



Scheme of Work
YEAR 11 GCSE

SUBJECT Photography

	Component 1: Personal Portfolio - 60% Final Grade	Component 2: Externally Set Assignment - 40% Final Grade
Key concepts	Developing and exploring ideas. Researching primary and contextual sources. Experiment with media, materials, techniques and processes. Present personal response(s) to the internally-set theme.	Developing and exploring ideas. Researching primary and contextual sources. Experiment with media, materials, techniques and processes. Present personal response(s) to the externally-set theme.
Themes	Title – Fantastic Forms. Students have the opportunity to creatively respond to the theme and develop their own project inspired by the title. AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 - Record ideas, observations and insights relevant to intentions as work progresses. AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Title – To be set according to January Exam paper. Students have the opportunity to creatively respond to the theme and develop their own project inspired by the title. AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 - Record ideas, observations and insights relevant to intentions as work progresses. AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Challenge	Encouragement to attempt more challenging subject matter. Higher technique development and experimentation. Greater freedom in developing individual project brief.	Encouragement to attempt more challenging subject matter. Higher technique development and experimentation. Greater freedom in developing individual project brief.
Support	Simpler subject matter. Support and suggestions for selecting project direction. Annotation guides – keywords and phrases.	Simpler subject matter. Support and suggestions for selecting project direction. Annotation guides – keywords and phrases.
Literacy focus	Research of theme through mood boards and looking at the work of other photographers – presentation about photographers’ life and work as well as reflection on work and personal comment. Annotation of project as it develops.	Research of theme through mood boards and looking at the work of other photographers – presentation about photographers’ life and work as well as reflection on work and personal comment. Annotation of project as it develops.



Numeracy Focus	Scaling images, shutter speeds, aperture size.	Scaling images, shutter speeds, aperture size.
Cross-curricular links	Science – how cameras work, light and exposures. English – annotation and research tasks. Art – creativity and imagination in framing images and experimenting with editing. History – some photos are a reflection of the era in which they are created (development of the media or through social commentary).	Science – how cameras work, light and exposures. English – annotation and research tasks. Art – creativity and imagination in framing images and experimenting with editing.
SMSC & MBV	Respect and tolerance of others during class discussion. Considering issues that influence photographers when they create work. Imagination and creativity in learning. Individual expression. Spiritual appreciation.	Respect and tolerance of others during class discussion. Considering issues that influence photographers when they create work. Imagination and creativity in learning. Individual expression. Spiritual appreciation.
ASSESSMENTS	WA grade end of summer term. WA grade – Mock exam. Completed Project.	Completed project.
Out of school learning	Additional photographs to support and develop project. Research of images and photographers	Additional photographs to support and develop project. Research of images and photographers



Topic: Fantastic Forms

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	<p>Introduction Following a task brief. Research images for inspiration.</p>	<p>Students to produce a mood board page of images to inspire their own ideas on the theme. Task: Introduction of theme and discussion of exemplar work. Production of a mind map to evidence consideration of potential ideas. Students to research examples of photos on the theme from the internet. Images should be presented on one slide of a powerpoint. Students can annotate some of the images to explain how they link to the theme.</p>	<p>Challenge Encouragement to attempt more complex imagery. Support Step by step guides Support in choosing images.</p>	<p>IT Access Theme presentation.</p>
2-4	<p>Photography task Good practice taking photos. Following a brief. Reviewing and refining images as they are taken. Creative practice.</p>	<p>Following the brief, students to take some initial photographs that show consideration of theme, imaginative approach, and ability to review and refine the images as the work develops. Task: Reminder of theme and reflection on appropriate and creative examples – students then have opportunity to explore the theme and take photos (they will be encouraged to take more images than they need to really explore the brief). Photos will be uploaded onto school system ready for editing and presenting.</p>	<p>Challenge Encouragement to attempt more complex imagery. Demonstration of more complex photography techniques. Support Step by step guides Printed out reminders of brief.</p>	<p>Access to objects, areas suitable for theme. Cameras.</p>
5-7	<p>Editing Experimenting with editing techniques – developing confidence for independent work development. Presenting work appropriately. Annotating work.</p>	<p>Students create an initial ideas presentation (initially started with mood board slide) by adding examples of their editing and original photos. Editing should be annotated with explanations of what they have done and reflection on why it is an improvement. Task: Discussion of task – exemplar examples of how to present work and edit. Demonstration of editing techniques appropriate to task Students to spend time experimenting with their images and presenting their work (annotation can include screenshots and before/after images).</p>	<p>Challenge Encouragement to attempt more complex imagery. Demonstration of more advanced editing techniques. Support Step by step guides Printed out reminders of brief. Exemplar examples.</p>	<p>IT Access Theme presentation.</p>



