

Photography Curriculum Overview Table

End Point	Key Knowledge	Key Skills	Key Vocabulary	Reading and Oracy	Numeracy	Common misconceptions
<p>Y11</p> <p>Term 1</p> <p>Coursework (Mock Exam) Project</p> <p>Creating a project from a theme, demonstrating all Assessment Objectives.</p>	<p>Developing and mastering prior knowledge and skills, processes and techniques in the completion of the MOCK exam.</p> <p>A single project meeting all Assessment Objectives, incorporating the student's own journey, culminating in a 10 Hour personal response.</p>	<p>To investigate and present a personal journey meeting the ESA objectives through:</p> <ul style="list-style-type: none"> ● Observation through taking photographs, planning and making. ● Exploring and explaining ideas. ● Refining, modifying and adapting ideas. ● Experimenting with techniques and processes. ● Making connections with artists and photographers. ● Exploring digital and physical image manipulation. ● Developing and linking ideas. ● Creating a meaningful personal response. ● Pupils are able to explicitly explain what they have done, how it can be improved and what they need to do to improve. 	<ul style="list-style-type: none"> ● Mock Exam Title: (Taken from previous Summers Exam). ● Formal Elements: ● Line, Tone, Texture, Shape, Pattern ● Manual / Automatic ● Viewpoints ● Depth of Field ● Aperture ● Scale ● Balance ● Repetition ● Focus ● Leading Lines ● Framing ● Macro/ Close up ● Crop ● Contact Sheet ● Edit ● Annotation ● Analysis ● Inspiration ● Response ● Original ● Individual ● Personal 	<p>Class discussions of lesson tasks and key photographic vocabulary.</p> <p>Regular self-assessment and peer-assessment, written and verbal.</p> <p>Whole class discussion and assessment of work.</p> <p>Reading: Research into and understanding of the work of other artists and current exhibitions.</p> <p>Writing about intent and outcomes, correctly using subject specific language.</p>	<ul style="list-style-type: none"> ● Composition ● Rule of thirds ● Scale ● Perspective ● Viewpoints ● Angles ● Framing ● Proportions ● Layout ● Cropping ● Presentation ● Zoom ● Use of aperture settings ● Photoshop adjustments 	<p>A set given theme will limit your choice of subject matter.</p> <p>You can only complete a direct 'copy' of an artist / photographer's work, to be correct.</p> <p>You can take 'snaps' and get a GCSE Photography.</p> <p>You do not have to take your own photographs weekly to achieve a GCSE grade in Photography.</p> <p>Analyzing an artist is telling me their life story</p>

<p>Y11 Term 2 Externally Set Exam</p>	<p>Developing and mastering prior knowledge and skills, processes and techniques in the completion of the External Set Assignment (ESA) Exam.</p> <p>A single project meeting all Assessment Objectives, incorporating the student's own journey, culminating in a 10 Hour personal response.</p>	<p>To investigate and present a personal journey meeting the ESA objectives through:</p> <ul style="list-style-type: none"> • Observation through taking photographs, planning and making. • Exploring and explaining ideas. • Refining, modifying and adapting ideas. • Experimenting with techniques and processes. • Making connections with artists and photographers. • Exploring digital and physical image manipulation. • Developing and linking ideas. • Creating a meaningful personal response. • Pupils are able to explicitly explain what they have done, how it can be improved and what they need to do to improve. 	<ul style="list-style-type: none"> • ESA Title - set in January. • Formal Elements: • Line, Tone, Texture, Shape, Pattern • Composition • Considered • Viewpoints • Depth of Field • Aperture • Scale • Balance • Repetition • Focus • Leading Lines • Framing • Macro/ Close up • Crop • Contact Sheet • Edit • Annotation • Analysis • Inspiration • Response • Original • Individual • Personal 	<p>Class discussions of lesson tasks and key photographic vocabulary.</p> <p>Regular self-assessment and peer-assessment, written and verbal.</p> <p>Whole class discussion and assessment of work.</p> <p>Reading: Research into and understanding of the work of other artists and current exhibitions.</p> <p>Writing about intent and outcomes, correctly using subject specific language.</p>	<ul style="list-style-type: none"> • Composition • Rule of thirds • Scale • Perspective • Viewpoints • Angles • Framing • Proportions • Layout • Cropping • Presentation • Zoom • Use of aperture settings • Photoshop adjustments 	<p>I don't need to look at other artists and designers.</p> <p>My first idea will be my best.</p> <p>I can skip straight to a final idea.</p> <p>I can catch up at the end.</p>
<p>Y11 Term 3</p>	<p>Exam Takes Place.</p> <p>Completing coursework (If time permits).</p>					

