

## Key Stage 4: Year 10 Photography

Overall Curriculum Goals - Developing the following Big Ideas: Term 1 - Close up and Texture. Term 2 - Natural Forms + Tiny Worlds and Term 3 – Manchester This is the Place.													
<ul style="list-style-type: none"> <li>To be able to continue to produce creative work, exploring their ideas, recording their experiences, and working to explore individual strengths.</li> <li>To develop an understanding for the elements of composition in Photography: line, texture, colour, shape, symmetry and pattern, Depth of Field and Rule of Thirds.</li> <li>To develop the ability to evaluate and analyse creative works using the language of art, craft and design and to know about great photographers and digital visual designers.</li> <li>To become independent in the selections made about the direction of work and an overall digital portfolio (body of work).</li> <li>To refine work to the best of their ability and make links with the work of others and their own ideas and explore an individual style.</li> <li>To develop an understanding of successful composition and intermediate understanding of up to date digital software, Photoshop and the tools: layers, move tool, crop, copy and paste, elliptical marquee, Hue and Saturation, gradient map.</li> </ul>													
WC 04/09	WC 11/09	WC 18/09	WC 25/09	WC 02/10	WC 9/10	WC 16/10	WC 30/10	WC 6/11	WC 13/11	WC 20/11	WC 27/11	WC 4/12 - 11/12	WC 18/12
<p>1</p> <p>Introduction to assessment objectives – A01 – A04.</p> <p>History of photography.</p> <p>Understanding analogue and digital cameras A01.</p> <p>Organising folders in TEAMS.</p> <p>HMWK Complete research into cameras. A01</p>	<p>Understanding photography as a career -A01.</p> <p>Different places and areas of where photographers work.</p> <p>Understanding lighting and its effects on the outcomes of images. Evaluating. A01 and A03</p> <p>Career opportunities and exposing students to the career options.A01 and A03</p> <p>Elements of Composition Research examples and create slides with annotation -A01.</p>	<p>Iconic Photography – further work into. Pupils analyse Falling Man link to 9/11 – A01-A03.</p> <p>Ground zero image analysis Clips/photographer testimony discussion on photojournalism.</p> <p>Moodboard inspiration A01 + A02.</p> <p>Introduction to photography covering Elements of Composition.</p> <p>Elements of Composition Research examples and create slides with annotation.A 01 and A03.</p> <p>Using tracker to provide feedback in class.</p>	<p>Pupil's first photoshoot A01 + A02.</p> <p>Understanding practical functions of a camera – i.e. How to Review and Refine Outcomes.</p> <p>Timed research and analysis discussion.</p> <p>Pupils learn to organise folders: Shoots and edits in TEAMS.</p> <p>Review and refine shoot outcomes through annotation of 'contact sheet' - A01 + A03.</p> <p>Iconic Photography Starter – further work</p> <p>HMWK – TEAMS questionnaire in composition elements in photography.</p>	<p>Moodboard inspiration – Close up and texture.</p> <p>Using Elements of Composition to inform first shoot, evidence learning in practical.</p> <p>Introduction to Iconic Photography- Photography that has had an impact.</p> <p>Create Moodboard for inspiration.</p> <p>Initial Iconic Photography discussion and independent research training. Who, What Context, Impact Ethics.</p> <p>Using tracker to provide feedback in class.</p>	<p>Pupils cover Photoshop basics- crop/gradient map/hue and saturation/elliptical marquee by making edits.</p> <p>A02 – experiments with photoshop tools.</p> <p>Exporting and saving as correct high level JPEG edits.</p> <p>Learning to save images as A3 high quality JPEGs.</p> <p>Adding edits to PWP/ digital sketchbooks.</p> <p>Annotating work using A03 worksheet to support students.</p> <p>Iconic Photography Starter – further work.</p>	<p>Gavin Thurston research.</p> <p>Macro Photography. A01 and A03.