

# Yr8 Long Term Plan Photography

## [Booklet](#)

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	<a href="#">Links to previous KS</a>	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Half term 1	Photography Foundation Course	<p><b>Baseline Test</b> - Current knowledge</p> <p><b>The Formal Elements, Visual Principles</b> - Image analysis task - Henri Cartier Bresson</p> <p><b>Composition</b> - How do Composition Devices work?</p> <p><b>Knowledge Test</b></p>	<p>Skills, knowledge and understanding relating to the Formal Elements, Visual Principles and Composition Devices.</p> <p>Literacy - 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>Resilience - Problem solving - what happens when something goes wrong? Particularly in Photoshop, how do we fix it? Solving problems</p>	<p>Be Creative - Experiment, develop, resilience</p> <p>Be Curious - Critical and contextual studies</p> <p>Be reflective - Annotate and record</p> <p>Be yourself - Relate and innovate</p>	<p>Keyword meanings - Composition</p> <p>Use of Photoshop tools and techniques</p>	<p>KS1/2 Use a range of materials and techniques (Photography, collage)</p> <p>KS1/2 Use a range of techniques that link to the Formal Elements</p> <p>KS1/2 Look at a range</p>	<p>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.</p>	<p>Analysis tasks are structured to allow for more sophisticated answers to be produced where appropriate.</p> <p>Practical tasks have set starting points but the outcomes can vary wildly depending on the students grasp of the techniques and processes.</p> <p>Resources are available</p>	<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> 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</p>	<p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art &amp; Design.</p> <p>Analysis, understanding composition and creating links are key components of the courses.</p>	<p>Photography genres explored allowing students to see the potential fields available within the subject.</p> <p>General creative skills applicable to any field.</p>

			and overcoming creative challenges promotes resilience.			of different artists/architects/designers		for students to continue working outside of their allotted rotation.	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	<b>NC -</b> Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	
Half Term 2	Photography Foundation Course	<b>William Klein</b> <b>Nick Frank vs Victoria Witchoria</b> <b>End of Unit Assessment</b> <b>DIRT - Photoshop</b>			Use of Photoshop tools and techniques	KS1/2 Use a range of materials and techniques  KS1/2 Use a range of techniques that link to the Formal Elements  KS1/2 Look at a range of different artists/architects/designers			<b>Mutual Respect</b> To behave appropriately allowing all participants the opportunity to work effectively Review each other's work respectfully		
Rotation											