



CHS Curriculum Intent

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

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

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

CHS Curriculum Area Framework for Learning – Years 7-11

SUBJECT	Photography
INTENT	<p>We want the opportunity for students to be creative and learn how to express themselves.</p> <p>We want students to have a visual dictionary to enable them to decode the increasing visual world around them.</p> <p>We want students to be able to question, critique, describe, subvert their world only Art can do this honestly.</p> <p>We need students need to think about ideas. If you teach them self-expression, you are adding to democracy.</p> <p>We want to ensure that our curriculum is relevant and engaging, we want to ensure students are aware of contemporary artists talking about <i>their</i> world.</p> <p>Drawing is one of the most effective ways to remember new information. It goes right back to our first conscience expression of thought.</p> <p>Why do you think oppressive regimes always try to censor art and lock up artists? (China Ai Weiwei)</p> <p>It reduces cognitive load, simplifying complex ideas.</p> <p>It improves outcomes across the curriculum</p>



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Year Group	9					
Rationale/ Narrative	<p>Pupils explore, experiment and develop the skills needed to develop as photography students. 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 creation of a cyborg based on mannequin photographs or their own face. 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. Pupils will be introduced to the use of their E book as a means of recording all of their work.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Exploration of the Cannon cameras available to students.</p> <p>Exploration of the formal elements within photography.</p> <p>Line (Cartier Bresson)</p> <p>Texture (Edward Weston)</p> <p>Colour (Alberto Seveso)</p> <p>Critical and Contextual understanding of the artists work above.</p> <p>Careers within the arts.</p>	<p>Critical and contextual understanding of the work developed by HR Giger.</p> <p>Diversity of careers within the arts.</p> <p>Exploration of the design process.</p>	<p>Critical and contextual understanding of the work developed by HR Giger.</p> <p>Diversity of careers within the arts.</p> <p>Exploration of the design process.</p>	<p>Continued Exploration of formal elements of art within Photography. Pupils will go on a Photography Safari to support this.</p>	<p>Selfie-The new portraiture?</p> <p>students will explore the selfie as a process and an art form.</p> <p>pupils will explore the positives and negative connotations of the selfie.</p>	<p>Critical and contextual understanding of the work developed by Slinkachu. Diversity of photographic outcomes.</p> <p>Experimentation with Aperture and Depth of Field. Power of Instagram</p>
SKILLS	<p>Use of the camera, stance. Use of the camera and basic settings. Automatic and close up.</p>	<p>Camera skills, introduction of basic lighting. Further development of presentation skills.</p>	<p>Camera skills, introduction of basic lighting. Further development of presentation skills. E.g.,</p>	<p>Decoding visual language, cropping and isolating. Further experimentation</p>	<p>Decoding visual language, composition, lighting. Health and safety in workplace, setting up lighting safely.</p>	<p>Narrative, layout, manipulation of the camera settings on Aperture priority, Use of tripod, basic digital collage skills.</p>



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	Photoshop basics. Crop, select, layers.	E.g., Contact sheet creation and editing. Creation of meaningful mind maps to further enhance independent ideas. The use of mixed media within photography.	Contact sheet creation and editing. Creation of meaningful mind maps to further enhance independent ideas. The use of mixed media within photography.	with camera and different lens sizes.		Macro lens.
ASSESSMENTS	Portfolio feedback on edited sample of photographs of formal elements	Progress test covering digital collage Portfolio feedback	Portfolio feedback on edited sample of photographs of cyborgs	Progress test Portfolio feedback on Analysis of the work of other practitioners	Portfolio feedback on safari photography	Progress tests covering dioramas in the style of the artist Portfolio feedback cover
HOME LEARNING	Attendance of after school sessions. Completion of Teams tasks set for research or retrieval practice.					
READING, WRITING, TALK	No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.	No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.	No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.	No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Writing developed in every lesson through typed annotation and analysis of artwork	No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.	No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.