</p> <p>Abstract photography definition. A01</p> <p>Pupils create Artist research slides on Mike Cable.</p> <p>Image Analysis.a01</p> <p>HMWK – complete research into camera settings.</p> <p>Using tracker to provide feedback in class.</p> <p>Personal opinion on influence in the project.</p> <p>Using structure inside booklet for research to support.</p>	<p>Completing research on Mike Cable.</p> <p>Editing in style of Cable using initial edits experiments. 5-10 edits.</p> <p>Annotate work using A03 format worksheet to analyse edits.</p> <p>Iconic Photography Starter – further work</p> <p>Personal opinion on influence in the project.</p> <p>Using structure inside booklet for research to support.</p>	<p>Pupils create Artist research slides on Marco Suarez. A01 and A03.</p> <p>Image Analysis.</p> <p>Editing in style of Suarez using initial edits experiments. 5-10 edits. Circle crops. A02.</p> <p>Layered circle crops . 5-10 edits. A02.</p> <p>Annotate work using A03 format worksheet to analyse edits.</p> <p>HMWK- complete any photography artist research that has been explored so far.</p> <p>Using tracker to provide feedback in class.</p>	<p>Pupils create Artist research slides on Ryo Ohwada. A01.</p> <p>Image Analysis. A01. + A03.</p> <p>Editing in style of Ohwada using initial edits experiments. 5-10 edits. Flip edits – Kaleidoscope edits. A02.</p> <p>5-10 edits circle crop of Kaleidoscope edits. A02.</p> <p>Layered circle crop Kaleidoscope edits. A02.</p> <p>Annotate work using A03 format worksheet to analyse edits.</p> <p>Personal opinion on influence in the project.</p> <p>Using structure inside booklet for research to support.</p>	<p>Analysis of Iconic Photography stater-further work. A01.</p> <p>Final Outcomes (A04).</p> <p>Final edits- flip circle crops. A02. And A04.</p> <p>HMWK – TEAMS qui on compositions in photography.</p> <p>Using tracker to provide feedback in class.</p>	<p>Developing personal outcomes using the skills they have used and experimenting with other tools within the 'filter and layers' area of photoshop.</p> <p>A04 outcomes personalised work.</p> <p>Submission week- Assessment. Pupils upload submission to shared folder.</p> <p>W8 Submission week for first project. Checklist.</p> <p>Pupils have opportunity to complete any unfinished tasks. A02 + A03.</p> <p>Final teacher feedback for project.</p> <p>Tracker based To do list homework .</p> <p>Update Tracker.</p>	<p>Natural Form Introduction.</p> <p>Introduction to artists.</p> <p>W9 Introduction to Natural form project.</p> <p>Pupils create mood board.</p> <p>Complete artist research on Karl Blossfeldt Imogen Cunningham Andy Small.</p> <p>Compare and contrast. Extended writing opportunity</p>	
Key Vocabulary/Concepts/ideas													
<p><b>Half Term 1</b>  <b>Keywords:</b>            Scale, proportion, shape, detail, close Up and texture, pattern, abstract, texture, symmetry , depth of field, composition. Control, Layering, Organisation, jpeg, Format, Studio based, Lighting, Photoshop, Photo -journalism, Ethics, Angles, Composition, Depth of field  <b>Main Ideas:</b>            Students will research and develop an understanding for the different Elements of Composition in Photography. Students will explore the basic workings of a camera, by reviewing digital and non-digital makings of cameras.</p>							<p><b>Half Term 2</b>  <b>Keywords:</b>            Layering, Opacity, Complementary, Scale, Guidelines, Gradient Maps, Levels, Curves, Crop, Quick selection, Magic Wand  <b>Main ideas:</b>            Students will develop an understanding for cameras by experimenting and taking images during photoshoot to collate primary resources. Students will analyse and research the contemporary Photographers - Mike Cable, Marco Suarez, Ryo Ohwada. Students will work to a Design brief – to create a abstracted image based on Close up and Texture inspired by the researched Photographers.</p>						

