

## KS4 Curriculum Overview (PHOTOGRAPHY)

### Year 1 GCSE

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p style="text-align: center;"><b>Abstract Photography</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Abstraction in Photography</li> <li>• Visual mind map exploring the theme.</li> <li>• Study Visit to Tate modern with structured photoshoots introducing students to key photographic techniques and photographic props.</li> <li>• Organising and selecting best images as an introduction to a digital work flow</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the differences between Representational and Abstract Art/Photography</li> <li>• Camera Parts</li> <li>• Introduction to SLR Camera Settings</li> </ul>	<p><b>Law:</b> 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 style="text-align: center;"><b>Abstract Photography: Shutter Speeds</b></p> <ul style="list-style-type: none"> <li>• Introduction of Assessment Objectives and demonstration of how to meet each AO in presentation of work in sketchbooks.</li> <li>• Introduction to Analysing the work of Others.</li> <li>• Introduction to Digital Editing Processes</li> <li>• Introduction to Reflecting and Critiquing own work.</li> <li>• School Photoshoot to introduce Shutter Speeds and demonstrate ways to personalise a theme</li> <li>• Planning and preparing for first personalised outcome based on the theme Abstract using the technique Shutter Speeds</li> </ul>	<ul style="list-style-type: none"> <li>• Organising digital files for an effective workflow</li> <li>• Controlling shutter speeds to capture movement.</li> <li>• Evaluative and analytical writing</li> <li>• Independent research skills</li> </ul>	<ul style="list-style-type: none"> <li>• Photojournalism</li> <li>• Events Photographer</li> <li>• Forensic Photographer</li> <li>• Gallery curator</li> <li>• Fashion Photographer</li> <li>• Web designer</li> <li>• The film industry</li> <li>• Art editor</li> <li>• Corporate photographer</li> <li>• Art and Photo editor</li> </ul>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p style="text-align: center;"><b>Abstract Photography: Close Up and Architecture</b></p> <ul style="list-style-type: none"> <li>• Analysing the work of others</li> <li>• Introduction to this term's photographic techniques/themes through practical workshops</li> <li>• Researching, Planning and Producing Abstract work inspired by this term's techniques/themes.</li> <li>• Reflecting and refining personal outcomes using a range of editing processes</li> <li>• Introduction to personal project linking to personal photoshoots.</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical and evaluative writing</li> <li>• Creative thinking skills in ideas development and imaginatively using materials, media technologies, methods and a variety of tools while observing good working practices</li> </ul>	<ul style="list-style-type: none"> <li>• Media experimentation: Students learn about techniques and processes and what is deemed good professional practice in the creative industries.</li> </ul>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<p><b>Abstract Photography: Aperture and Layers/Framing Devices</b></p> <ul style="list-style-type: none"> <li>• Analysing the work of others</li> <li>• Introduction to this term’s photographic techniques/themes through practical workshops</li> <li>• Researching, Planning and Producing Abstract work inspired by this term’s techniques/themes</li> <li>• Reflecting and refining personal outcomes using a range of editing processes</li> <li>• Personal Photoshoots should now link closely to ideas for the personal project which begins in term 6</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use subject specific vocabulary when annotating sketchbooks.</li> <li>• Decision making skills for thinking in a divergent and independent manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Media experimentation, students learn about techniques and processes and what is deemed good professional practice in the creative industries</li> </ul>
<p><b>TERM 5 TOPIC/s</b></p>	<p><b>*Key Skills/Subject Links</b></p>	<p><b>*Career links &amp; BV</b></p>
<p><b>Abstract Photography: Reflections and Shadows</b></p> <ul style="list-style-type: none"> <li>• Analysing the work of others</li> <li>• Introduction to this terms photographic techniques/themes through practical workshops</li> <li>• Researching, Planning and Producing Abstract work inspired by this terms techniques/themes</li> <li>• Reflecting and refining personal outcomes using a range of editing processes</li> <li>• Planning Personal Project based on the personal photoshoots taken for each theme technique taught over the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn effective research techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<p><b>TERM 6 TOPIC/s</b></p>	<p><b>*Key Skills/Subject Links</b></p>	<p><b>*Career links &amp; BV</b></p>
<p><b>Personal Project</b></p> <ul style="list-style-type: none"> <li>• Choosing 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</li> <li>• Researching artists/photographers that have work on similar themes to chosen project.</li> <li>• Produce a visual mind-map exploring the theme.</li> <li>• Planning photoshoots that link to the personally chosen theme using a range of different photographic techniques/props</li> <li>• Researching relevant exhibitions that they can visit during the summer break to support ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasion, influence and negotiating skills when presenting their pitch to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Students are encouraged to value themselves as unique human beings by personalising their work.</li> </ul>

## KS4 Curriculum Overview (Photography)

### Year 2 GCSE

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p style="text-align: center;"><b>Personal Project</b></p> <ul style="list-style-type: none"> <li>Refining and developing photoshoots taken during the summer break and during term 6.</li> <li>Reflecting and refining ideas</li> <li>Planning an outcome that fully realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the ways in which photographers develop and refine a creative idea.</li> </ul>	<ul style="list-style-type: none"> <li>Working and thinking like a professional photographer</li> </ul>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p style="text-align: center;"><b>Personal Project Mock Exam</b></p> <ul style="list-style-type: none"> <li>Mock examination (this is a 10-hour session used to complete and formalise outcomes)</li> <li>Mount and present work</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to focus and sustain concentration over a 10 hour period</li> </ul>	<ul style="list-style-type: none"> <li>Producing a portfolio exposes students to wide ranging creative careers</li> </ul>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p style="text-align: center;"><b>Externally Set Assignment</b></p> <ul style="list-style-type: none"> <li>The ESA (externally set assignment) is issued at the beginning of this term. It is an exam paper containing seven questions set by the examination board (AQA). Students select one question to respond to. 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.</li> <li>Produce a visual mind-map exploring the theme.</li> <li>Produce copious visual and written research of artists listed on the examination paper.</li> <li>Begin to develop ideas in sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>Time management</li> <li>Organisational skills</li> <li>Creative thinking when making decisions on how to personally interpret a theme.</li> </ul>	<ul style="list-style-type: none"> <li>Responding to a brief introduces the students to the design process undertaken by artists in the creative industries</li> </ul>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p style="text-align: center;"><b>Externally Set Assignment</b></p> <ul style="list-style-type: none"> <li>Refine and develop ideas using a range of media.</li> <li>Recording experiences and observations using a sketchbook</li> <li>Finalise ideas for examination outcome</li> <li>Potentially a Study Visit to an exhibition relevant to the exam theme</li> </ul>	<ul style="list-style-type: none"> <li>A range of recording skills such as drawing, annotation, photography and visual diagrams will be taught,</li> </ul>	<ul style="list-style-type: none"> <li>Working to a client brief and following a design process introduces students to practice in the creative industry.</li> </ul>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<p style="text-align: center;"><b>Externally Set Assignment</b></p> <ul style="list-style-type: none"> <li>• 10-hour examination. During this time students will produce an outcome which realises their intentions.</li> <li>• Mount and prepare work for exhibition.</li> <li>• External moderation</li> </ul>	<ul style="list-style-type: none"> <li>• Realising ideas to produce an outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance: Students are taught to be tolerant of different beliefs and cultures by supporting each other on their creative journeys.</li> </ul>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV