



FRAMEWORK FOR LEARNING

CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

PHOTOGRAPHY

INTENT

"Art is not a mirror held up to reality but a hammer with which to shape it." - Bertolt Brecht

- Students will develop their ability to realise creative thoughts/ideas/imagination.
- Pupils will gain a wide range of art, craft and design experiences enabling young people to discover themselves and find their voice.
- Students will be supported and nurtured to shape their own outcomes.
- Students will gain a deep cultural knowledge and understanding.
- We will empower children to voice, shape and express cultural heritage.
- Students will develop skills for future learning and employment.
- 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.



YEAR GROUP

YEAR 11

RATIONAL / 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 experiment with a wide range of photographic techniques concluding in a personal response to the Abstract. 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.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

“Concealment”

Exploration of past GCSE exam paper question, unpicking how to respond to an exam paper question. Working on individual responses and idea development.

Annotation workshop to ensure all students are confident independently unpicking context of an artist/artwork to inform development of their own work.

Students will utilise previous Photoshop and photoshoot knowledge to explore the theme of Concealment.

Students will engage with Physical manipulation to explore other ways of ‘editing’ an image and developing ideas further.

Further development of Work under the theme of Concealment

Students will start to Branch off independently developing their ideas and refining their work. Students will continue to explore both physical and digital editing and manipulation.

Mock Exam held to ensure students are confident with exam routines and expectations going into Component 2.

COMPONENT 2
Externally Set Assignment:

Application of knowledge gained from the course to reflect and refine work submitted for the Externally Set Assignment

COMPONENT 2
Externally Set Assignment Exam preparation:

Application of knowledge gained from the course to reflect and refine work submitted for Final outcome examination.

Make a Difference, Final Hand in:

Revising coursework focussing on key areas for development to refine and update Year 10 pieces with updated skills and experience.
Completion of all work

SKILLS

Application of manual function knowledge. Dealing with changing light during outside

Reflection, understanding and application of strengths, independence,

Independent research. Reflection, understanding and application of strengths, independence,

Reflection, understanding and application of strengths, independence,

Reflection, understanding and application of strengths, independence,



ASSESSMENT	shoot. Use of lighting to create abstract experiments. Applying the formal elements to work. Independently resolving learning journeys.	managing workload meeting deadlines.	managing workload meeting deadlines.	managing workload meeting deadlines.	managing workload meeting deadlines.
	MP1 Portfolio Feedback MP2 Portfolio feedback	MP3 Portfolio feedback MP4 Marking point – Coursework final piece	MP1 ESA Feedback MP2 ESA feedback	MP3 ESA Feedback MP4 10 Hour Final outcomes in exam conditions.	Internal and External moderation to take place in the Summer 1 for both components.
HOME LEARNING	Afterschool sessions attendance or completion of annotation / research task as per coursework tracker	Afterschool sessions attendance or completion of annotation / research task as per coursework tracker	Afterschool sessions attendance or completion of annotation / research task as per coursework tracker	Afterschool sessions attendance or completion of annotation / research task as per coursework tracker	Afterschool sessions attendance or completion of annotation / research task as per coursework tracker
READING, WRITING, TALK, NUMERACY	<p>Reading: Reading Strategies of ‘predicting’, ‘ask questions’ and ‘form opinions’ used regularly. No cold calling. Unpicking the exam, its use of language and general themes.</p> <p>Writing: Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.</p> <p>Talk: Opportunities for talk in every lesson using evaluative talk and questioning to respond imaginatively to stimuli. Pupils develop opinion and constructive criticism of peer work and artist’s work. Communication Feedback loops and learning conversations to improve grades to match up with target levels.</p> <p>SEEC used for Tier 3 Vocab.</p> <p>Numeracy: Opportunities to used numeracy in lessons to develop an understanding of aperture and composition.</p>				
	TIER 2 VOCABULARY	Context Layers	Research Select	Manipulation Interpret	Editing Review
TIER 3 VOCABULARY	Abstract, colour, shape form, composition, mark making, Manipulation	Abstract, colour, shape form, composition. Aperture, white balance, shutter speed.	Determined by the External set assignment.	Determined by the External set assignment.	
PSPSMC, BRITISH VALUES AND DIVERSITY	Students will continue to be supported to work completely independently, using staff to facilitate and explore ideas. This will prepare	Students will continue to be supported to work completely independently, using staff to facilitate and explore ideas. This will prepare	Determined by the External set assignment.	Determined by the External set assignment.	



	<p>students for the examination and beyond.</p> <p>Students will start to explore "Concealment" as an idea within portraiture and identity and what it means to conceal ourselves.</p>	<p>students for the examination and beyond.</p> <p>Students will begin to realise their personal responses to their own research and idea generation, continuing to work collaboratively to create work that has meaning and personality.</p>				
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