	WC 8/01	WC 15/01	WC 22/01	WC 29/01	WC 05/02	WC 12/02	WC 26/02	WC 04/03	WC 11/03	WC 18/03	WC 25/03	
2	<p>Introduction to Natural form project.</p> <p>Mindmap + moodboard, Introduction to artists.</p> <p>Pupils create mood board.</p> <p>Introduction to artists.</p> <p>Complete artist research on Karl Blossfeldt + image analysis.</p> <p>Personal opinion on influence in the project.</p> <p>Using structure inside booklet for research to support.</p>	<p>Development of Iconic Photography starter – research experience.</p> <p>Imogen Cunningham.</p> <p>Compare and contrast Cunningham and Blossfeldt. <b>Extended writing opportunity</b></p> <p>Personal opinion on influence in the project.</p> <p>Using structure inside booklet for research to support.</p>	<p>Photoshoot Focus Depth Of Field Aperture.</p> <p>Natural Form Shoot.</p> <p>Studio boxes and lighting effects.</p> <p>Review and Refine Outcomes-Contact sheet and including annotation.</p> <p>Key Words: Gradient Maps Levels</p> <p>Key Words: Gradient Maps Levels Curves</p> <p><b>Using tracker to provide feedback in class.</b></p> <p>HMWK – compositions in photography TEAMS quiz.</p>	<p>Initial edits - Gradient Maps Levels Curves Crop – focus and details.</p> <p>Begin edits in the style of the artists-gradient map/levels curves.</p> <p>Quick selection Magic Wand concepts of selection Tolerance.</p>	<p>Editing in the style of Karl Blossfeldt x6-10 edits. Gradient map, levels, curves, cropping to reframe image.</p> <p>Annotations using A03 worksheet to analyse work in relation to Artist research.</p> <p><b>Using tracker to provide feedback in class.</b></p> <p>HMWK – research into a 'natural forms' based artist they can find themselves-research slide and image analysis.</p>	<p>Editing in the style of Imogen Cunningham x6-10 edits. Gradient map, levels, curves, cropping to reframe image close up effects.</p> <p>Annotations using A03 worksheet to analyse work in relation to Artist research.</p> <p><b>Using tracker to provide feedback in class.</b></p> <p>Challenge – create edits in the HMWK researched artist style to extend a personal approach in projects.</p>	<p>Complete artist research on Andy Small + image analysis. A01 + A03</p> <p>Personal opinion on influence in the project.</p> <p>Using structure inside booklet for research to support.</p> <p><b>Using tracker to provide feedback in class.</b></p> <p>HMWK – to complete personal to do list from tracker.</p>	<p>Andy Small inspired edits – 8-13 edits. A02.</p> <p>Isolation of image.</p> <p>Magic Wand.</p> <p>Quick Selection.</p> <p>Airbrush effect.</p> <p>Colour and gradient.</p> <p>A03 annotations.</p> <p>Pupils will continue with edits in the style of the artists including Andy Small.</p> <p>Quick selection Magic Wand concepts of selection. Tolerance.</p> <p><b>Teacher feedback.</b></p>	<p>Layered opacity edits of gradient map edits in style of Imogen Cunningham. -6-10x. A02.</p> <p>experimentations and adding filters to edits.</p> <p><b>Using tracker to provide feedback in class.</b></p> <p>HMWK – compositions in photography TEAMS quiz.</p> <p>Effects of Black white images Vs colour images. Understanding the aesthetic quality and reading of images.</p> <p>Extended writing opportunity to write comparison between all 3 researched,.</p>	<p>Research into Still life – Dutch Vanitas.</p> <p>Richard Kuiper contemporary photographer – still life and using contemporary objects. A01 + A03.</p> <p>Image analysis.</p> <p>Keyword – symbolism – definition.</p>	<p>Photoshoot 2 Focus</p> <p>Depth Of Field Aperture.</p> <p>Natural Form Shoot of still life objects.</p> <p>Studio boxes and lighting effects.</p> <p>Review and Refine Outcomes-Contact sheet and including annotation.</p> <p>Key Words: Gradient Maps Levels</p> <p>Key Words: Gradient Maps Levels Curves</p> <p><b>Using tracker to provide feedback in class.</b></p>	
	<b>Key Vocabulary/Concepts/ideas</b>											
	<p><b>Half Term 3</b>  <b>Keywords:</b> Layering, Opacity, Complementary, Scale, Guidelines, Gradient Maps, Levels, Curves, Crop, Quick selection, Magic Wand.  <b>Main ideas:</b> Students will develop an understanding for cameras by experimenting and taking images during photoshoot to collate primary resources. Students will analyse and research a mixture of classic and contemporary photographer i.e. Karl Blossfeldt, Imogen Cunningham and Andy Small.</p>						<p><b>Half Term 4</b>  <b>Keywords:</b> Layering, Opacity, Complementary, Scale, Guidelines, Gradient Maps, Levels, Curves, Crop, Quick selection, Magic Wand. In comparison, symbolism and Dutch still life – vanitas.  <b>Main ideas:</b> Students will develop an understanding for cameras by experimenting and taking images during photoshoot to collate primary resources to further extend project into Dutch still life.</p>					
3	WC 15/04	WC 22/04	WC 29/04	WC 06/05	WC 13/05	WC 20/05	WC 03/06 - 10/06	WC 17/06 – 24/07	WC 01/07 -8/07	15/07	22/07	WC 04/09 yr1 1
	<p>Photoshoot 2 – Still life. Focus on extending and experimenting with skills developed so far. A02.</p> <p>Collage still life edits of photoshoot 1 and photoshoot 2 objects in style of Cunningham, Andy small and Kuipier -6-10x. A0 + A04.</p> <p>Experimentations and adding filters to edits.</p>	<p>Annotate and reflect on final outcome. A03.</p> <p>Evaluate final outcome A03 + a04.</p> <p><b>Using tracker to provide feedback in class.</b></p>	<p>Introduction to Mini World Project.</p> <p>Mini World Project Introduction.</p> <p>Research on Akiko Ida and Pierre Javelle including</p>	<p>Photoshoot Focus Depth Of Field Aperture.A01</p> <p>Photoshoot based on Akiko Ida and Pierre Javelle.</p>	<p>Design Brief Research Image and Text Editing</p> <p>Pupils explore greeting card design relevant to style intended.</p>	<p>Manchester project begins.</p> <p>Research on historic imagery/links to social/historic Manchester.</p> <p>Moodboard and mindmap. Cover slide.</p>	<p>Introduction to Poetry stimulus and analysis of lines. Colour key coding.</p> <p>Pupils annotate both visually and in note form –</p>	<p><b>Manchester trip</b></p> <p>Photoshoot in the city for all groups.</p> <p>Upload Review and refine Upload album.</p> <p>Pupils research independent ideas for development</p>	<p>An into introduction Mauren Brodbeck for the 5 hour exam in coursework.</p> <p>5 hour exam coursework unit – using images from photoshoot to create edits in the style of colour blocking and working Brodbeck style.</p>	<p>Alan Turing research – relating to poem quotes.</p> <p>Suffragettes – research starter find the image. Force feeding suffragettes, and Emaleigh Davidson.</p> <p>Emmeline Pankhurst research slide.</p>	<p>Imitation game – referencing movie as research for Turing.</p> <p>Bee emblem to link with anniversary and historic past. Industrial revolution overview. <b>Extended writing opportunity</b></p>	<p>Pupils research artists and produce slides on Amy Gibbings.</p> <p><b>Extended writing opportunity.</b></p>