<p>Y10 Term 1</p> <p>Introduction to Photography</p> <p>Textures & Surfaces Project</p>	<p>How to use the basic DSLR Camera functions.</p> <p>How to take a considered and successful photograph.</p> <p>How to use Photoshop to create contact sheets.</p> <p>How to use Photoshop to do simple edits.</p> <p>Understanding how to use Google as a platform to present Photography work digitally.</p> <p>Understanding the importance of Artists and Photographers to inspire and influence your artwork.</p>	<ul style="list-style-type: none"> • Understanding and using key photographic vocabulary correctly. • Using a camera to take successful photos. • Being able to adjust settings on a camera. • Using manual focus and optical zoom. • Taking photos to demonstrate compositional skills. • Uploading photos to a computer / google drive. • Creating contact sheets on Photoshop • Selecting and presenting successful images • Writing about photoshoots to explain intent and outcomes. • Using Photoshop to make simple adjustments to photos. • Using Google Drive to present Photography as a digital presentation. • Linking work together as a coherent project. • Making connections with the work of other artists. 	<ul style="list-style-type: none"> • Formal Elements: • Line, Tone, Texture, Shape, Pattern • Composition • Considered • Manual / Automatic • Viewpoints • Depth of Field • Aperture • Scale • Balance • Repetition • Focus • Leading Lines • Framing • Macro/ Close up • Crop • Contact Sheet • Edit • Annotation • Analysis 	<p>Class discussions of lesson tasks and key photographic vocabulary.</p> <p>Regular self-assessment and peer-assessment, written and verbal.</p> <p>Whole class discussion and assessment of work.</p> <p>Reading: Research into and understanding of the work of other artists and current exhibitions.</p> <p>Writing about intent and outcomes, correctly using subject specific language.</p>	<ul style="list-style-type: none"> • Composition • Rule of thirds • Scale • Perspective • Viewpoints • Angles • Framing • Proportions • Layout • Cropping • Presentation • Zoom • Use of aperture settings • Photoshop adjustments 	<p>Photography GCSE is an easy option.</p> <p>You do not have to invest time and take photographs regularly in your own time to succeed in this subject.</p> <p>This is a GCSE in Snapshots and not Photography.</p> <p>You can just use your camera phone to take photographs</p>
<p>Y10 Term 2</p>	<p>Understanding the importance of studying the work of other artists and photographers.</p>	<ul style="list-style-type: none"> • Analyzing images by other artists using specific vocabulary and the formal elements. 	<ul style="list-style-type: none"> • Formal Elements: • Line, Tone, Texture, Shape, 	<p>Class discussions of lesson tasks and key photographic vocabulary.</p>	<ul style="list-style-type: none"> • Composition • Rule of thirds • Scale • Perspective 	<p>I don't need to look at other artists and designers.</p>

<p>Artists & Experiments</p>	<p>Being able to find inspiration from other artists to create personal responses.</p> <p>Developing confidence in operating the camera to achieve intent and specific outcomes.</p> <p>Embedding Independent learning and the importance of primary research.</p> <p>Continued building of practical skills through introduction of new processes.</p> <p>Developing digital experimentation through Photoshop.</p> <p>Awareness of the possibilities of non-digital photographic manipulating processes.</p>	<ul style="list-style-type: none"> Using a camera skillfully and deliberately to achieve intentions. Developing techniques and processes using Photoshop to create a considered and image. Using artists and photographers as inspiration. Planning a photoshoot. Presenting a photoshoot as contact sheets with clear explanations. Experimenting with a range of non-digital techniques. Creating experiments that clearly link to artists studies. Developing own ideas in response to other artists. Being able to explain process and intentions. 	<ul style="list-style-type: none"> Pattern Composition Considered Manual / Automatic Viewpoints Depth of Field Aperture Scale Balance Repetition Focus Leading Lines Framing Macro/ Close up Crop Contact Sheet Edit Annotation Analysis Inspiration Response 	<p>Regular self-assessment and peer-assessment, written and verbal.</p> <p>Whole class discussion and assessment of work.</p> <p>Reading: Research into and understanding of the work of other artists and current exhibitions.</p> <p>Writing about intent and outcomes, correctly using subject specific language.</p>	<ul style="list-style-type: none"> Viewpoints Angles Framing Proportions Layout Cropping Presentation Zoom Use of aperture settings Photoshop adjustments Nets 3D/2D Layering Combining Rotation Mirroring Repeat Patterns 	<p>I do not need to plan photoshoots.</p> <p>I already know how to plan ideas successfully. I don't need to follow a specific design process.</p> <p>Photography is all digital.</p> <p>Photography is a 2D image.</p> <p>Photography isn't art.</p> <p>I'm no good at this because it didn't work this time.</p>
<p>Y10 Term 3</p> <p>Creating a project from a theme, demonstrating all Assessment Objectives.</p>	<p>Building GCSE skills through the development of a full, themed project, structured as the assessment project will be in Y11.</p> <p>Embedding and further developing the process of Planning and Development of Ideas.</p> <p>Embedding and further developing independent learning and the importance of primary research.</p>	<ul style="list-style-type: none"> Making Connections with artists and photographers Exploring digital and physical image manipulation. Refine, modify and adapt ideas. Experiment with techniques and processes through 	<ul style="list-style-type: none"> Formal Elements: Line, Tone, Texture, Shape, Pattern Composition Considered Manual / Automatic Viewpoints Depth of Field Aperture 	<p>Class discussions of lesson tasks and key photographic vocabulary.</p> <p>Regular self-assessment and peer-assessment, written and verbal.</p> <p>Whole class discussion and</p>	<ul style="list-style-type: none"> Composition Rule of thirds Scale Perspective Viewpoints Angles Framing Proportions Layout Cropping Presentation Zoom 	<p>Photography is not art.</p> <p>Ideas just happen.</p> <p>I can just take a few photos.</p> <p>I don't need to take photos in my own time.</p> <p>I can just copy an artist's idea.</p>

	<p>Continued building of practical skills through introduction of new processes and techniques.</p> <p>Developing and trying to embed Photoshop processes and techniques.</p> <p>Learning the importance of experimenting with a range of ideas.</p>	<p>photography and the use of Photoshop.</p> <ul style="list-style-type: none"> ● Record from observation, linking ideas. ● Creating meaningful personal response. 	<ul style="list-style-type: none"> ● Scale ● Balance ● Repetition ● Focus ● Leading Lines ● Framing ● Macro/ Close up ● Crop ● Contact Sheet ● Edit ● Annotation ● Analysis 	<p>assessment of work.</p> <p>Reading: Research into and understanding of the work of other artists and current exhibitions.</p> <p>Writing about intent and outcomes, correctly using subject specific language.</p>	<ul style="list-style-type: none"> ● Use of aperture settings ● Photoshop adjustments 	<p>I'm no good at this because it didn't work last time.</p>
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