



Photography Curriculum Intent



Why is Photography important?	Photography is a great way to introduce students to art. When it comes to technical precision, it is one of the art forms that requires the least amount of practice to become a novice. Although like other art forms it requires infinite practice for perfection; and this is what we aspire to show our students.
What is Photography's value within the curriculum and in everyday life?	Many aspects of the course enable students to build a greater understanding of the creative processes through theory and contextual research. It allows many of our students to express themselves in a creative way that they may otherwise not have the ability to through a traditional art course. As stated above, many are already at the novice stage due to their relationship with technology and their consumption of media. The role of the course is to give their work a deeper meaning and develop their 'snapshots' into photographs that evoke emotion and conversation.
How does Photography reinforce the Alsop values of Knowledge Respect and Opportunity?	<p>Knowledge: Students explore, acquire and develop skills, knowledge and understanding through the application of traditional and/or digital techniques and processes specific to their chosen area(s) of study. Students explore 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. Students demonstrate the knowledge, skills and understanding through area(s) of study relevant to Photography.</p> <p>Respect: Projects are designed to not only teach the technical skills but also develop an understanding in the wider community, responding to social and cultural events through history and current times. Students are encouraged to become independent learners and thinkers with the aim to think outside of the box.</p> <p>Opportunity: The Photography curriculum actively engages students in the creative process of photography in order to develop their effectiveness and independence, and aims to develop them as critical and reflective thinkers with enquiring minds. It develops creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products. It supports learners to become more confident in taking risks and they learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. This curriculum develops critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. It also develops and refines ideas and proposals, personal outcomes or solutions with increasing independence. Students acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Students demonstrate safe working practices in photography.</p>
How does photography build on the foundations laid at KS2?	Photography is offered as an option subject and builds on top of the art framework delivered at KS2 & 3. Students have had some exposure to artists and their styles, often replicating the work of others. The course utilises this process and develops it by allowing students the opportunity to explore a new medium and use this foundation as an inspiration. Many students will have been introduced to formal elements in art such as line, tone, shape form, colour, pattern, texture and composition. The photography course again, builds on these elements relating them to the photographic process.



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How does Photography support reading?	We aim to use speaking and listening to develop subject learning. We use active-reading strategies to increase pupils' ability to read for a purpose and engage with text and the learning to be gained from it, for example, students look at specific artists and identify the important information that will enable them to develop their own ideas and projects. We demonstrate the sequence for writing and modelling writing for a key text-type within the subject; seeing how it is done helps pupils to achieve it for themselves more quickly. This is carried out through image analysis of iconic photographer's work. We use the Frayer model to build learning of subject-specific vocabulary
How does Photography challenge all learners?	In photography we challenge all learners through well-planned programmes of study and well planned lessons; following the Alsop framework. Our aim is to ensure we have high expectations and allow opportunities for all students to achieve/exceed their potential through work we set. We are committed to support all learners and use necessary drawing and tracing techniques and literacy guides for students who need it.
How is Photography inclusive for all learners?	Within photography we have a learning environment where every student feels included, valued, and encouraged. The desire to create a positive experience in an inclusive subject helps drive everything we do. Our students know they are valued and represented in their learning. They can create personal art inspired by a diverse variety of artists and themes. In an inclusive art room, students learn and thrive from identifying similarities and celebrating differences in others.
What role does assessment play in Photography?	Students are assessed consistently during the lesson whilst they are working on their projects. We offer opportunities for group and peer assessment of work giving students the confidence and ability to describe their work with conviction. The students are also assessed at various opportunities throughout the term with a specific focus on one aspect of the unit taken from the assessment objectives. The in-class assessment helps to quickly identify areas for progression and improvement but also stamp helps address any misconceptions. The half termly assessment give a more accurate and overall assessment as to the progress of the student and identify again any areas that may need to be re-covered.
How are British values interwoven into the Photography curriculum?	Through the art and artists we study from a variety of different genders, religions, faith, backgrounds and cultures. We tackle important and diverse issues in our questioning and discussion through the themes and topics we explore in our curriculum. Art and Design encourages collaborative work, respect for each other and responsible behaviour. It may also include teamwork to produce or research artists, designers and craftspeople. Within Art and Design pupils will often have opportunities to work responsibly, managing their time and tasks as well as sharing resources. Pupils are encouraged to peer mentor and peer evaluate, demonstrating respect and tolerance for each other and each other's work, sharing their ideas and opinions respectfully.
How is SMSC interwoven into the Photography curriculum?	SMSC is interwoven in the following ways: Students are taught to embrace, accept, and be empathetic to all cultures, traditions, and beliefs of others through the teaching of Photography, and stereotypes are challenged where necessary. The Photography curriculum presents students with photographers with a range of religious beliefs and looks at how this impacts their practice. In Key Stage 4, the Photography curriculum encourages students to work independently and develop projects linked to their own, and others, cultures and beliefs. The Photography curriculum identifies and explores many moral issues, including issues relating to advertisement and product placement, mental health represented in the arts and media, socio economics and the impact on architecture, and documentary



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	<p>photography looking at a range of moral issues. Photography lessons educate students on the impact these moral issues have had over the Creative Arts, how photographers spread awareness through their work, and gives an opportunity for open discussion and for students to develop their opinions and moral beliefs.</p> <p>Key Stage 4 Photography encourages students to work independently and develop projects linked to their own, and others, moral beliefs. Social development in Photography Students are encouraged to collaborate and work independently throughout their Photography lessons and are frequently asked to support one another with problem solving to aid the development of work and projects.</p> <p>Resilience is developed through the Photography curriculum emphasising ‘celebrating mistakes as an opportunity to learn’, and giving students many opportunities to experiment with tools, materials, and techniques. Students are taught and encouraged to develop social strategies for dealing with any barriers or problems they may be confronted with in order to refine work and projects. Students are given the opportunity throughout the Photography curriculum to experience a wide range of point of views, from photographers to peers, and are taught to appreciate, respect, and celebrate diversity.</p> <p>Cultural development is a central part of the Photography curriculum. Throughout Photography lessons, students are exposed to photographers from a range of cultures and backgrounds, and photographs that show cultures, traditions, and society from across the world. Students are taught how cultures have influenced Photography throughout history (and visa versa) and continue to do so now. Projects in Photography give students the opportunity to explore and document the culture and heritage of their own cultures and traditions and share this experience with their peers in an accepting and respectful environment that celebrates and embraces diversity.</p>
How is cultural capital interwoven into the Photography curriculum?	<p>We build the Cultural Capital of our students by providing students with a means to engage with and understand the world around them and their relationship with it. Embedded in our curriculum is the exploration of the work of other artists and designers from a vast spectrum of backgrounds, genders, ethnicities and beliefs. We learn about how the world and its artefacts are represented and about the ideologies running through them. Cultural awareness is developed through creating, investigating, making and doing. This journey gives our students a voice with which to express their thoughts, feelings about and responses to the world around them.</p> <p>We have a number of units that look at the city’s cultural past through the architecture and links to the Beatles.</p> <p>One visit takes the students around the iconic locations from the history of the Beatles and gives them an insight into how their musical successes still impact the city today. We also run a tour of the city’s vast variety of architecture and touch on their links to the past.</p>