Using tracker to provide feedback in class.	class. Final feedback to be given.	extended writing. Compare and Contrast. A03.  Canon Play Tasks :printscreen. A01 + A02.  Homework: experimentation with Depth of Field. Using tracker to provide feedback in class.	Contact sheet – review of work. A01 + A03.  Using tracker to provide feedback in class.	Combining text with image.  Pupils create edits in response to Greeting cards brief.  Submitting work.  Using tracker to provide feedback in class.  Final feedback to be given.	IRA bombing and AO arena bombing. Comparison.  Extended writing opportunity. Using tracker to provide feedback in class.	mindmap and images.  Homework: The bees still buzz – Annotate.	using stimulus from.  Using tracker to provide feedback in class.		Imitation game.  Using tracker to provide feedback in class.		Using tracker to provide feedback in class.
<b>Key Vocabulary/Concepts/ideas</b>											
<b>Half term 5</b> <b>Main ideas:</b> Completing still life – natural forms project. Feedback and improvements. <b>Tiny World – mini project. Experimental and working to a brief.,</b> Exposure Triangle , Focus: Depth of Field. Artists – Akiko Ida and Pierre Javelle, Slinkachu, Andrew Whyte. Design brief – Greetings card Design. Composition and humour. <b>Main Ideas:</b> Working from a literacy stimulus to create a visual personal response. Planning a shoot for intended intentions.						<b>Half term 6</b> How to incorporate text and image Artists: Amy Gibbings, Sarah Mitch, Neil Roland, Mauren Brodbeck, Sasha Ray Keywords and skills: Layering, Opacity, Selection tools, Colour blocking, Templating  <b>Keywords:</b> Suffragettes, Emmeline Pankhurst, Votes, Rights, Industrial revolution, Manchester Bee, Workers Unions, Alan Turing, WW2, Enigma, Hacienda, Transport links, Gradient map, Levels, curves, quick selection, magic wand, crop, rasterize, smart object, layer mask, Opacity.					

