </ul>	<ul style="list-style-type: none"> <li>● write accurately in evaluating work once completed</li> </ul>	<ul style="list-style-type: none"> <li>● reading for meaning and understanding of instruction</li> <li>● write accurately in evaluating work once completed</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>● recognising and responding to a range of culturally significant photographers</li> </ul>	<ul style="list-style-type: none"> <li>● recognising and responding to a range of culturally significant photographers and photographic works</li> </ul>	<ul style="list-style-type: none"> <li>● recognising and responding to a range of culturally significant photographers and photographic works and objects (including those in used in popular culture)</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>● How different photographers present their work and express opinions.</li> <li>● Students interaction understanding their artistic way and what people might see or believe</li> </ul>	<ul style="list-style-type: none"> <li>● Tolerance of different art forms, styles and abilities</li> </ul>	<ul style="list-style-type: none"> <li>● How different artists present their work and express opinions. Students interaction understanding their artistic way and what people might see or believe</li> <li>● Tolerance of different art forms, styles and abilities</li> <li>● Acceptance of the creative process as in individual journey.</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>● recognise and respect individual artistic choices</li> </ul>	<ul style="list-style-type: none"> <li>● respect for work they may not understand or like</li> </ul>	<ul style="list-style-type: none"> <li>● recognise and accept art made by all types</li> <li>● understanding and appreciation of different societies, art and cultures</li> <li>● individual artistic choices</li> </ul>
<b>Assessment</b>	<p>Assessment has the following focus areas and is marked out of 24 for each area:</p> <ul style="list-style-type: none"> <li>● Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>● Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> </ul>		<p>The NEA is an individual response to a prescribed theme set by the examination board, and is assessed in the same way as the previous work to date. Individually and then added to create one mark for the whole unit, worth 50% of the final grade</p>






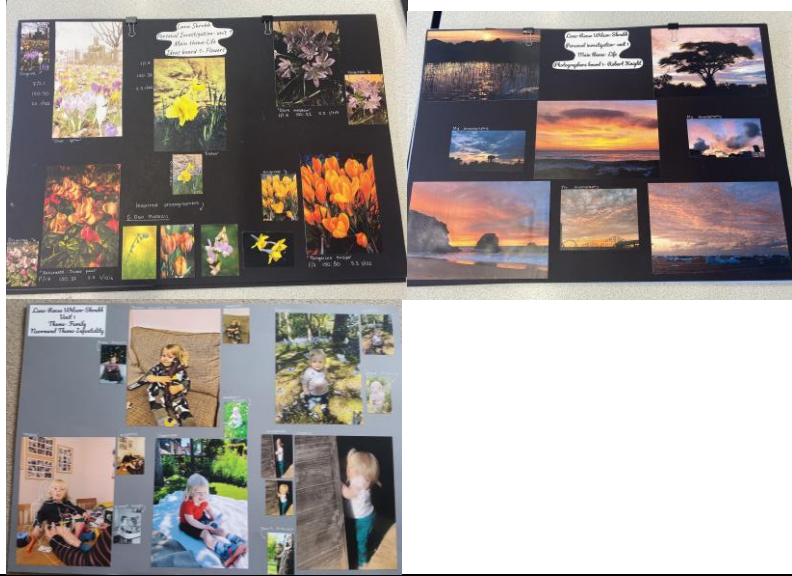
	<ul style="list-style-type: none"><li>• Record ideas, observations and insights relevant to intentions as work progresses.</li><li>• Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li></ul>	
	<p>Production of found and individual pieces showing the meanings and contexts of key terminology, different editing and lighting features and effects, different ways of working, decision-making as well as responses to themes such as inspiration and passion.</p>	<p>Production of found and individual pieces responding to the works of significant photographic arts, the use of 35mm technology. Assessed responses will also include the production of photograph collage, a photo story, photographer's context and sun prints.</p> <p>The objectives are the final assessment at the end of the course. The higher the skill level the higher the coverage of the 4 objectives. Therefore students receive 'quality' grades to guide them. Every piece is assessed so students can see the higher level of skill in each task they complete.</p>



**Key Stage 5 Curriculum Journey:**

The curriculum in Photography will enable learners to deepen their ideas and experiences in order to produce creative art products in a range of mediums, study photography and artists and the context and culture in which they created their works

**THE YEAR 12 CURRICULUM JOURNEY - PHOTOGRAPHY**

	<b>Term 1</b>	<b>Term 2 and 3</b>
<b>Topic and learning focus</b>  <b>PORTFOLIO UNIT</b> 1 of 2 units in the course		
	Introduction to skills and techniques Theory of traditional methods and digital media	Boards: body of work- ideas boards, photographers' boards, narrowed theme boards
<b>Foundational Knowledge</b> <b>Prior learning needed</b>	<ul style="list-style-type: none"> <li>● explore the theory behind all the techniques of SLR and DSLR photography</li> <li>● investigate photographers to influence and provide context</li> </ul>	<ul style="list-style-type: none"> <li>● understand the most successful technique to explore</li> <li>● produce own examples that link to photographers</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>● understand and connect theory to practical examples with written theory to support</li> </ul>	<ul style="list-style-type: none"> <li>● Link each board to an photographer to help develop contextual understanding</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>● exploit each theory and technique to produce a high level of skill in execution- linking work to the work of photographers</li> </ul>	<ul style="list-style-type: none"> <li>● Explore each theory with examples around the theme and studies from relevant photographers</li> </ul>



