



Scheme of Work
YEAR 10 GCSE

SUBJECT Photography 2

	Colour	Reflection	Little People
Key concepts	Developing skills in photography through experimenting with taking images and exploring a theme. Practice using appropriate editing software and experimenting with images.	Developing skills in photography through experimenting with taking images and exploring a theme. Practice using appropriate editing software and experimenting with images. Researching a photograph in order to inspire development of own work.	Developing skills in photography through experimenting with taking images and exploring a theme. Practice using appropriate editing software and experimenting with images. Researching a photograph in order to inspire development of own work.
Themes	Exploring the task brief. Good practice when taking photos (focus, reviewing image, retaking if necessary, taking more images than you need). Being imaginative with editing techniques. How to present work with appropriate annotation.	Exploring the task brief – looking at imaginative ways of using reflective imagery in photographs. Good practice when taking photos (focus, reviewing image, retaking if necessary, taking more images than you need). Being imaginative with editing techniques. How to present work with appropriate annotation.	Exploring the task brief – imaginative use of miniature figures and toys in photography. Creating a narrative in photographs. Good practice when taking photos (focus, reviewing image, retaking if necessary, taking more images than you need). Being imaginative with editing techniques. How to present work with appropriate annotation.
Challenge	Encouragement to attempt more challenging subject matter. Higher technique development and experimentation.	Encouragement to attempt more challenging subject matter. Higher technique development and experimentation.	Encouragement to attempt more challenging subject matter. Higher technique development and experimentation.
Support	Simpler subject matter. Basic skill options Annotation guides – keywords and phrases.	Simpler subject matter. Basic skill options Annotation guides – keywords and phrases.	Simpler subject matter. Basic skill options Annotation guides – keywords and phrases.
Literacy focus	Annotation of presentation and explanation of skills and decision making as work develops. Reflection on final work.	Annotation of presentation and explanation of skills and decision making as work develops. Reflection on final work.	Annotation of presentation and explanation of skills and decision making as work develops. Reflection on final work.



Numeracy Focus	Scaling images, shutter speeds, aperture size.	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.	Science – how cameras work, light and exposures. English – annotation and research tasks. Art – creativity and imagination in framing images and experimenting with editing.	Science – how cameras work, light and exposures. English – annotation and research tasks – story telling. 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.	Respect and tolerance of others during class discussion. Considering issues that influence photographers when they create work. Imagination and creativity in learning. Individual expression.	Respect and tolerance of others during class discussion. Considering issues that influence photographers when they create work. Imagination and creativity in learning. Individual expression.
ASSESSMENTS	Final presentation	Final presentation	Final presentation
Out of school learning	Additional photographs. Alphabet Task	Additional photographs. Photographer research – Haas or Saroff	Additional photographs. Photographer research - Slinkachu



Topic: Colour

Project	Key concepts	Learning outcomes	Differentiation	Resource
5	Colour Following a task brief. Research images for inspiration.	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. Research on colour theory linked to brief. 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.	Challenge Encouragement to attempt more complex imagery. Support Step by step guides Support in choosing images.	IT Access Theme presentation.
5	Photography task Good practice taking photos. Following a brief. Reviewing and refining images as they are taken. Creative practice.	Following the brief, students to take a series of 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 Pupils to create a series of photos that look at colour groups and contrasts. <ul style="list-style-type: none"> • Harmonious Colours • Complementary Colours • Warm Colours • Cool Colours • One example each of the six colours Red – Orange – Yellow – Green – Blue – Purple Pupils should think about incorporating skills covered on previous projects. 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.	Challenge Encouragement to attempt more complex imagery. Demonstration of more complex photography techniques. Support Step by step guides Printed out reminders of brief.	Access to objects, areas suitable for theme. Cameras.
5	Editing and Final presentation Experimenting with editing techniques – developing confidence for independent work development. Presenting work appropriately.	Students to complete their 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:	Challenge Encouragement to attempt more complex imagery. Demonstration of more advanced editing techniques.	IT Access Theme presentation.

Queen Elizabeth High School



	Annotating work.	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).	Support Step by step guides Printed out reminders of brief. Exemplar examples.	
--	------------------	--	--	--



Topic: Reflection

Project	Key concepts	Learning outcomes	Differentiation	Resource
6	Reflection Following a task brief. Research images for inspiration.	Students to produce a mood board page of images to inspire their own ideas on the theme. Research slide should also be included on powerpoint (research set as homework) – students should research either Enst Haas or Suzanne Saroff Task: Introduction of theme and discussion of exemplar work. 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 them and should include information about the chosen photographer (their life, techniques, subject matter and include a personal opinion).	Challenge Encouragement to attempt more complex imagery. Support Step by step guides Support in choosing images.	IT Access Theme presentation.
6	Photography task Good practice taking photos. Following a brief. Reviewing and refining images as they are taken. Creative practice.	Following the brief, students to take a series of photographs that show consideration of theme, imaginative approach, and ability to review and refine the images as the work develops. Their photos should show clear links to the work of their chosen photographer. 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). Pupils to research a photographer that specialises in reflection themed images. Pupils to produce a selection of photographs that demonstrate a creative use of reflection in photography. Work should show some clear links to their chosen photographer. Photos will be uploaded onto school system ready for editing and presenting.	Challenge Encouragement to attempt more complex imagery. Demonstration of more complex photography techniques. Support Step by step guides Printed out reminders of brief.	Access to objects, areas suitable for theme. Cameras.
6	Editing and Final presentation Experimenting with editing techniques – developing confidence for independent work development. Presenting work appropriately. Annotating work.	Students to complete their 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).	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.	IT Access Theme presentation.



Topic: Little People

Project	Key concepts	Learning outcomes	Differentiation	Resource
7	Little People Following a task brief. Research images for inspiration.	Students to produce a mood board page of images to inspire their own ideas on the theme. Research slide should also be included on powerpoint (research set as homework) – students should research either Slinkachu or a similar photographer. Task: Introduction of theme and discussion of exemplar work. 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 them and should include information about the chosen photographer (their life, techniques, subject matter and include a personal opinion).	Challenge Encouragement to attempt more complex imagery. Support Step by step guides Support in choosing images.	IT Access Theme presentation.
7	Photography task Good practice taking photos. Following a brief. Reviewing and refining images as they are taken. Creative practice.	Following the brief, students to take a series of 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). Image planning – students encouraged to story board their potential images and consider props and scene setting. Things they should consider: <ul style="list-style-type: none"> • Be imaginative – set the scene. • Get down to the toy/figures level – explore viewpoints. • Think about story telling (what is going on? Is the picture making a statement?) • Steady you hand – the closer you are/the more you zoom in, the more camera-shake shows. • Use your research/mood board for ideas Photos will be uploaded onto school system ready for editing and presenting.	Challenge Encouragement to attempt more complex imagery. Demonstration of more complex photography techniques. Support Step by step guides Printed out reminders of brief.	Access to objects, areas suitable for theme. Cameras.



7	Editing and Final presentation Experimenting with editing techniques – developing confidence for independent work development. Presenting work appropriately. Annotating work.	Students to complete their 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).	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.	IT Access Theme presentation.
---	--	---	--	----------------------------------