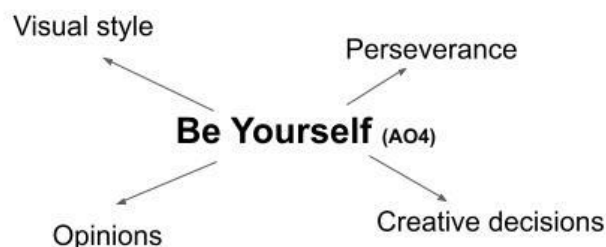
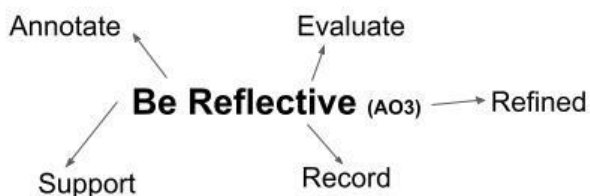
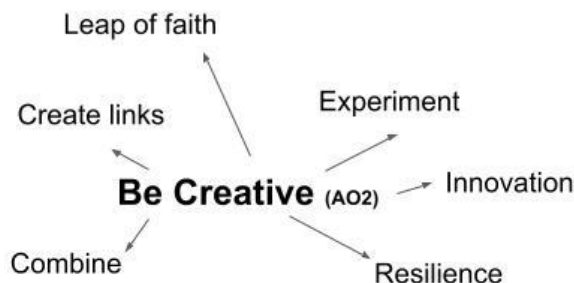
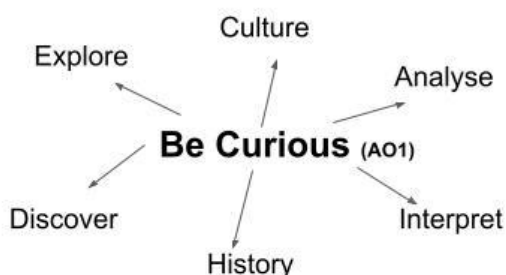


# Subject: Photography

Curriculum Staff: Lucy Graves, Leanne Hunter, Ben Capper

## Be curious, be creative, be reflective, be yourself

Our aim is to enthuse students with a passion for the Creative Arts that will last a lifetime, opening minds to possibility and wonder. The Creative Arts are a crucial part of education. Creativity is critical thinking and as such the arts allow students to discover, engage and grow in exciting, beneficial ways.



| How does Photography's ethos encompass the school's values: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Respect</b>                                              | Students gain an appreciation for culture and heritage through the exploration of Art and the world around them. Through looking at art from a multitude of sources and different time periods students form an appreciation of and gain respect for the wonderfully diverse world which they are part of.<br>Students work in a studio environment, respecting one another whilst taking pride in the creation of their own work and supporting others to realise their intentions. |
| <b>Courage</b>                                              | Students are encouraged to take risks in the development of ideas and the creation of work. Trying new artistic endeavors teaches you to think in different ways, improves resilience and encourages a growth mindset. Students show courage every time they put pencil to paper but especially when the creative journey leads to the formation of a personal style.                                                                                                                |
| <b>Community</b>                                            | Students work in an inspiring studio environment that breeds compassion and acceptance. An understanding of the role that the Creative Arts play in the community is fostered through a combination of research and discussions with practical elements that draw upon personal experience and the world around them.                                                                                                                                                                |
| <b>Wisdom</b>                                               | Reflect upon successes and failures to grow as an artist and as a person. In a world increasingly dependent on visual media, it is essential to teach students visual literacy. Studying a Creative Arts subject will equip students with the wisdom to be able to unpack and respond to the visual stimuli that surrounds them everywhere they go.                                                                                                                                  |

**Key Stage 3 - Intention Statement:**

KS3 Photography delivers the basics of Photoshop and gives students a solid foundation in the underpinning elements of the subject. Links are made to the Structures project delivered at KS4 so that the students can see that the knowledge is relevant to their success at GCSE level. KS3 Photography is on offer for one rotation in Yr8 with additional resources and guidance available via Google Classroom. Students will reprise and reaffirm the KS3 knowledge at GCSE level if they choose to opt for Photography. The Photoshop skills are transferable to Art and Graphics.

