

KS4 10-11 Photography Curriculum Mapping

Year 10	Year 10						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)	
Topic(s)/ Subjects(s)	Foundation work in Photography, Camera Basics.	Foundation work in Photography, Photoshop.	Foundation work till half term Main coursework Component 1- Half term onwards.	Main coursework project Component 1- onward. (individual project plans)	Main coursework project Component 1- onward. (individual project plans)	Main coursework project Component 1- onward. (individual project plans)	
Knowledge and skills (Content)	Camera Basic's the Exposure triangle. AIMS – To understand the primary camera functions. To introduce the skills required to write about their work and the work of others. ACTIVITIES- Short activities based on natural forms taken indoor and out. -Practical photography experiments covers- Aperture, Shutter Speed, ISO, White balance, Close up/midrange/ long shot, Lighting (artificial/natural). - Literacy – Activities based around commenting on own work and the work of others. Learning how to read and analyse photographs, looking at composition techniques.	Camera Basic's the Exposure triangle. AIMS – To understand the primary camera functions. To introduce the skills required to write about their work and the work of others. ACTIVITIES- Short activities based on natural forms taken indoor and outPractical photography experiments covers- Aperture, Shutter Speed, ISO, White balance, Close up/mid-range/ long shot, Lighting (artificial/natural) Literacy – Activities based around commenting on own work and the work of others. Learning how to read and analyse photographs, looking at composition techniques.	Photoshop manipulations AIMS- To develop pupil's use of the fundamental aspects of editing images through Photoshop and hand manipulationsTo develop pupils skills in analysing photographs from an editing perspectiveTo develop students understanding of the assessment criteria for GCSE Art & Design. ACTIVITIES — - Pupils will explore the vast variety of Photoshop/Snapseed, manipulations availableAnalyses the work of other from a editing point of view A series of practical experiments where pupils print images and then manipulate them by hand -Photoshop skills covering many techniques which will include - brightness/contrast/ layers/opacity/filters introducing pattern and textEvidence of all experiments will be recorded on PowerPoint presentations.	SUSTAINED INDEPENDANCE PHASE - March Yr10- December Yr11 - This is a sustained project developed in response to a theme which students decide with their teacher They must show evidence of the journey from initial ideas to realising intentions - They must use skills previous developed in their portfolio They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines Pupils will carry out at least 3 different photoshoots They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques Pupils will develop ideas towards a final piece or collection of work.	SUSTAINED INDEPENDANCE PHASE - March Yr10- December Yr11 - This is a sustained project developed in response to a theme which students decide with their teacher They must show evidence of the journey from initial ideas to realising intentions - They must use skills previous developed in their portfolio They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines Pupils will carry out at least 3 different photoshoots They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques Pupils will develop ideas towards a final piece or collection of work 60% of GCSE Grade	SUSTAINED INDEPENDANCE PHASE - March Yr10- December Yr11 - This is a sustained project developed in response to a theme which students decide with their teacher. - They must show evidence of the journey from initial ideas to realising intentions - They must use skills previous developed in their portfolio. - They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines. - Pupils will carry out at least 3 different photoshoots. - They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques. - Pupils will develop ideas towards a final piece or collection of work. - 60% of GCSE Grade	
Assessment	Verbal feedback given in lesson. weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson weekly homework marking and feedback. SAS exams. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	