## Key Stage 4: Year 11

<b>1</b>	<b>Overall Curriculum Goals - developing the following Big Ideas:</b> <ul style="list-style-type: none"> <li>To be able to continue to produce creative work, exploring their ideas, recording their experiences, and working to explore individual strengths.</li> <li>To develop an understanding for the elements of composition in Photography: line, texture, colour, shape, symmetry and pattern, Depth of Field and Rule of Thirds.</li> <li>To develop the ability to evaluate and analyse creative works using the language of art, craft and design and to know about great photographers and digital visual designers.</li> <li>To become independent in the selections made about the direction of work and an overall portfolio (body of work).</li> <li>To refine work to the best of their ability and make links with the work of others and their own ideas and explore an individual style.</li> <li>To develop an understanding of successful composition and intermediate understanding of Photoshop tools: layers, move tool, crop, copy and paste, elliptical marquee, Hue and Saturation, gradient map.</li> </ul>													
	WC 04/09	WC 11/09	WC 18/09	WC 25/09	WC 02/10	WC 9/10	WC 16/10	WC 30/10	WC 6/11	WC 13/11	WC 20/11	WC 27/11	WC 4/12 - 11/12	WC 18/12
Pupils to create edits in the style Neil Roland.  Pupils continue research artists and produce slides on Amy Gibbings/Sarah Mitch/Neil Roland/Mauren Brodbeck Sasha Ray  Pupils create Amy Gibbings edits, Upload, reflect and annotate.	Iconic Photography research.  Refining edits and completing photographer research.	Catch up week to give opportunity to complete any outstanding work and refine edits.  Using tracker to provide feedback in class.	Completing to do lists to close the gap for the Manchester project.  Pupils to learn to take backgrounds away/ hexagon and text tool.  Crop in hexagon shapes and layer over edits	Developing a personal response to develop final outcomes ...  Pupils to learn to take backgrounds away/ hexagon and text tool.  Crop in hexagon shapes and layer over edits – create final	Feedback provided on Manchester Project – Manchester – this is the place.  Teachers to cross moderate.  Using tracker to provide feedback in class.	Closing the gap to revisit and improve.  Students will review work and through feedback – to do lists to complete Manchester this is us.  Pupils Completing edits in the style Mauren Brodbeck and Sasha Ray.	Developing a personal response to develop final outcomes ...			Closing the gap to revisit and improve.  Completing final outcomes, refining work and selecting a final outcome.  Final outcome evaluation.	Self-directed project.  AO3 record ideas and designs	(Self-directed project.  AO3 record ideas and designs  3)Students require a final outcome mark 13 or more for A04 grade 4+.	Self-directed project.  AO3 record ideas and designs  (2) Students require 30 mins to complete AO3 write up. Critical review of artwork and how they	Self-directed project.  AO3 record ideas and designs  Students complete a practical assessment.  (Approximately 3-4 hours A04)  Personal outcome

