



CHORLTON HIGH SCHOOL: PHOTOGRAPHY

INTENT

We want the opportunity for students to be creative and learn how to express themselves.

We want students to have a visual dictionary to enable them to decode the increasing visual world around them.

We want students to be able to question, critique, describe, subvert their world only Art can do this honestly.

We need students need to think about ideas. If you teach them self-expression, you are adding to democracy.

We want to ensure that our curriculum is relevant and engaging, we want to ensure students are aware of contemporary artists talking about *their* world.

Drawing is one of the most effective ways to remember new information. It goes right back to our first conscience expression of thought.

Why do you think oppressive regimes always try to censor art and lock up artists? (China [Ai Weiwei](#))

It reduces cognitive load, simplifying complex ideas.

It improves outcomes across the curriculum [Feversham Primary in Bradford](#)



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Year Group	Year 9 Photography					
Rationale/ Narrative	Pupils explore, experiment and develop the skills needed to successfully fulfil the GCSE Photography requirements. It is our intention that pupils do this without fear of failure. Units are exciting, current, and encourage students to be able to question, critique, describe, subvert their world only Art can do this honestly. Pupils will explore the work of Giger (drawings) Gwong Osang (Sculpture) and Mike Libby (Steampunk) Pupils will use Photoshop to build digital design and planning skills. Pupils will explore and experiment with a wide range of photographic techniques concluding in the construction of a 3D photograph. Sustained practice will be encouraged through exam/assessments. Attendance of after school sessions encourages pupils to balance their time and understand the commitment the making process demands.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Critical and contextual understanding of the work developed by HR Giger. Diversity of careers within the arts. Exploration of the design process.	Exploration of a variety of tools in Photoshop. Exploration of a variety of process inform the making of the 3D photograph. Collage process both digital and paper based. Tone matching and the challenges of working in 3D.		Critical and contextual understanding of the work developed by Slinkachu. Diversity of photographic outcomes. Experimentation with Aperture and Depth of Field. Power of Instagram.	Exploration of formal elements of art within Photography. Pupils will go on a Photography Safari to support this.	Selfie-The new portraiture? students will explore the selfie as a process and an art form. pupils will explore the positives and negative connotations of the selfie.
SKILLS	Drawing, painting, collage, digital collage, digital drawing, still life photography.	Paper construction, digital collage, annotation, portfolio building.		Narrative, layout, manipulation of the camera settings on Aperture priority, basic digital collage skills.	Decoding visual language, cropping and isolating.	Decoding visual language, composition, lighting.
ASSESSMENTS	<ol style="list-style-type: none"> Artist Research Shell Man 	<ol style="list-style-type: none"> Progress tests covering digital collage 	<ol style="list-style-type: none"> Design 1 Design 2 	<ol style="list-style-type: none"> Progress test /portfolio feedback 	<ol style="list-style-type: none"> Photography Safari Artist Research 	Progress test /portfolio feedback



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