Cross Curricular Links	-Similar skills used within creative mediaLiteracy skills link with English researching photographers and artistic movements. (reading and analysing PhotographsTaking photographs for other subjects such as sports day, matches, drama performances and special school events. Research into History of Photography links to HistoryComputer skills linked with Photoshop linked to ICT.	-Similar skills used within media -Literacy skills link with English researching photographers and artistic movements. (reading and analysing PhotographsTaking photographs for other subjects such as sports day, matches, drama performances and special school events. Research into History of Photography links to HistoryComputer skills linked with Photoshop linked to ICT.	-Similar skills used within media -Literacy skills link with English researching photographers and artistic movements. (reading and analysing PhotographsTaking photographs for other subjects such as sports day, matches, drama performances and special school events. Research into History of Photography links to HistoryComputer skills linked with Photoshop linked to ICT.	-Similar skills used within media -Literacy skills link with English researching photographers and artistic movements. (reading and analysing PhotographsTaking photographs for other subjects such as sports day, matches, drama performances and special school events. Research into History of Photography links to HistoryComputer skills linked with Photoshop linked to ICT.	-Similar skills used within media -Literacy skills link with English researching photographers and artistic movements. (reading and analysing PhotographsTaking photographs for other subjects such as sports day, matches, drama performances and special school events. Research into History of Photography links to HistoryComputer skills linked with Photoshop linked to ICT.	-Similar skills used within media -Literacy skills link with English researching photographers and artistic movements. (reading and analysing PhotographsTaking photographs for other subjects such as sports day, matches, drama performances and special school events. Research into History of Photography links to HistoryComputer skills linked with Photoshop linked to ICT.
SMSC, British Values, Cultural Capital	-Taking photographs for other subjects such as sports day, matches, drama performances and special school eventsLearning about a variety of photographer techniques and development processes from British and international photographers and artistic throughout History.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school eventsLearning about a variety of photographer techniques and development processes from British and international photographers and artistic throughout History.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school eventsStudents personal project choice can lead to explorations of topics linking to British values and SMSC.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school eventsStudents personal project choice can lead to explorations of topics linking to British values and SMSC.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school eventsStudents personal project choice can lead to explorations of topics linking to British values and SMSC.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school eventsStudents personal project choice can lead to explorations of topics linking to British values and SMSC.
CEIAG	 Professional camera skills taught. Professional editing software taught. Portfolio building. Students given a range of careers suggestion directly informed by photography. Careers advise given through transferable skills gained in Photography. 	 Professional camera skills taught. Professional editing software taught. Portfolio building. Students given a range of careers suggestion directly informed by photography. Careers advise given through transferable skills gained in Photography. 	 Professional camera skills taught. Professional editing software taught. Portfolio building. Students given a range of careers suggestion directly informed by photography. Careers advise given through transferable skills gained in Photography. 	 Professional camera skills taught. Professional editing software taught. Portfolio building. Students given a range of careers suggestion directly informed by photography. Careers advise given through transferable skills gained in Photography. 	 Professional camera skills taught. Professional editing software taught. Portfolio building. Students given a range of careers suggestion directly informed by photography. Careers advise given through transferable skills gained in Photography. 	 Professional camera skills taught. Professional editing software taught. Portfolio building. Students given a range of careers suggestion directly informed by photography. Careers advise given through transferable skills gained in Photography.
Learning outside the classroom	-Trip to Manchester to take photographs. Castle field bridges, MOSI, Northern quarter, Piccadilly gardens.	- Rotary Photography competition - New York Trip -London gallery trip	Afterschool coursework catch up.			
Additional Subject Specific						



Information

Year 11						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Main coursework project Component 1- onward. (individual project plans)	Main coursework project Component 1- onward. (individual project plans)	Main coursework project Component 2- onward. (individual project plans)	Main coursework project Component 2- onward. (individual project plans)	Main coursework project Component 2- onward. (individual project plans)	
Knowledge and skills (Content)	SUSTAINED INDEPENDANCE PHASE – March Yr10- December Yr11 - This is a sustained project developed in response to a theme which students decide with their teacher. - They must show evidence of the journey from initial ideas to realising intentions - They must use skills previous developed in their portfolio. - They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines. - Pupils will carry out at least 3 different photoshoots.	SUSTAINED INDEPENDANCE PHASE – March Yr10- December Yr11 - This is a sustained project developed in response to a theme which students decide with their teacher. - They must show evidence of the journey from initial ideas to realising intentions - They must use skills previous developed in their portfolio. - They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines. - Pupils will carry out at least 3 different photoshoots.	EXTERNALLY SET BY THE EXAM BOARD 40% of GCSE grade January Yr11- April Yr11 The exam board issues a paper which contains a number of different starting points which pupils must select from. Pupils get a limited period of time to explore initial observations and developments. The controlled assessment is a 10 hour exam where pupils produce a planned final piece or collection of work independently. 40% of GCSE Grade	EXTERNALLY SET BY THE EXAM BOARD 40% of GCSE grade January Yr11- April Yr12 - The exam board issues a paper which contains a number of different starting points which pupils must select from. - Pupils get a limited period of time to explore initial observations and developments. - The controlled assessment is a 10 hour exam where pupils produce a planned final piece or collection of work independently. - 40% of GCSE Grade	EXTERNALLY SET BY THE EXAM BOARD 40% of GCSE grade January Yr12- April Yr13 - The exam board issues a paper which contains a number of different starting points which pupils must select from. - Pupils get a limited period of time to explore initial observations and developments. - The controlled assessment is a 10 hour exam where pupils produce a planned final piece or collection of work independently. - 40% of GCSE Grade	SUSTAINED INDEPENDANCE PHASE – March Yr10- December Yr12 - This is a sustained project developed in response to a theme which students decide with their teacher. - They must show evidence of the journey from initial ideas to realising intentions - They must use skills previous developed in their portfolio. - They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines. - Pupils will carry out at least 3 different photoshoots.