Using tracker to provide feedback in class.			– create final outcomes with the combination of influences from all of the photographers/artists .	outcomes with the combination of influences from all of the photographers/a rtists .								have developed artwork and create links with the artists studied.	linked to chosen artist that they have studied.  Teachers to cross moderate
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### Key Vocabulary/Concepts/ideas

<b>Half Term 1</b> <b>Main Ideas:</b> <ul style="list-style-type: none"> <li>Students will explore their own identity and develop a personal, skilled, creative outcome linked to their project.</li> <li>Working from a literacy stimulus to create a visual personal response.</li> <li>Planning a shoot for intended intentions</li> <li>How to incorporate text and image.</li> <li>Photographer Research: Amy Gibbings, Sarah Mitch, Neil Roland, Mauren Brodbeck, , Layering, Opacity, Colour blocking</li> </ul>	<b>Half Term 2</b> <b>Keywords:</b> Suffragettes, Emmeline Pankhurst, Votes, Rights, Industrial revolution, Manchester Bee, Workers Unions, Alan Turing, WW2, Enigma, Hacienda, Transport links, Gradient map, Levels, curves, quick selection, magic wand, crop, rasterize, smart object, layer mask, Opacity.
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	WC 6/01	WC 9/01	WC 16/01	WC 23/01	WC 30/01	WC 6/02	WC 13/02	WC 27/02	WC 06/03	WC 13/03	20/03
2	Image development Mind Map and Mood board students select 2 questions maximum from exam paper.	Image development <i>Self-assessment.</i>	Image development Experimentation and influence from artist research.	Further refinements/ Presentation including in-depth annotation.  Personalised research and artist reference.	Further refinements/ presentation	Further refinements/ presentation	Develop work further – time allocated for refinement or work.  Teachers to cross moderate	Develop work further – time allocated for refinement or work.	<b>Catch up begins</b> Further refinements. Drawing Painting <b>Presentation</b>	Further refinements. Drawing Painting <b>Presentation</b>	Further refinements. Drawing Painting <b>Presentation</b>

### Key Vocabulary/Concepts/ideas

<b>Half Term 3</b> <b>Planning, preparation, artists links, experimentation, development, journey, personalisation, selection, editing.</b>	<b>Half Term 4</b> <b>Planning, preparation, artists links, experimentation, development, journey, personalisation, selection</b>
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	WC 15/04	WC 22/04	WC 29/04	WC 06/05	WC 13/05	WC 20/05	WC 03/06 - 10/06	WC 17/06 – 24/07	WC 01/07 -8/07	15/07	22/07	WC 15/04
3	Further refinements. Drawing Painting Presentation  Museum Co-ordinator Salary Case Study BBC Bitesize	Further refinements. Drawing Painting Presentation	Further refinements. Drawing Painting Presentation  Teachers to cross moderate	Further refinements. Drawing Painting Presentation FINAL PRESENTATION Check and refine annotation for both units <i>Extended Writing – thoughts and opinions.</i>	Further refinements. Drawing Painting Presentation FINAL PRESENTATION	Marks submitted 31 <sup>st</sup> May 2024	Course complete	Course complete  ART EXHIBITION  Moderator due to visit.	Course complete	Moderator due to visit.	Course complete	Course complete

### Key Vocabulary/Concepts/ideas

<b>Half Term 5</b> <b>Main Ideas/Keywords:</b> <ul style="list-style-type: none"> <li>Planning, preparation, artists links, experimentation, development, journey, personalisation, selection and refinement</li> </ul> Using online resources to develop editing skills further by working on YouTube demo and using supporting editing materials.	<b>Half Term 6</b> <b>Main Ideas/Keywords:</b> <ul style="list-style-type: none"> <li>Planning, preparation, artists links, experimentation, development, journey, personalisation, selection and refinement</li> </ul>
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- Developing personal projects and ideas.
- Experimenting and utilising skills learnt throughout the year.