

# Yr10 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)	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	Still Life	<p><b>Vanitas</b> Analysis Photoshoot 1 Edits Evaluate &amp; refine</p> <p><b>Alternative visions</b> Modern interpretation of Vanitas concepts.</p>	<p>-Analysing an image -What is symbolism? -Creating links FE &amp; VP -Studio lighting -Using a tripod</p>	<p><b>Be curious</b> - Critical and contextual studies including Symbolism</p> <p><b>Be reflective</b> - Annotate and record</p> <p>Scrutinise images and ensure that quality of outcomes meets the set criteria.</p> <p><b>Be yourself</b> Experiment with Photoshop by adding smashed glass, smoke and butterflies.</p>	<p>Use of keywords. Understanding of composition</p> <p>How to create links</p> <p>No prior experience of the requirements of GCSE level analysis. The process needs to be broken down into manageable chunks.</p>	Knowledge blocks relating to the Formal Elements & Visual Principles. Photoshop basics	Secure knowledge of the Formal Elements & Visual Principles. Key skills relating to still life and studio photography	Manual settings. Additional links and techniques such as light trails and slow shutter speed.	<p>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.</p> <p>British Values - <b>Individual Liberty</b></p>	<p>Art &amp; culture - contextual links</p> <p>Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made</p> <p>HW - explore the local environment and take photographs</p>	<p>Studio photography</p> <p>Creative mindset - transferable skills.</p>

2	Still Life	<p><b>Vedi Djokich</b> Edits Evaluate &amp; refine</p> <p><b>Still life idea development</b> Analysis Photoshoot Edits Evaluate &amp; refine</p>	<p>-Analysing an image -Photoshop key skills Idea development</p>	<p><b>Be curious</b> - Critical and contextual studies</p> <p><b>Be creative</b> -Experiment, develop, resilience</p> <p>Develop still life techniques/understanding</p> <p><b>Be reflective</b> - Annotate and record</p> <p><b>Be yourself</b> Relate and innovate by creating ideas linked to research and test pieces.</p>	<p>Camera settings. Positioning of lights.</p> <p>Links</p> <p>No previous experience of analysing and evaluating own practice.</p> <p>No previous experience of refining practice.</p> <p>The work must link to the previous work done for this project as it needs to form a 'Sustained Investigation'</p>	<p>Knowledge blocks relating to the Formal Elements &amp; Visual Principles. Photoshop basics</p>	<p>Secure knowledge of the Formal Elements &amp; Visual Principles. Key skills relating to still life and studio photography Develop personal visual style</p>	<p>Manual settings. Additional still life photoshoots inspired by Magda Indigo, Edward Weston, Irving Penn</p>	<p>Work within boundaries to make safe choices in art and design Make own choices within art and design projects</p> <p><b>Tolerance of those with different faiths and beliefs</b> 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</p>	<p>Art &amp; culture - contextual links</p> <p>Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made</p> <p>HW - explore the local environment and take photographs</p>	<p>Studio photography. Illustration/Creative Industries</p> <p>Creative mindset - transferable skills.</p>
3	Distorted	<p><b>Media/techniques/processes experiments</b></p> <p>Minimum of 3 links explored</p> <p>Vasilisa Forbes, Greg Sands, Edward Honaker, Seth Teras, Jerry Ulesman, Victoria Witchoria, Nick Frank, Laszlo Moholy-Nagy, John Rankin 'Destroyed', Alison Trentleman, Michael Bosanko,</p>	<p>-How to effectively document the creative process. --Photoshop key skills</p>	<p>Be creative - Experiment, develop, resilience</p> <p>Be reflective - Annotate and record</p>	<p>Drawing in Photography.</p> <p>How to effectively document experiments.</p> <p>Not everything has to be successful for it to be valuable.</p>	<p>Knowledge blocks relating to the Formal Elements &amp; Visual Principles. Photoshop basics</p>	<p>Secure knowledge of the Formal Elements &amp; Visual Principles. Key skills relating to still life and studio photography Develop personal visual style</p>	<p>Additional techniques and processes including emulsion printing, cyanotypes and stitching.</p>	<p><b>Mutual Respect</b> To behave appropriately allowing all participants the opportunity to work effectively Review each other's work respectfully</p>	<p>Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made</p>	<p>Creative mindset - transferable skills.</p>

		Michal Macku, Barbara Kruger, Iain Macarthur, Linda Sterling, Julian Opie, David Hockney 'Photo Cubism', Teun Hocks, Jiri Kolar. Sandra Chevrier.									
4	Distorted	<b>Sustained Investigation</b> Evaluate the strengths of all tasks completed so far and select an appropriate path for moving forward.	-Idea development -Evaluative annotation	Be curious - Critical and contextual studies  Be creative - Experiment, develop, resilience  Be reflective - Annotate and record  Be yourself - Relate and innovate by creating ideas linked to research and test pieces.	Previously taken images can be used to create a sustained investigation.  Secondary sources can be used but it's not encouraged due to the often poor quality of images.	Knowledge blocks relating to the Formal Elements & Visual Principles. Photoshop basics	Secure knowledge of the Formal Elements & Visual Principles. Key skills relating to still life and studio photography Develop personal visual style	Detailed recording with examples from A Level shown to highlight the impact on AO3.		Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made	Creative mindset - transferable skills.
5	Structures	<b>Judith Turner</b> -Analysis -Photoshoot -Edits -Photoshoot 2 -Refined edits	-Creating a contact sheet -Annotating a contact sheet -Effective presentation -PS Levels -B&W -Cropping	Be curious - Critical and contextual studies  Be creative - Experiment, develop, resilience	No natural forms.  Camera settings.	Knowledge blocks relating to the Formal Elements & Visual Principles. Photoshop basics	Secure knowledge of the Formal Elements & Visual Principles. Key skills relating to still life and studio photography Develop personal visual style	Additional links to Sol Lewitt and typology		HW - Explore and photograph architecture in the local environment.  Students learn to appreciate and value images and artefacts across times	Creative mindset - transferable skills.

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6	Structures	<b>Helder Santos</b> -Analysis -Overlays -Tessellations	--Photoshop key skills -Image selection	Be creative - Experiment, develop, resilience  Be reflective - Annotate and record	Tessellation process.  How to effectively document the process.  How to differentiate and develop a tessellation.	Knowledge blocks relating to the Formal Elements & Visual Principles. Photoshop basics	Secure knowledge of the Formal Elements & Visual Principles. Key skills relating to still life and studio photography Develop personal visual style	Additional links to Laszlo Moholy-Nagy, mixed media artists.		Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made	Creative mindset - transferable skills.