	 They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques. Pupils will develop ideas towards a final piece or collection of work. 60% of GCSE Grade 	 They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques. Pupils will develop ideas towards a final piece or collection of work. 60% of GCSE Grade 				 They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques. Pupils will develop ideas towards a final piece or collection of work. 60% of GCSE Grade
Assessment	Verbal feedback given in lesson. weekly homework marking and feedback. Monthly deadlines to ensure students keep up with pace of projects. Folio reviews. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson. weekly homework marking and feedback. Monthly deadlines to ensure students keep up with pace of projects. Folio reviews. Formal Assessment by all department class teachers followed by exam board moderation.	Verbal feedback given in lesson. weekly homework marking and feedback. Monthly deadlines to ensure students keep up with pace of projects. Folio reviews. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson. weekly homework marking and feedback. Monthly deadlines to ensure students keep up with pace of projects. Folio reviews. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson. weekly homework marking and feedback. Monthly deadlines to ensure students keep up with pace of projects. Folio reviews. Formal Assessment by all department class teachers followed by exam board moderation.	Verbal feedback given in lesson. weekly homework marking and feedback. Monthly deadlines to ensure students keep up with pace of projects. Folio reviews. Formal Assessment by all department class teachers followed by exam board moderation.
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SMSC, British Values, Cultural Capital	-Taking photographs for other subjects such as sports day, matches, drama performances and special school eventsStudents personal project choice can lead to explorations of topics linking to British values and SMSC.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school eventsStudents personal project choice can lead to explorations of topics linking to British values and SMSC.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school eventsStudents personal project choice can lead to explorations of topics linking to British values and SMSC.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school eventsStudents personal project choice can lead to explorations of topics linking to British values and SMSC.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school eventsStudents personal project choice can lead to explorations of topics linking to British values and SMSC.	Taking photographs for other subjects such as sports day, matches, drama performances and special school eventsStudents personal project choice can lead to explorations of topics linking to British values and SMSC.
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Additional Subject Specific Information						



