

# Photography curriculum map



## Curriculum Intent Statement

*Photography* is defined here as the practice of creating durable static or moving images by recording light with light-sensitive materials such as photographic film or digitally by means of an image sensor. It includes still photography and other lens-based media. GCSE in Photography is designed to provide engaging, challenging, coherent and meaningful learning experiences. Our rewarding and immersive programme of study aims to actively engage students in the creative process whilst developing their creative, imaginative, and intuitive capabilities. The focus of this curriculum map is to nurture an enthusiasm for photography through exploration of practical and relevant critical and contextual sources such as the work of historical and contemporary photographers and the different purposes, intentions, and functions of photography as appropriate to their own work.

## Key Knowledge & Skills to be mastered by Pupils

	Learning Period 1 September - December – 14 weeks Over 2 half terms	Learning Period 2 January to April – 12 weeks Over 2 half terms	Learning Period 3 May to July – 13 weeks Over 2 half terms	NOTES
<b>Year 9 Carousel (10 weeks)</b>				
<b>Topic/s</b>	<b>Portraiture (5 weeks)</b>	<b>Fragmented Portraiture (5 weeks)</b>		
	<p>What is portraiture photography?                      Research into Rankin's Destory project collaborated with youth music charity                      Physical manipulation in photography                      Assessment Criteria:</p> <ul style="list-style-type: none"> <li>- AO1</li> <li>- AO2</li> <li>- AO3</li> <li>- AO4</li> </ul>	<p>Development on the 5 week portraiture and understanding how we can use digital manipulation to created a fragmented image.                      Assessment Criteria:</p> <ul style="list-style-type: none"> <li>- AO1</li> <li>- AO2</li> <li>- AO3</li> <li>- AO4</li> </ul>		
<b>Knowledge &amp; Skills</b>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>• Use a DSLR camera.</li> <li>• Incoprate techniques to take better portraiture images.</li> <li>• Develop their ideas through investigions.</li> </ul>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>• Use a DSLR camera.</li> <li>• Use a portable studio for lighting techniques</li> <li>• Incoprate techniques to take better portraiture images.</li> <li>• Develop their ideas through investigions.</li> </ul>		

	<ul style="list-style-type: none"> <li>Experiment with appropriate media, materials and techniques.</li> <li>Record ideas, observations and insights relevant to intentions as work progresses.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with appropriate media, materials and techniques.</li> <li>Record ideas, observations and insights relevant to intentions as work progresses.</li> </ul>		
<b>Cross Curricular:</b>	IT, English			
<b>Year 10 Photography</b>				
<b>Topic/s</b>	<b>DSLR manual mode, Photography basics.</b> <b>Natural forms project.</b> <b>Workshops: cyanotypes</b>	<b>Natural forms project continued</b> <b>Workshops: Lightbox studio</b> <b>Workshops: Adobe creative cloud</b>	<b>Choice of project</b>	
	<ul style="list-style-type: none"> <li>The functions of a DSLR camera</li> <li>Exposure triangle (aperture, shutter speed, ISO)</li> <li>Visual elements</li> <li>Compositional techniques</li> <li>History and Genres of photography</li> <li>Chemical based photography</li> </ul>	<b>Assessment Criteria:</b> <ul style="list-style-type: none"> <li>AO1</li> <li>AO2</li> <li>AO3</li> <li>AO4</li> </ul>	<b>Assessment Criteria:</b> <ul style="list-style-type: none"> <li>AO1</li> <li>AO2</li> <li>AO3</li> <li>AO4</li> </ul>	
<b>Knowledge &amp; Skills</b>	<b>Students will be able to;</b> <ul style="list-style-type: none"> <li>Use a DSLR camera.</li> <li>Incorporate techniques to take better imagery.</li> <li>Understand the history of photography.</li> <li>Develop their ideas through investigations.</li> <li>Experiment with appropriate media, materials and techniques.</li> <li>Record ideas, observations and insights relevant to intentions as work progresses.</li> </ul>	<b>Students will be able to;</b> <ul style="list-style-type: none"> <li>Use Photoshop and Lightroom at a basic level</li> <li>Use school iPads for editing</li> <li>Develop their ideas through investigations</li> <li>Explore and select ideas</li> <li>Experiment with appropriate media, materials, techniques and processes</li> <li>Record ideas, observations and insights relevant to intentions as work progresses</li> <li>Demonstrate understanding of visual language</li> <li>Present a personal meaningful response</li> </ul>	<ul style="list-style-type: none"> <li>Develop their ideas through investigations</li> <li>Explore and select ideas</li> <li>Experiment with appropriate media, materials, techniques and processes</li> <li>Record ideas, observations and insights relevant to intentions as work progresses</li> </ul>	
<b>Cross Curricular:</b>	Science, History, IT, English			

**Year 11 Photography**

<b>Year 11 Photography</b>			
<b>Topic/s</b>	<b>Continuation of own choice project</b>	<b>Externally Set Assignment with a 10 hour exam</b>	
	<b>Assessment Criteria: AO1, AO2, AO3, AO4</b>	<b>Assessment Criteria: AO1, AO2, AO3, AO4</b>	
<b>Knowledge &amp; Skills</b>	<b>Students will be able to;</b> <ul style="list-style-type: none"> <li>• <b>Develop their ideas through investigations</b></li> <li>• <b>Explore and select ideas</b></li> <li>• <b>Experiment with appropriate media, materials, techniques and processes</b></li> <li>• <b>Record ideas, observations and insights relevant to intentions as work progresses</b></li> <li>• <b>Present a personal and meaningful response that realises intentions</b></li> <li>• <b>Demonstrates understanding of visual language</b></li> </ul>	<b>Students will be able to;</b> <ul style="list-style-type: none"> <li>• <b>Develop their ideas through investigations</b></li> <li>• <b>Explore and select ideas</b></li> <li>• <b>Experiment with appropriate media, materials, techniques and processes</b></li> <li>• <b>Record ideas, observations and insights relevant to intentions as work progresses</b></li> <li>• <b>Present a personal and meaningful response that realises intentions</b></li> <li>• <b>Demonstrates understanding of visual language</b></li> </ul>	
<b>Cross Curricular:</b>	<b>Science, History, IT, English</b>		