

## Curriculum Map

### Subject: Photography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	<b>Curriculum Topics:</b>  <b>Unit 1 - Composition</b>  <b>Unit 2 – Colour in still life photography</b>	<b>Curriculum Topics:</b>  <b>Unit 2 – Colour in still life photography</b>	<b>Curriculum Topics:</b>  <b>Unit 3 - Architecture</b>	<b>Curriculum Topics:</b>  <b>Unit 3 - Architecture</b>	<b>Curriculum Topics:</b>  <b>Unit 4 - Portraiture</b>	<b>Curriculum Topics:</b>  <b>Unit 5 – Distorted Portraiture</b>
	<b>Links with previous topics:</b>  <b>Colour</b> (Pineapples, Illuminated lettering, Dragons, Giacometti, Birds)  <b>Composition</b> (Jim Dine, Perspective)	<b>Links with previous topics:</b>  <b>Colour</b> (Pineapples, Illuminated lettering, Dragons, Giacometti, Birds)  <b>Composition</b> (Jim Dine, Perspective, Composition project)	<b>Links with previous topics:</b>  <b>Colour</b> (Pineapples, Illuminated lettering, Dragons, Giacometti, Birds)  <b>Composition</b> (Jim Dine, Perspective, Composition project)  <b>Texture</b> (Jim Dine, Pineapples, Birds, Dragons)  <b>Depth</b> (Still life project)  <b>Vantage points, use of a camera</b> (composition and still life projects)	<b>Links with previous topics:</b>  <b>Colour</b> (Pineapples, Illuminated lettering, Dragons, Giacometti, Birds)  <b>Composition</b> (Jim Dine, Perspective, Composition project)  <b>Texture</b> (Jim Dine, Pineapples, Birds, Dragons)  <b>Depth</b> (Still life project)  <b>Vantage points, use of a camera</b> (composition and still life projects)	<b>Links with previous topics:</b>  <b>Colour</b> (Pineapples, Illuminated lettering, Dragons, Giacometti, Birds)  <b>Composition</b> (Jim Dine, Perspective, Composition project)  <b>Texture</b> (Jim Dine, Pineapples, Birds, Dragons)  <b>Depth</b> (Still life project)  <b>Lighting</b> (Still life project)	<b>Links with previous topics:</b>  <b>Colour</b> (Pineapples, Illuminated lettering, Dragons, Giacometti, Birds)  <b>Composition</b> (Jim Dine, Perspective, Composition project)  <b>Texture</b> (Jim Dine, Pineapples, Birds, Dragons)  <b>Depth</b> (Still life project)  <b>Lighting</b> (Still life project)

						<b>Hand editing techniques</b> (Architecture)
	<b>Assessments:</b> Mark against AQA Assessment Objectives	<b>Assessments:</b> Mark against AQA Assessment Objectives  Standardisation or tracking for training and to ensure accuracy and uniformity	<b>Assessments:</b> Mark against AQA Assessment Objectives	<b>Assessments:</b> Mark against AQA Assessment Objectives  Standardisation or tracking for training and to ensure accuracy and uniformity	<b>Assessments:</b> Mark against AQA Assessment Objectives	<b>Assessments:</b> Mark against AQA Assessment Objectives  Standardisation or tracking for training and to ensure accuracy and uniformity
<b>11</b>	<b>Curriculum Topics:</b>  Unit 6 – Cyber Bullying Campaign	<b>Curriculum Topics:</b>  Unit 7 – Mock Exam	<b>Curriculum Topics:</b>  Externally set assignment	<b>Curriculum Topics:</b>  Externally set assignment	<b>Curriculum Topics:</b>  Externally set assignment/Completion of portfolio	<b>Curriculum Topics:</b>  N/A
	<b>Links with previous topics:</b>  <b>Hand editing techniques</b> (Architecture)  <b>Colour</b> (Pineapples, Illuminated lettering, Dragons, Giacometti, Birds)  <b>Composition</b> (Jim Dine, Perspective, Composition project)	<b>Links with previous topics:</b>  Dependent on student choice of starting point but we would expect to see students considering all formal elements plus the ability to experiment and refine, and analyse and research relevant cultural and contextual influences to develop their work.	<b>Links with previous topics:</b>  Dependent on student choice of starting point but we would expect to see students considering all formal elements plus the ability to experiment and refine, and analyse and research relevant cultural and contextual influences to develop their work.	<b>Links with previous topics:</b>  Dependent on student choice of starting point but we would expect to see students considering all formal elements plus the ability to experiment and refine, and analyse and research relevant cultural and contextual influences to develop their work.	<b>Links with previous topics:</b>  All work at this point draws on the complete skill set these students should have honed over the last two or three years of their GCSE.	<b>Links with previous topics:</b>

	<p><b>Texture</b> (Jim Dine, Pineapples, Birds, Dragons)</p>					
	<p><b>Assessments:</b> Mark against AQA Assessment Objectives</p> <p>Standardisation or tracking for training and to ensure accuracy and uniformity</p>	<p><b>Assessments:</b> Mark against AQA Assessment Objectives</p>	<p><b>Assessments:</b> Mark against AQA Assessment Objectives</p> <p>Standardisation or tracking for training and to ensure accuracy and uniformity</p>	<p><b>Assessments:</b> Mark against AQA Assessment Objectives</p>	<p><b>Assessments:</b> Mark against AQA Assessment Objectives</p> <p>Standardisation or tracking for training and to ensure accuracy and uniformity</p>	<p><b>Assessments:</b> External moderation visit at this stage</p>