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Knowledge and skills (Content)	Camera Basic's the Exposure triangle. AIMS – To understand the primary camera functions. To introduce the skills required to write about their work and the work of others. ACTIVITIES- Short activities based on natural forms taken indoor and out. -Practical photography advanced experiments covers- Aperture, Shutter Speed, ISO, White balance, Close up/mid-range/ long shot, Lighting (artificial/natural). - Literacy – Activities based around commenting on own work and the work of others. Learning how to read and analyse photographs, looking at advanced composition techniques.	Camera Basic's the Exposure triangle. AIMS – To understand the primary camera functions. To introduce the skills required to write about their work and the work of others. ACTIVITIES- Short activities based on natural forms taken indoor and out. -Practical photography advanced experiments covers- Aperture, Shutter Speed, ISO, White balance, Close up/mid- range/ long shot, Lighting (artificial/natural). - Literacy – Activities based around commenting on own work and the work of others. Learning how to read and analyse photographs, looking at advanced composition techniques.	BRIEF - Out of context? Development Phase. Jan 2021 - Easter 2022 Students to be given out of context brief. This can be interpreted by the student in anyway he/she responds to the theme of out of context. Specifically the brief was designed around Surrealist Photography so this may be a good starting point for those who are struggling to respond. The brief will outline what is required for each Photoshoot and development phase enabling key Photography and editing processes to be used in a more individual response. AIMS- To develop pupils use of the fundamental aspects of photography. To introduce and develop the way pupils write about their work and the work of others. To develop pupils understanding of how to carry out a photography investigation similar to component 1. To develop students understanding of the assessment criteria for A Level Art & Design. To develop pupils creative thinking in manipulating images They will be looking at Abstraction, surrealism and distortionPupils will be provided with photographer examples but encouraged to find their own.	SUSTAINED INDEPENDANCE PHASE - March Yr12- December Yr13 - This is a sustained project developed in response to a theme which students decide with their teacher. - They must show evidence of the journey from initial ideas to realising intentions - They must use skills previous developed in their portfolio. - They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines. - Pupils will carry out at least 6 different photoshoots. - They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques. - Pupils will develop ideas towards a final piece or collection of work. - This will also include a written element of a personal statement essay. - 60% of A Level Grade	SUSTAINED INDEPENDANCE PHASE - March Yr12- December Yr13 - This is a sustained project developed in response to a theme which students decide with their teacher. - They must show evidence of the journey from initial ideas to realising intentions - They must use skills previous developed in their portfolio. - They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines. - Pupils will carry out at least 6 different photoshoots. - They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques. - Pupils will develop ideas towards a final piece or collection of work. - This will also include a written element of a personal statement essay. - 60% of A Level Grade	SUSTAINED INDEPENDANCE PHASE - March Yr12- December Yr13 - This is a sustained project developed in response to a theme which students decide with their teacher. - They must show evidence of the journey from initial ideas to realising intentions - They must use skills previous developed in their portfolio. - They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines. - Pupils will carry out at least 3 different photoshoots. - They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques. - Pupils will develop ideas towards a final piece or collection of work. - 60% of A Level Grade
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Learning outside the classroom	-Trip to Manchester to take photographs. Castle field bridges, MOSI, Northern quarter, Piccadilly gardens.	- Rotary Photography competition - New York Trip -London gallery trip	Afterschool coursework catch up.			
Additional Subject Specific Information						

Year 13	Year 13							
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)		
Topic(s)/ Subjects(s)	Main coursework project Component 1- onward. (individual project plans)	Main coursework project Component 1- onward. (individual project plans)	Component 2- onward.	Main coursework project Component 2- onward. (individual project plans)				



Knowledge and skills (Content)	SUSTAINED INDEPENDANCE PHASE - March Yr12- December Yr13 - This is a sustained project developed in response to a theme which students decide with their teacher. - They must show evidence of the journey from initial ideas to realising intentions - They must use skills previous developed in their portfolio. - They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines. - Pupils will carry out at least 6 different photoshoots. - They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques. - Pupils will develop ideas towards a final piece or collection of work. - This will also include a written element of a personal statement essay. - 60% of A Level Grade	SUSTAINED INDEPENDANCE PHASE - March Yr12- December Yr13 - This is a sustained project developed in response to a theme which students decide with their teacher. - They must show evidence of the journey from initial ideas to realising intentions - They must use skills previous developed in their portfolio. - They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines. - Pupils will carry out at least 6 different photoshoots. - They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques. - Pupils will develop ideas towards a final piece or collection of work. - This will also include a written element of a personal statement essay. - 60% of A Level Grade	EXTERNALLY SET BY THE EXAM BOARD 40% of GCSE grade January Yr13- April Yr13 - The exam board issues a paper which contains a number of different starting points which pupils must select from. - Pupils get a limited period of time to explore initial observations and developments. - The controlled assessment is a 10 hour exam where pupils produce a planned final piece or collection of work independently. - 40% of A level Grade	EXTERNALLY SET BY THE EXAM BOARD 40% of GCSE grade January Yr13- April Yr13 - The exam board issues a paper which contains a number of different starting points which pupils must select from. - Pupils get a limited period of time to explore initial observations and developments. - The controlled assessment is a 10 hour exam where pupils produce a planned final piece or collection of work independently. - 40% of A level Grade		
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