Topic: Fantastic Forms

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
8-10	<p>Photographers Deciding on appropriate photographers to help with the development of ideas.</p>	<p>Students to choose and research at least 3 photographers that link to their ideas – research should include info about the photographer’s life, work, techniques and a personal reflection from the student about the work.</p> <p>Task: Introduction of task and reflection on exemplar work. Students to use IT to research appropriate photographers. Students can begin to take photos (and appropriate editing and presentation of images and decision making) that specifically to the work of these photographers.</p>	<p>Challenge Through individual feedback and discussion.</p> <p>Support Through individual feedback and discussion.</p>	<p>IT Access Theme presentation.</p>
11-40	<p>Continued Project Development Investigation of Assessment Objectives Development of individual project briefs. Personalised photography tasks Exploring editing creatively.</p>	<p>Students will be required to demonstrate the ability to:</p> <ul style="list-style-type: none"> ● develop their ideas through investigations informed by selecting and critically analysing sources ● apply an understanding of relevant practices in the creative and cultural industries to their work ● refine their ideas as work progresses through experimenting with media, materials, techniques and processes ● record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses ● use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes and technologies. ● realise personal intentions through the sustained application of the creative process. <p>There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Photography. In addition to any specialist requirements listed under the chosen area(s) of study, students should develop a practical knowledge and understanding of:</p> <ul style="list-style-type: none"> ● the use of formal elements to communicate a variety of approaches ● the camera and its functions, including depth of field, shutter speed, focal points and viewpoints 	<p>Challenge Through individual feedback and discussion.</p> <p>Support Through individual feedback and discussion.</p>	<p>IT Access Theme presentation. Access to objects, props and areas suitable for theme. Cameras.</p>



		<ul style="list-style-type: none"> ● the application of observational skills to record from sources and communicate ideas ● the effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media ● the use of digital and/or non-digital applications. <p>Work must demonstrate integrated knowledge, understanding and skills. Work is not limited to one area of study and students could develop work in at least one of the following areas of study. Documentary photography</p> <ul style="list-style-type: none"> ● The use of the photographic process to provide a narrative of events and/or situations. ● The use of a range of documentary photography materials, tools and techniques such as compositional, proximity to the subject, focal points and the involvement of the photographer with the scene being documented. <p>Photo-journalism</p> <ul style="list-style-type: none"> ● The use of the photographic process to record events as they happen to support the written word. ● The use of a range of photo-journalism materials, tools and techniques such as manipulation of images for artistic effect through depth of field, shutter speed, focal points and viewpoints. <p>Studio photography</p> <ul style="list-style-type: none"> ● The use of a formal studio setting to control the environment for a variety of subject matters such as portraiture and still life. ● The use of a range of studio photography materials, tools and techniques such as lighting and the use of light, props, posing and the arrangement of objects. <p>Location photography</p> <ul style="list-style-type: none"> ● The use of subject matter found or placed to manipulate the formal elements within an existing environment. ● The use of a range of location photography materials, tools and techniques such as lighting and light metering, developing site-specific shoot plans. <p>Experimental imagery</p> <ul style="list-style-type: none"> ● The control of light and photographic processes to create non-traditional photographic outcomes. ● The use of a range of experimental imagery 		
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		<p>materials, tools and techniques such as analogue and digital photography, manual manipulation and digital and non-digital processes and outcomes.</p> <p>Installation*</p> <ul style="list-style-type: none"> • The creation and presentation of photographic artwork for a site-specific space to control and transform viewer perception. • The use of a range of installation imagery materials, tools and techniques such as location, projection, film, sound, scale and interactivity. 		
45-50	<p>Project Completion Opportunity for final review and reflection of task</p>	<p>Evidence of completed project through series of appropriate presentations that cover all 4 assessment objectives.</p> <p>Task Students to spend time reviewing and refining their presentations – checking through assessment objectives, making sure there is a clear progression through from initial ideas, experimentation and producing a final outcome.</p>	<p>Challenge Through individual feedback and discussion.</p> <p>Support Through individual feedback and discussion.</p>	<p>IT Access Theme presentation. Access to objects, props and areas suitable for theme. Cameras.</p>



Topic: Externally Set Assignment (Exam)

