

KS5 Curriculum Overview **PHOTOGRAPHY**

Year 12

| TERM 1 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |
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| <p style="text-align: center;">Image and Text</p> <ul style="list-style-type: none"> • Introduction to theme Image and Text • Visual mind map exploring the Theme. • Study Visit to Tate modern with structured photoshoots introducing students to key photographic techniques and photographic props. • Organising and selecting best images as an introduction to a digital workflow • Basic introduction to the following techniques: Shutter Speeds, Aperture, Photo Manipulation, Mixed Media, ISO, Alternative Processes etc. | <ul style="list-style-type: none"> • Brainstorming an idea • Creative and divergent thinking • Aesthetic selection | <p>Prior to the study visit to London students will be introduced to the moral and ethical side of Photography; they will discuss when it is or not appropriate to take photographs, considering the need for official permission and consent from others.</p> |
| TERM 2 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |
| <p>Image and Text: Techniques 1 and 2 (These are tailored to individual student interest)</p> <ul style="list-style-type: none"> • Introduction of Assessment Objectives and demonstration of how to meet each AO in presentation of work in sketchbooks. • Introduction to Analysing the work of Others. • Introduction to Digital Editing Processes • Introduction to Reflecting and Critiquing own work. • School Photoshoots to introduce these terms techniques (this changes every year) • Personal Photoshoots utilising the techniques learnt in school in an area of own personal interest. • Traditional and Alternative processes are taught in the Darkroom every third week. (Photograms, Painting with Developer and Cyanotypes) | <ul style="list-style-type: none"> • Organisation skills • Presentation skills • IT skills | <ul style="list-style-type: none"> • Photojournalism • Events Photographer • Forensic Photographer • Gallery curator • Fashion Photographer • Web designer • The film industry • Art editor • Corporate photographer • Art and Photo editor |
| TERM 3 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |
| <p>Image and Text: Techniques 3 and 4 (These are tailored to individual student interest)</p> <ul style="list-style-type: none"> • Analysing the work of Others. • Digital Editing Processes • Reflecting and critiquing own work. • School Photoshoots to introduce these terms techniques (this changes every year) • Personal Photoshoots utilising the techniques learnt in school in an area of own personal interest. • Traditional and Alternative processes are taught in the Darkroom every third week. (Developing film, Inverting, Chemigrams) • Introduction to personal project linking to personal photoshoots. | <ul style="list-style-type: none"> • Analytical and evaluative writing • Creative thinking skills in ideas development and imaginatively using materials, media technologies, methods and a variety of tools while observing good working practices | <ul style="list-style-type: none"> • Media experimentation: Students learn about techniques and processes and what is deemed good professional practice in the creative industries. |
| TERM 4 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |

| <p>Image and Text: Techniques 5 and 6 (These are tailored to individual student interest)</p> <ul style="list-style-type: none"> Analysing the work of Others. Digital Editing Processes Reflecting and critiquing own work. School Photoshoots to introduce these terms techniques (this changes every year) Personal Photoshoots utilising the techniques learnt in school in an area of own personal interest. Planning Personal Project based on the personal photoshoots taken for each theme technique taught over the year. | | <ul style="list-style-type: none"> Equality and diversity are integral to all projects in Photography. Students are introduced to a range of artists across the globe. Discussions take place about the often-controversial concepts behind the work of many contemporary photographers. |
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| <p>Personal Project</p> <ul style="list-style-type: none"> Selecting a theme for a personal project by reflecting on the strengths and weaknesses of personal photoshoot produced throughout the year. Looking for connections between own photoshoots Researching artists/photographers that have work on similar themes to chosen project. Produce a visual mind-map exploring the theme. Planning photoshoots that link to the personally chosen theme using a range of different photographic techniques/props | <ul style="list-style-type: none"> Decision making skills for thinking in a divergent and independent manner. | <ul style="list-style-type: none"> Students will decide on a personal direction that reflects their creative journey. These will be discussed, and students will learn to trust their own decisions and respect the decisions of others. |
| TERM 6 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |
| <p>Personal Project</p> <ul style="list-style-type: none"> Refining and developing photoshoots taken during the summer break and during term 6. Reflecting and refining ideas Researching relevant exhibitions that they can visit during the summer break to support ideas | <ul style="list-style-type: none"> Persuasion, influence and negotiating skills when presenting their pitch to an audience | <ul style="list-style-type: none"> Students are encouraged to value themselves as unique human beings by personalising their work. |

KS5 Curriculum Overview (Photography)

Year 13

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| <p>Personal Project</p> <ul style="list-style-type: none"> Refining and developing photoshoots taken during the summer break and during term 6. Reflecting and refining ideas Planning an outcome that fully realise intentions | <ul style="list-style-type: none"> Knowledge and understanding of the ways in which photographers develop and refine a creative idea. | <ul style="list-style-type: none"> Working and thinking like a professional photographer |
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| <p>Personal Project: Mock Exam</p> <ul style="list-style-type: none"> • Mock examination (this is a 10-hour session used to complete and formalise outcomes) • Mount and present work | <ul style="list-style-type: none"> • Learning how to focus and sustain concentration over a 10 hour period • Time management • Organisational skills | <ul style="list-style-type: none"> • Producing a portfolio exposes students to wide ranging creative careers • Responding to a brief introduces the students to the design process undertaken by artist in the creative industries |
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| <p>Externally Set Assignment</p> <ul style="list-style-type: none"> • The ESA (externally set assignment) is issued at the beginning of this term. It is a new theme set by the examination board. The students have at least ten weeks to plan and prepare a personal response with teacher support. Students must start working in a new sketchbook for this component. • Produce a visual mind-map exploring the theme. • Produce copious visual and written research of artists listed on the examination paper. • Begin to develop ideas in sketchbooks | <ul style="list-style-type: none"> • Time management • Organisational skills | <ul style="list-style-type: none"> • Responding to a brief introduces the students to the design process undertaken by artists in the creative industries |
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| <p>Externally Set Assignment</p> <ul style="list-style-type: none"> • Refine and develop ideas using a range of media. • Recording experiences and observations using a sketchbook | <ul style="list-style-type: none"> • A range of recording skills such as drawing, annotation, photography and visual diagrams will be taught, | <ul style="list-style-type: none"> • Working to a client brief and following a design process introduces students to practice in the creative industry. |
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| <p>Externally Set Assignment</p> <ul style="list-style-type: none"> • 15-hour examination. During this time students will produce an outcome which realises their intentions. • Mount and prepare work for exhibition. • External moderation | <ul style="list-style-type: none"> • Realising ideas to produce an outcome | <ul style="list-style-type: none"> • Tolerance: Students are taught to be tolerant of different beliefs and cultures by supporting each other on their creative journeys. |
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