



Photography

Programme of Study: Key Stage 3 to Key Stage 5

Quality of Education Intent Statement: Art & Design/Photography

Curriculum

Our curriculum follows the national curriculum. Our curriculum provides core knowledge of the formal elements and related contextual influences, building and deepening this learning as the foundations for all practical skills. We strive to ensure that our students have a broad experience of creative techniques and processes that will enable all students to achieve artistic success. We encourage all abilities and key stages to have high aspirations and enable them to think independently ready for further education and future careers.

We encourage students to personalise themes to individualise outcomes and take ownership of their learning. Our curriculum builds essential life skills by building confidence in communication of concept and emotion, evaluative skills and problem solving. We want students to be inspired by their lessons to continue learning beyond the classroom.

Links to the national curriculum:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf

<https://www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject>

Teaching and Learning

Our vision is that teaching in the Art Department inspires curiosity and challenges students to think, reflect and to work hard.

We employ a diverse range of teaching strategies and activities to raise engagement, increase productivity and stretch and challenge students of all abilities. We scaffold all learning to enable high quality outcomes from all groups.

Our teaching is underpinned by the whole school fundamental principles of: High Expectations of Behaviour for Learning; Quality of Instruction; Curriculum and Subject Knowledge; Adaptive Teaching; Learning and Making it Stick and Effective Feedback

Students understand our high expectations through our use of modelling exemplar work and practical demonstrations. They are provided with regular opportunities to review and refine their work encouraging self-reflection. Our students are confident in communicating with their peers about key artistic concepts and processes.

Assessment

Essentially we assess the learning of students in two ways, which act as two separate layers of assessment. These are as follows:

Layer 1: Formative – on-going, ungraded and focused on smaller chunks of the curriculum.

Layer 2: Summative – roughly 6 times per year. Knowledge included will build cumulatively through the year. They cover 4 key assessment criteria across a variety of media: Artist/photographic analysis, Development/Experimentation, Drawing/Photography/Recording and Personal Responses.

We identify students' strengths and weaknesses and then adapt teaching to help students improve.

Some examples of formative assessment are:

- Live marking (marking students' work as they are completing it)
- Verbal feedback
- Breaking a complex task down into several smaller parts and assessing one part at a time.
- Questioning
- Self, Peer and Whole Class Review

Teacher feedback is provided as Personal Learning Checklists for KS3 and a combination of written feedback or Personal Learning Checklists for KS4.

Key Concepts

Critical understanding of artists, sources and concepts.	Development & experimentation through media, techniques, processes and exploring ideas.	Recording ideas through observation relevant to intentions.	Presenting a final personal response realising intentions and demonstrating visual understanding.
<p>Research primary and contextual sources.</p> <p>Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p> <p>Analyse critically, evaluate and reflect on their own work and that of others</p>	<p>Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p>Acquire and develop technical skills through working with a broad range of media</p>	<p>Recording the observed world.</p> <p>Exploring ideas visually.</p> <p>Investigating, through the exploration of drawing/photographic media, new ways of expressing ideas, feelings or observations</p> <p>Record notes on developments, experiments, ideas or visits.</p>	<p>Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p>

Key Themes

Colour	Line	Shape & Form	Tone	Texture	Pattern	Composition	Photoshop skills	Manual Camera Skills
<p>Colour theory The science and art of using colour. How humans perceive colour; and the visual effects of how colours mix, match or contrast with each other.</p> <p>Colour mixing The skill of being able to make a range of colours through mixing in a variety of media.</p>	<p>The use of various marks, outlines, and implied lines during artwork and design. Width, direction, density, curve, and length.</p>	<p>Exploring varied types of shape through artwork created by lines, textures, colours.</p> <p>Drawing and creating three-dimensional forms through a variety of media.</p>	<p>Light and dark values used to render a realistic object, or to create an abstract composition.</p> <p>The use of tone in a range of media to create 3D effects and realism.</p>	<p>The perceived surface quality of a work of art.</p> <p>Use of texture, along with other elements of design to convey realism and/or a variety of messages and emotions.</p>	<p>The underlying structure that organizes surfaces or structures in a consistent, regular manner.</p> <p>A repeated unit of shape or form.</p>	<p>The placement or arrangement of visual elements in a work of art and how these affect the viewer.</p>	<p>Post photographic digital editing skills – manipulating photographs using various filters, layers and functions.</p>	<p>Manipulating Shutter Speed, Aperture and ISO to control the visual effects of photography.</p>