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	<p>Introduction Following a task brief. Research images for inspiration.</p>	<p>Students to produce a mood board page of images to inspire their own ideas on the theme. Task: Introduction of theme and discussion of exemplar work. Production of a mind map to evidence consideration of potential ideas. Students to research examples of photos on the theme from the internet. Images should be presented on one slide of a powerpoint. Students can annotate some of the images to explain how they link to the theme.</p>	<p>Challenge Encouragement to attempt more complex imagery. Support Step by step guides Support in choosing images. Encouragement to explore exam paper suggestions.</p>	<p>IT Access Theme presentation.</p>
2-3	<p>Photography task Good practice taking photos. Following a brief. Reviewing and refining images as they are taken. Creative practice.</p>	<p>Following the brief, students to take some initial photographs that show consideration of theme, imaginative approach, and ability to review and refine the images as the work develops. Task: Reminder of theme and reflection on appropriate and creative examples – students then have opportunity to explore the theme and take photos (they will be encouraged to take more images than they need to really explore the brief). Photos will be uploaded onto school system ready for editing and presenting.</p>	<p>Challenge Encouragement to attempt more complex imagery. Demonstration of more complex photography techniques. Support Step by step guides Printed out reminders of brief.</p>	<p>Access to objects, areas suitable for theme. Cameras.</p>
4-6	<p>Editing Experimenting with editing techniques – developing confidence for independent work development. Presenting work appropriately. Annotating work.</p>	<p>Students create an initial ideas presentation (initially started with mood board slide) by adding examples of their editing and original photos. Editing should be annotated with explanations of what they have done and reflection on why it is an improvement. Task: Discussion of task – exemplar examples of how to present work and edit. Demonstration of editing techniques appropriate to task Students to spend time experimenting with their images and presenting their work (annotation can include screenshots and before/after images).</p>	<p>Challenge Encouragement to attempt more complex imagery. Demonstration of more advanced editing techniques. Support Step by step guides Printed out reminders of brief. Exemplar examples.</p>	<p>IT Access Theme presentation.</p>



Topic: Externally Set Assignment (Exam)

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
7-8	<p>Photographers Deciding on appropriate photographers to help with the development of ideas.</p>	<p>Students to choose and research at least 2 photographers that link to their ideas – research should include info about the photographer’s life, work, techniques and a personal reflection from the student about the work.</p> <p>Task: Introduction of task and reflection on exemplar work. Students to use IT to research appropriate photographers. Students can begin to take photos (and appropriate editing and presentation of images and decision making) that specifically to the work of these photographers.</p>	<p>Challenge Through individual feedback and discussion.</p> <p>Support Through individual feedback and discussion.</p>	<p>IT Access Theme presentation.</p>
9-24	<p>Continued Project Development Investigation of Assessment Objectives Development of individual project briefs. Personalised photography tasks Exploring editing creatively.</p>	<p>Students will be required to demonstrate the ability to:</p> <ul style="list-style-type: none"> ● develop their ideas through investigations informed by selecting and critically analysing sources ● apply an understanding of relevant practices in the creative and cultural industries to their work ● refine their ideas as work progresses through experimenting with media, materials, techniques and processes ● record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses ● use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes and technologies. ● realise personal intentions through the sustained application of the creative process. <p>There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Photography. In addition to any specialist requirements listed under the chosen area(s) of study, students should develop a practical knowledge and understanding of:</p> <ul style="list-style-type: none"> ● the use of formal elements to communicate a variety of approaches ● the camera and its functions, including depth of field, shutter speed, focal points and viewpoints 	<p>Challenge Through individual feedback and discussion.</p> <p>Support Through individual feedback and discussion.</p>	<p>IT Access Theme presentation. Access to objects, props and areas suitable for theme. Cameras.</p>



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		<p>materials, tools and techniques such as analogue and digital photography, manual manipulation and digital and non-digital processes and outcomes.</p> <p>Installation*</p> <ul style="list-style-type: none"> • The creation and presentation of photographic artwork for a site-specific space to control and transform viewer perception. • The use of a range of installation imagery materials, tools and techniques such as location, projection, film, sound, scale and interactivity. 		
10hrs (2 x 5hrs sessions)	<p>Project Completion – sustained focus.</p> <p>10 hours independent study time to complete project presentations</p>	<p>Evidence of completed project through series of appropriate presentations that cover all 4 assessment objectives.</p> <p>Task</p> <p>Students to spend time completing and reviewing and refining their presentations – checking through assessment objectives, making sure there is a clear progression through from initial ideas, experimentation and producing a final outcome.</p>	<p>Challenge</p> <p>Independent working – previous guidance available</p> <p>Support</p> <p>Independent working – previous guidance available</p>	IT Access