**Intention Overview:**

**Curriculum Knowledge**

Students are taught about the Formal Elements, Visual Principles of Photography through a series of escalating practical and theoretical exercises. The course begins with a knowledge test that sets the benchmark for the students current theoretical knowledge before delivering content that will create solid knowledge blocks. Photoshop is tackled in a strategic manner so that students are not overwhelmed with the tasks and chosen links being appropriate for beginners.

**Essential Skills to Develop**

**Subject Specific Skills**

Accurate use of keywords including the Formal Elements and Visual Principles of Photography.  
Basic appreciation of Photography.  
Photoshop basics

**Supportive Learning Skills and Attributes**

Recall skills - Spaced retrieval activities are strategically placed throughout projects to allow students to build solid knowledge blocks and progress their skills, knowledge and understanding.

Literacy - Images are analysed in detail with the accurate use of keywords being paramount to success. Students develop a sophisticated vocabulary as the course progresses. Verbal and written articulation of personal views and opinions are a regular component of the course.

Problem solving - what happens when something goes wrong? Particularly in Photoshop, how do we fix it? Solving problems and overcoming creative challenges promotes resilience.

Students are able to share their own experiences and work as a team to develop their understanding. Working together and helping one another promotes empathy.

**Cultural Capital (opportunities and experiences)**

Focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the students time in Art & Design. Analysis, understanding composition and creating links are key components of the courses.

Keywords are taught strategically with a firm understanding of the underpinning elements of Art & Design instilled into the students before they undertake any of the Creative Arts GCSE options that are available to them. Knowledge tests are regularly used to check understanding and address any misconceptions.

Ideas are shared and collaborative learning is encouraged in order to collectively attain an understanding enough to answer a brief appropriately.

Good work is celebrated. Mistakes encouraged and all pupils made aware of this. Positive atmosphere in not being negative towards anyone's work as experimentation with different media means different strengths in different areas. Pupils are encouraged to express their individuality when producing outcomes and are celebrated for thinking differently.

Creative Arts staff have high expectations of the students which is evident in the level of challenge located within the curriculum. Students are also afforded the option to partake in stretching extra curricular activities. Aspiring creatives are encouraged with personalised verbal support and guidance for those that wish to pursue their creative instincts.

### SMSC

Spiritual education involves the awe and wonder of art that is shown to students. Students demonstrate their Spiritual development through their pride in their own work and their curiosity in investigating styles, genres and artists from a range of movements. Their interpretation of objects, emotions and development of their own unique style is encouraged throughout the curriculum. The opportunity to reflect on their surroundings and nature also helps to develop pupils' spirituality.

### British Values

#### Individual Liberty

Work within boundaries to make safe choices in art and design Make own choices within art and design projects

#### Tolerance of those with different faiths and beliefs

Experience and talk about art and design work from different cultures and religious beliefs Use art and design pieces to learn about different faiths and cultures around the world

#### Mutual Respect

To behave appropriately allowing all participants the opportunity to work effectively Review each other's work respectfully

### Implementation:

- SOW is regularly reviewed and refined where appropriate
- All work is completed in Google Slides with a template assigned that contains a learning journey/tracker, knowledge organisers.
- Homework set where appropriate with the aim of cementing knowledge and refining skills.
- Spaced retrieval activities implemented at strategic intervals throughout the course with the aim of building secure knowledge blocks.

### Measuring Impact:

- Regular FAR marking - will allow teachers to address any misconceptions and celebrate any work done well to share good practice and outcomes between pupils.
- PLCs - are structured so pupils can self assess against a teachers assessment to pinpoint where and what a pupils needs to do to improve.
- Data Collections.

**Key Stage 4 - Intention Statement:**

The GCSE Photography course consists of two units; Unit 1 is a controlled assessment that is completed throughout Yr10 and until Christmas of Yr11 whilst Unit 2 is an externally set assignment that runs for approximately 10 weeks with a 10 hour block of time at the end.