YEAR: 8

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<p>FORM & TEXTURE Drawing Sculpture</p> <p><u>Big Question:</u></p> <p>How can the form & texture of an object be emphasized in various types of media?</p> <p>Formal Elements Composition Oldenburg Research</p>	<p>FORM & TEXTURE Drawing Sculpture</p> <p><u>Big Question:</u></p> <p>How can the form & texture of an object be emphasized in various types of media?</p> <p>Observational drawing- TONE</p> <p>Plan & start sculptures</p>	<p>FORM & TEXTURE Drawing Sculpture Painting</p> <p><u>Big Question:</u></p> <p>How can the form & texture of an object be emphasized in various types of media?</p> <p>Final Sculptures</p>	<p>SHAPE & CULTURE Drawing Painting</p> <p><u>Big Question:</u></p> <p>How are belief systems & culture communicated through artefacts & symbolism?</p> <p>Aboriginal Art introduction and context</p>	<p>SHAPE & CULTURE Drawing Painting</p> <p><u>Big Question:</u></p> <p>How are belief systems & culture communicated through artefacts & symbolism?</p> <p>Animal Drawing - TONE</p> <p>Planning design for Final Piece (A02) start layout</p>	<p>SHAPE & CULTURE Drawing Painting</p> <p><u>Big Question:</u></p> <p>How are belief systems & culture communicated through artefacts & symbolism?</p> <p>Aboriginal Painting</p> <p>Extension:</p> <p>Shape- Bugs Polystyrene printing</p>																																
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Oldenburg Research page: A01	Biscuit drawings A03	Final Sculpture A04	Aboriginal research – visuals and written A01	Animal Drawing A03	Aboriginal Dreaming Painting A02/A04																																
					Extension: Bug inspired printing A04																																

YEAR: 9

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Introduction: Rotation 1										Introduction: Rotation 1					Introduction: Rotation 2					Introduction: Rotation 2					Introduction: Rotation 3					Introduction: Rotation 3				
-Composition -Formal Elements										-Aperture -Shutter speed -Photoshop					- Composition -Formal Elements					- Aperture -Shutter speed -Photoshop					- Composition -Formal Elements					- Aperture -Shutter speed -Photoshop				
<u>Big Question:</u>										<u>Big Question:</u>					<u>Big Question:</u>					<u>Big Question:</u>					<u>Big Question:</u>					<u>Big Question:</u>				
What are the fundamental principles in creating photographic artwork?										What are the fundamental principles in creating photographic/digital media art work?					What are the fundamental principles in creating photographic artwork?					What are the fundamental principles in creating photographic/digital media artwork?					What are the fundamental principles in creating photographic artwork?					What are the fundamental principles in creating photographic/digital media artwork?				
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<u>Final outcome</u>										Final outcome					Final outcome					Formative/Summative Final outcome					Final outcome					Final outcome				

Key Stage 4

YEAR: 10

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Introductory Project										Landscape										Landscape										Fashion/Portrait Photography										Fashion/Portrait Photography										GCSE Personal Project- Past paper									
Recap formal elements/composition										Themes: Concrete Jungle Natural world Journey										Themes: Concrete Jungle Natural world Journey										Themes: Catalogue Street Editorial										Themes: Catalogue Street Editorial										Preparatory Studies-									
Photo shoots Contact sheets.										Artist studies: Miles Donovan & Terri Weifenbach										Experiments										Artist studies: Mario Testino & Vicky Grout										Experiments										Photographer studies									
DSLRs: Aperture – Slinkachu										Initial Idea										Final piece										Initial Idea										Final piece										Photographic shoots									
Shutter Speed – Sequence Photography/Blurred movement										(Photoshoots throughout) 1, 2 & 3 Point perspective and camera controls										(Photoshoots throughout) 1, 2 & 3 Point perspective and camera controls										(Photoshoots throughout) 3 point lighting system, location/studio, working with models.																													
Big Question How can you manipulate camera settings to impact the viewer?										Big Question: How can photographic editing techniques communicate a theme through landscape?										Big Question: How can photographic editing techniques communicate a theme through landscape?										Big Question: How can pose, expression, location and fashion styles be used to sell products?										Big Question: How can pose, expression, location and fashion styles be used to sell products?										Big Question: How can photography communicate a theme or personal meaning?									
Key Concepts										Key Concepts										Key Concepts										Key Concepts										Key Concepts										Key Concepts									
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Formative/ Summative										Formative/ Summative										Formative/ Summative										Formative/ Summative										Formative/ Summative										Formative/ Summative									
A01/2/3/4: Outcomes intro project										A01: Photographic studies A02: Initial Idea										A02: Experimentation A04- final outcome										A01: Artist studies										A03: Record A02: Initial Idea/experiments A04: Final outcome										A01: Photographic studies									