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Year Group	10					
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 Photographers who explore the themes of Scale, Self and Abstract. Pupils will experiment with a wide range of photographic techniques concluding in a personal response to the themes of scale Abstract and self. 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 Karl Blossfeldt, Slinkachu and other similarly focused artists. Exploration of the theme of Scale and of the DLR's manual functions predominantly; aperture. Use of macro lens. Workshops on use of lighting and depth of field.	Continue to create images and ideas on the theme of scale. Continued development of E book recording annotations, contact sheets. Continued development of use of tabletop lighting, filters and editing skills using photoshop. Development of own ideas and production of an outcome.	Exploration of Abstract photography. The formal elements of still lives, discussion and analysis of the abstract and its place in photography. Looking at the artists Beshty, Mark Mawson, Bill Armstrong/Saul Leiter. Lin Motion blur/ Gjion Mili Workshop on use of light box. With the addition of some architectural photography.	Continue to create images and ideas on the theme of Abstract, introduction of other artists identified by students as being of interest and vital to the development of their ideas. Presenting work in their E book in a professional manner.	Exploration of portraiture/self. The formal elements of portraiture within photography. Exploration of mixed media portraits. Contextual studies, recording on E book. Artists: Rankin Also, Tolino, Gjion Mili, Pablo Thecuadro	Exploration of portraiture/self. The formal elements of portraiture within photography. Exploration different types of portrait photography. Exploration of self. Exploration mixed media.
SKILLS	Narrative, managing E Book, manipulation of the	Development of own ideas.	Developing independence and exploring the	Photoshop techniques. Presentation skills,	Application of manual function knowledge. Painting, drawing	Application of manual function knowledge. Painting, drawing



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	camera settings on Aperture priority, basic digital collage skills. Use of macro lens. Photographic props.	Narrative, managing E Book, manipulation of the camera settings on Aperture priority, basic digital collage skills. Use of macro lens. Photoshop use of Exposure, resizing, Forced proportion.	techniques each of the artists bring to photography. Use of photoshop to explore Hue, Saturation.	annotation skills. Develop continued independence. Camera techniques slow shutter speed. Motion blur.	both physically and digitally.	both physically and digitally.
ASSESSMENTS	Portfolio feedback AO1	Progress tests covering AO2. Portfolio feedback AO4	Portfolio feedback AO1	Progress tests covering AO2. Portfolio feedback AO4	Portfolio feedback AO1	Progress tests covering AO2. Portfolio feedback AO4
HOME LEARNING	Afterschool sessions attendance are compulsory.	Afterschool sessions attendance are compulsory.	Afterschool sessions attendance are compulsory.	Afterschool sessions attendance are compulsory.	Afterschool sessions attendance are compulsory.	Afterschool sessions attendance are compulsory.
READING, WRITING, TALK	No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes. Opportunities for talk in every lesson using Talk protocols. SEEC used for all Tier 3 Vocab.	No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes. Opportunities for talk in every lesson using Talk protocols. SEEC used for all Tier 3 Vocab.	No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes. Opportunities for talk in every lesson using Talk protocols. SEEC used for all Tier 2 Vocab	No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes. Opportunities for talk in every lesson using Talk protocols. SEEC used for all Tier 2 Vocab	No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes. Opportunities for talk in every lesson using Talk protocols. SEEC used for all Tier 2 Vocab	No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes. Opportunities for talk in every lesson using Talk protocols. SEEC used for all Tier 2 Vocab



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TIER 3 VOCAB	Composition, Context, Diorama, Aperture, Scale, macro	Composition, Context, Diorama, Aperture, theme	Saturation, Unrealistic, Rule of thirds,	Saturation, Unrealistic, Rule of thirds,	Formal portraiture/informal portraiture	Formal portraiture/informal portraiture
PSPSMC, BRITISH VALUES	Students will develop their own personal confidence when working with Photoshop and camera functions. This will build their resolve and understanding as well as aspire them to work through a range of practical tasks.	Students can link work to the various celebrations on the calendar, work can also be related to current news programs.	Students will continue to develop their own personal confidence when working with Photoshop and camera functions. This will build their resolve and understanding as well as aspire them to work through a range of practical tasks.	Students will continue to develop their own personal confidence when working with Photoshop and camera functions. This will build their resolve and understanding as well as aspire them to work through a range of practical tasks.	Students will continue to develop their own personal confidence when working with Photoshop and camera functions. This will build their resolve and understanding as well as aspire them to work through a range of practical tasks. Students will continue to explore Women in photography, women as the subject. The role of the selfie, how its changed photography.	Students will continue to develop their own personal confidence when working with Photoshop and camera functions. This will build their resolve and understanding as well as aspire them to work through a range of practical tasks. Students will continue to explore Women in photography, women as the subject. The role of the selfie, how its changed photography.



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