Our Schemes of Learning include a range of learning activities structured around the TEEP model and other relevant pedagogy. The structure is designed to allow students to develop the skills necessary to tackle increasingly complex creative challenges whilst remaining focused on the application of key skills. All classes use common language and the full GCSE assessment criteria are referred to throughout KS3 and KS4 and are used for formal assessments during both key stages. The use of the full assessment criteria throughout allows for accurate tracking and relevant interventions to be made.

Tasks that are designed to 'construct meaning' will be strategically inserted into Unit 1 before students are asked to 'apply to demonstrate' for formally assessed controlled assessment tasks.

Completing the KS4 curriculum will give students the skills, knowledge and understanding necessary to confidently approach the more complex creative problems posed by the KS5 curriculum.

**Intention Overview:**

**Curriculum Knowledge**

**Photography Fundamentals:**

Students will learn a range of basic skills that are crucial in allowing independent learning to take place as the course progresses. Photography Fundamentals will be touched upon during KS3 but the GCSE course will recap knowledge due to the variable gaps in between the completion of KS3 and the start of KS4.

**Knowledge Blocks:**

Knowledge block tasks are designed to build the skills, knowledge and understanding required to effectively complete the CA (controlled assessment) tasks. Knowledge block tasks will be inserted at appropriate points.

**Controlled Assessment:**

'Still Life' - Look at the styles of Vanitas, Veda Djokich and Carsten Witte before creating exciting images that link and build upon their collective visual styles.

'Distorted' - A series of workshops aimed at experimentation with a range of media.

Distorted Sustained Investigation - Students develop an idea and build upon previous successes from the Distorted project.

'Structures' - Look at the styles of Judith Turner, Sol Lewitt and Jenny Okun before creating exciting images that link and build upon their collective visual styles.

Structures Sustained Investigation - Students develop an idea and build upon previous successes from the Structures project.

**Externally set assignment:**

Students receive a range of starting points and select the one that they feel suits their strengths.

**Essential Skills to Develop**

**Subject Specific Skills**

Accurate use of keywords including the Formal Elements and Visual Principles of Photography.

Enhanced appreciation of Photography.

Photoshop mastery

The ability to develop a personal response that can be traced back to several links.

**Supportive Learning Skills and Attributes**

Recall skills - Spaced retrieval activities are strategically placed throughout projects to allow students to build solid knowledge blocks and progress their skills, knowledge and understanding.

Literacy - Images are analysed in detail with the accurate use of keywords being paramount to success. Students develop a sophisticated vocabulary as the course progresses. Verbal and written articulation of personal views and opinions are a regular component of the course.

Problem solving - what happens when something goes wrong? Particularly in Photoshop, how do we fix it? Solving problems and overcoming creative challenges promotes resilience.

Students are able to share their own experiences and work as a team to develop their understanding. Working together and helping one another promotes empathy.

**Cultural Capital (opportunities and experiences)**

Centred around the creation of a personal portfolio of work that builds upon core ideas whilst allowing the students to explore their own creative instincts. Key components such as planned photoshoots, composition and creating links are built upon with technical processes pushed to advanced levels. The students develop a wide vocabulary with spaced retrieval exercises regularly employed to strengthen understanding. Image analysis tasks become more fluent with accurate use of keywords.

Students study a range of different sources from all around the world and from vastly different time periods. Cultures are explored as well as the cultural impact of Photography. Context becomes an increasingly important factor when having in depth discussions about Photography.

Through the construction of compositions, pupils are given an introduction into how a design can affect the viewer. Pupils are also encouraged to work as a team or in groups to collectively share ideas towards a final development.

Pupils are encouraged to work with a studio atmosphere and know that they can ask each other for help as well as the teacher. Respect for each others' work is always enforced and correct ways for giving feedback always evident. Pupils' work regularly used as examples to others' and celebrated when one or more has

achieved well. Furthermore, pupils are encouraged and celebrated for developing and presenting individual and personal thoughts, ideas and outcomes when progressing through a topic or project.

Throughout each key stage there is a strong focus on literacy with a constantly escalating structure used that is designed to allow students to gradually deepen their knowledge and understanding. Maintaining a focus on the Formal Elements and the Visual Principles allows for a deep understanding to be formed over multiple key stages.