YEAR: 11

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
GCSE Personal Project- Past paper Preparatory Studies-										GCSE Personal Project- Past paper Final Piece Nov/Dec – Review and Refine CW					Externally Set GCSE Exam Preparatory studies for Final Exam Artist studies, record & initial idea					Externally Set GCSE Exam Preparatory studies for Final Exam Experimentation Final Exam					Review/Refine Course work. Study Leave					Study Leave									
Initial idea										Big Question: How can photography communicate a theme or personal meaning?					Big Question: How can photography communicate a theme or personal meaning?					Big Question: How can photography communicate a theme or personal meaning?																			
Extra artists																																							
Experimentation/Start Final Piece																																							
Big Question: How can photography communicate a theme or personal meaning?																																							
Key Concepts										Key Concepts					Key Concepts					Key Concepts					Key Concepts					Key Concepts									
Key Themes										Key Themes					Key Themes					Key Themes					Key Themes					Key Themes									
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Formative/Summative										Formative/Summative					Formative					Formative																			
A02 Initial idea/experiments										A04: Final outcome																													

Key Stage 5

YEAR: 12

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Introduction project Foster Huntington		Personal Project 1: Artist/Photographic studies and personal responses- Record: A2 drawing and photography					Personal Project 1: Initial Ideas Visual responses and evaluation Experimentation					Personal Project 1: Experimentation Exploration of subject matter, techniques and processes Final outcomes					Personal Project 1: Final outcomes Large-scale outcomes/digital media. A04					Personal Project Part 2: Evaluation of topic/theme – ch key interest to continue/develo Create question for personal s Powerpoint of 3 or 4 extra artis influence investigation in line v personal study question. Visual responses. A01/A02														
Personal Project 1: Introduction to theme. Artist/Photographer 1 Written analysis & visual responses: A01 Big Question: How can art communicate a theme or personal meaning?		Photography: Photo shoots Contact sheets Technical information A01/A03 Big Question: How can art communicate a theme or personal meaning?					Exploration of subject matter, techniques and processes A02 Big Question: How can art communicate a theme or personal meaning?					Large-scale outcomes/digital media. A02/A04 Big Question: How can art communicate a theme or personal meaning?					Big Question: How can art communicate a theme or personal meaning?					Big Question: How can art communicate a theme or personal meaning?														
Key Concepts		Key Concepts					Key Concepts					Key Concepts					Key Concepts					Key Concepts														
Key Themes		Key Themes					Key Themes					Key Themes					Key Themes					Key Themes														
Assessment Method: Formative/Summative: Artist study A01		Assessment Method: Formative/Summative Record - photography & annotation A03					Assessment Method: Formative/Summative Initial Idea/Experimentation A02					Assessment Method: Formative/Summative Final outcomes A04					Assessment Method: Formative/Summative Final Outcomes A04					Assessment Method: Formative/Summative Artist development A02														

YEAR: 13

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Personal Project 2:					Personal project 2:					Personal project A04					Exam Project:					Exam Project:					Study Leave												
Experimentation Large-scale experimentation. A02/A04 <u>Big Question:</u> How can art communicate a theme or personal meaning?					Final Outcomes A04 <u>Big Question:</u> How can art communicate a theme or personal meaning?					Exam Project: Artist/photographic studies Visual response & written analysis A01 <u>Big Question:</u> How can art communicate a theme or personal meaning?					Record. A2 drawing and/or photography Initial Idea and experimentation A02/A03 Controlled test A04 <u>Big Question:</u> How can art communicate a theme or personal meaning?					Review and refine CW. Final exhibition. Course finished. A01/A02/A03/A04 <u>Big Question:</u> How can art communicate a theme or personal meaning?																	
Key Concepts					Key Concepts					Key Concepts					Key Concepts					Key Concepts																	
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Formative/summative Experimentation A03/A02 Component 1					Formative/summative A04 Final outcome Component 1					Formative assessment. Part of real exam so no grading allowed. A01 Component 2					Formative assessment. Part of real exam so no grading allowed. A03/A02/A04 Component 2					External moderation by exam board. Component 1																	