

Yr I I Long Term Plan Photography

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename) Be curious, be creative, be reflective, be yourself	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Distorted Sustained Investigation Evaluate the strengths of all tasks completed so far and select an appropriate path for moving forward	Creating links Visual links made to the styles of the chosen links (x3)	How to utilise relevant materials, techniques and processes. Spaced retrieval: How to set up and execute a photoshoot.	Be curious Explore a range of carefully selected links. Be creative Broaden creative boundaries by looking at and experimenting with a multitude of materials, techniques and processes. Be reflective Effectively record work using	How to appropriately select links to work with and what techniques are possible with these links How to effectively build idea development up over time to create a final outcome Combining artists' styles and outcomes	Techniques used in Art can be encouraged at GCSE, to break the boundaries that some pupils feel are in place - less consideration for Art and Photography being 'different' subjects but instead complementing each other throughout experimentation	Independent idea generation and development based on chosen links Time management and enthusiasm for chosen links in order to stick with a topic over a longer period of time	Research tasks undertaken to independently develop ideas and outcomes Develop outcomes by using different techniques for the same style and affect an image in a different way Deeper discussion of images including context and narrative.	Social: Open, studio style lesson to free roam and assist classmates where necessary Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their	Students are given the opportunity to explore themselves creatively and make use of their interests in realising intentions - this can incorporate hobbies, interests and other visual stimuli that pupils may find engaging An appreciation for the world around them and an	Time management and research tasks

				<p>Google Slides and make informed decisions regarding which materials, techniques and processes to move forward with.</p> <p>Be Yourself Begin to develop a unique visual style.</p>				<p>Manual settings.</p> <p>Additional links and techniques such as light trails and slow shutter speed.</p>	<p>interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>appreciation of Art's influence on their world primarily through imagery but also through analysis, wonder, creativity and problem solving</p> <p>An appreciation for others' differences and celebrating them</p>	
2	<p>Distorted Sustained Investigation Evaluate the strengths of all tasks completed so far and select an appropriate path for moving forward</p>	<p>Creating links Visual links made to the styles of the chosen links (x3)</p>	<p>How to utilise relevant materials, techniques and processes.</p> <p>Spaced retrieval:</p> <p>How to set up and execute a photoshoot.</p>	<p>Be curious Explore a range of carefully selected links.</p> <p>Be creative Broaden creative boundaries by looking at and experimenting with a multitude of materials, techniques and processes.</p> <p>Be reflective Effectively record work</p>	<p>How to appropriately select links to work with and what techniques are possible with these links</p> <p>How to effectively build idea development up over time to create a final outcome</p> <p>Combining artists' styles and outcomes</p>	<p>Techniques used in Art can be encouraged at GCSE, to break the boundaries that some pupils feel are in place - less consideration for Art and Photography being 'different' subjects but instead complementing each other throughout experimentation</p>	<p>Independent idea generation and development based on chosen links</p> <p>Time management and enthusiasm for chosen links in order to stick with a topic over a longer period of time</p>	<p>Research tasks undertaken to independently develop ideas and outcomes</p> <p>Develop outcomes by using different techniques for the same style and affect an image in a different way</p> <p>Deeper discussion of images including context and</p>	<p>Social: Open, studio style lesson to free roam and assist classmates where necessary</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about</p>	<p>Students are given the opportunity to explore themselves creatively and make use of their interests in realising intentions - this can incorporate hobbies, interests and other visual stimuli that pupils may find engaging</p> <p>An appreciation for the world around them</p>	<p>Time management and research tasks</p>

				<p>using Google Slides and make informed decisions regarding which materials, techniques and processes to move forward with.</p> <p>Be Yourself Begin to develop a unique visual style.</p>				<p>narrative.</p> <p>Manual settings.</p> <p>Additional links and techniques such as light trails and slow shutter speed.</p>	<p>oneself, their interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>and an appreciation of Art's influence on their world primarily through imagery but also through analysis, wonder, creativity and problem solving</p> <p>An appreciation for others' differences and celebrating them</p>				
3	Externally set assignment (exam)	Utilise prior skills, knowledge and understanding to successfully resolve a brief that is set by AQA.		Be curious - Critical and contextual studies	Exam format	Utilise all previously acquired SKU	Continue to develop a sense of style that will carry on being nurtured during the A Level course.					Creative mindset - transferable skills		
4	Externally set assignment (exam)			Be creative - Experiment, develop, resilience										Creative mindset - transferable skills.
5	Externally set assignment (exam) 10 hour session to realise intentions.			<p>Be reflective - Annotate and record</p> <p>Be yourself - Relate and innovate by creating ideas linked to research and test pieces.</p>						Experience of timed sessions with the aim of realising intentions.				

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