<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>manipulate the techniques to create innovative photos that go beyond the basic of the techniques</li> </ul>	<ul style="list-style-type: none"> <li>photos and evidence are highly executed and supported with thorough and relevance to the theme and photographers studied have a clear influence on the work produced</li> </ul>
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>specific vocabulary relating to photography production: composition, viewpoint and type of focus</li> <li>write accurately when recording and evaluation ideas and own production work</li> <li>read about influential photographers, their context and works</li> </ul>	<ul style="list-style-type: none"> <li>reading for research into influential photographers and their production pieces</li> <li>extended writing: explaining, reviewing and drawing conclusions about their own work and the work of others</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>recognising and responding to a range of culturally significant artists; appreciation of how their work has influenced culture (including popular culture)</li> </ul>	<ul style="list-style-type: none"> <li>tolerance of others and acceptance of different styles of producing photography and its meanings and interpretations</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>appreciation of how different artists present their work and express their feelings, emotions and opinions.</li> <li>promotes ability to enquire and communicate their ideas, meanings and feelings</li> </ul>	<ul style="list-style-type: none"> <li>appreciation of the creative process as in individual journey.</li> <li>independent thinking is encouraged so that it will enable students to develop their ideas and intentions and express these in an appropriate way</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>tolerance of different photographic forms, styles and influences</li> <li>photography provide many opportunities for students to make choices and express personal preferences</li> <li>students are frequently able to work as groups, supporting each other forming ideas and working towards a common outcome. They listen to others' ideas and are able to cooperate and share expertise and influences</li> </ul>	<ul style="list-style-type: none"> <li>tolerance of different societies, traditions and styles</li> <li>respect for individual composition choices</li> <li>respect for work they may not understand or like</li> <li>students are taught to use materials and tools with care to ensure the safety of others</li> </ul>
<b>Assessment</b>	<p>Students have begun making a journal that contains all the skills and techniques required in photography; they apply theory every 2 weeks and they demonstrate the theory with their own examples. The exams and non-exam assessment will measure how</p>	<p>Students select a topic and produce their best photos showing the theory learnt. These are ideas boards. They are given feedback on the shared document</p> <p>The objectives are the final assessment at the end of the course. The higher the skill level the higher the coverage of the 4 objectives. Therefore students receive <b>'quality' grades</b> to guide them. Every piece is</p>



students have achieved the following assessment areas:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

assessed so students can see the higher level of skill in each task they complete.



Grades for each piece are combined and a final score is given for the entire unit- bodies of work and sketchbook. This equals 50% of the course



**Key Stage 5 Curriculum Journey:**

The curriculum in Photography will enable learners to deepen their ideas and experiences in order to produce creative art products in a range of mediums, study photography and artists and the context and culture in which they created their works

**THE YEAR 13 CURRICULUM JOURNEY - PHOTOGRAPHY**

	<b>Term 1</b>	<b>Term 2 and 3</b>
<b>Topic and learning focus</b>  <b>Complete PORTFOLIO UNIT and Unit 2 NEA</b>		
	Complete unit 1 - final piece development boards, final piece boards and final piece with support work in journal	NEA unit- issued by AQA with titles from which to choose Ideas boards, photographers boards, narrowed theme board, final piece development boards, final piece boards, and final piece. Support work in a journal
<b>Foundational Knowledge</b>	<ul style="list-style-type: none"> <li>understand how the journey and theme narrows and it develops and be able to explain and justify this in the support pages for the pieces.</li> </ul>	<ul style="list-style-type: none"> <li>explore the themes completing research, artist pages, media tests and pieces.</li> </ul>
<b>Prior learning needed</b>		
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Link each piece to an photographers to help develop contextual understanding</li> </ul>	<ul style="list-style-type: none"> <li>understand and connect pieces to a context and influence from the photographers</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Explore each piece with support of theory around the theme and studies from relevant photographers</li> </ul>	<ul style="list-style-type: none"> <li>exploit each piece to produce a high level of skill in execution- linking work to the work of photographers</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>pieces a highly executed and support is thorough and relevant to the theme and artists studied have a clear influence on the work produced</li> </ul>	<ul style="list-style-type: none"> <li>manipulate the techniques to create innovative pieces that go beyond the basic of the techniques</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>sophisticated use of photography terminology</li> </ul>	<ul style="list-style-type: none"> <li>reading for research and influence – look at case studies</li> </ul>



<b>(including reading)</b>	<p>when talking and writing about their production work</p> <ul style="list-style-type: none"> <li>extended writing in reflecting and evaluation on their choices and compositions</li> </ul>	<ul style="list-style-type: none"> <li>write accurately in evaluating work once completed</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>understanding how photographic works are partly shaped by the context of the time in which they were produced</li> <li>Appreciate that some photography can be a critique of society and culture</li> </ul>	<ul style="list-style-type: none"> <li>appreciation of how photographic works can shape cultural attitudes and ideologies</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>Know how different photographic artists present their work and express opinions</li> </ul>	<ul style="list-style-type: none"> <li>Development of self-confidence in photography as a subject of creative self-expression</li> <li>Development of sensitivity and sensibility when interacting with the subject to be photographed</li> <li>Consideration and reflecting on levels of meaning</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>respect for work they may not understand or like</li> </ul>	<ul style="list-style-type: none"> <li>understanding and appreciation of different societies, traditions and cultures</li> <li>respect and tolerance individual photographic choices and contexts</li> </ul>
<b>Assessment</b>	<p>Students develop their theme and complete the production of the narrowed theme boards. Each piece is assessed for quality and added to the feedback sheet shared with the student.</p> <p>1 month to complete sketchbook work and final piece- all graded for quality</p> <p>Completion of final piece development boards- where a final piece is explored to conclusion.</p> <p><b>Feedback documents</b> are used to give students targets and practical advice about how to improve. This is informative and motivational.</p>	<p>Execute the production of the NEA piece determined by the examination board. The exams and non-exam assessment will measure how students have achieved the following assessment areas:</p> <ul style="list-style-type: none"> <li>Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>