Creative Arts staff have high expectations of the students which is evident in the level of challenge located within the curriculum. Students are also afforded the option to partake in stretching extra curricular activities. Aspiring creatives are encouraged with personalised verbal support and guidance for those that wish to pursue their creative instincts.

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Spiritual education involves the awe and wonder of art that is shown to children. Pupils demonstrate their Spiritual development through their pride in their own work and their curiosity in investigating styles, genres and artists from a range of movements. Their interpretation of objects, emotions and development of their own unique style is encouraged throughout the curriculum. The opportunity to reflect on their surroundings and nature also helps to develop pupils' spirituality.

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- Homework set where appropriate with the aim of cementing knowledge and refining skills.
- Spaced retrieval activities implemented at strategic intervals throughout the course with the aim of building secure knowledge blocks.

### Measuring Impact:

- Regular FAR marking - will allow teachers to address any misconceptions and celebrate any work done well to share good practice and outcomes between pupils.
- PLCs - are structured so pupils can self assess against a teachers assessment to pinpoint where and what a pupils needs to do to improve.
- Data Collections - evidence of progress and accurate forecasting for GCSE.

### Key Stage 5 - Intention Statement:

At KS5 students build upon the knowledge skills and understanding developed throughout each key stage. The A Level Photography course is accessible to all students as the first part of the AS course acts as a foundation but it is advantageous for students to have completed either Photography, Art or Graphics at KS4 so that they have a deeper understanding of visual language.

Students are asked to create a personal investigation that ranges from 1000-3000 words that is strictly linked to a theme of their own choosing. Once they have chosen a theme the student must continue to work within that theme for the entirety of the course. The fluency that they show in developing and refining their ideas within that theme determines the level of their overall success.

Literacy is further developed with greater focus placed on composition devices. Students must show a deep understanding of how compositions are constructed in both their written and practical work.

By the end of the course the students will have become confident practitioners with the confidence to transition to university or creative industries. Whilst they will have developed a signature style they will also possess a highly transferable set of skills that can be applied to a multitude of progression scenarios.

### Intention Overview:

| Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                       |                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>AS</b><br>The Formal Elements & Visual Principles<br><br>Genres in Photography<br><br>Personal Investigation                                                                                                                                                                                                                                                            |                                                                                                   |
| <b>A2</b><br>Personal Study - Students create a personal Study that ranges from 1000-3000 words that is strictly linked to a theme of their own choosing.<br><br>A2 Sketchbook - Students undertake a sustained investigation of the theme that they explored during the completion of the Personal Study. Work must be fully documented and show a high level of mastery. |                                                                                                   |
| Essential Skills to Develop                                                                                                                                                                                                                                                                                                                                                |                                                                                                   |
| Subject Specific Skills                                                                                                                                                                                                                                                                                                                                                    | Supportive Learning Skills and Attributes                                                         |
| Fluent use of keywords including the Formal Elements, Visual Principles and Composition                                                                                                                                                                                                                                                                                    | Recall skills - Spaced retrieval activities are strategically placed throughout projects to allow |

|                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>Devices.</p> <p>Enhanced appreciation of Photography with a deep understanding of how to purposefully create effective compositions.</p> <p>Photoshop mastery</p> <p>The ability to develop a personal response with links before confidently developing a unique visual style.</p>                                                                            | <p>students to build solid knowledge blocks and progress their skills, knowledge and understanding.</p> <p>Literacy - Images are analysed in detail with the accurate use of keywords being paramount to success. Students develop a sophisticated vocabulary as the course progresses. Verbal and written articulation of personal views and opinions are a regular component of the course.</p> <p>Problem solving - what happens when something goes wrong? Particularly in Photoshop, how do we fix it? Solving problems and overcoming creative challenges promotes resilience.</p> <p>Students are able to share their own experiences and work as a team to develop their understanding. Working together and helping one another promotes empathy.</p> |
| <p><b>Cultural Capital (opportunities and experiences)</b></p>                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Builds upon the experiences of KS3 and KS5 with the students now able to confidently articulate sophisticated ideas and plan and execute their own learning journey.</p> <p>A Level requires a high level of engagement from the student and as such they will enrich their own curriculum by pursuing their creative endeavours outside of the classroom.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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