



Intent	What new knowledge/content do we introduce?					
By the end of KS5 students are able to...	Year 12		Year 13	Choices	How does this curriculum incorporate the Specification and go beyond? How does going beyond the specification ensure challenge?	
<p>Be able to apply practical photography skills, with a level of understanding, which allows them to be creative and reflect their own personal engagement with the world around them.</p> <p>Develop transferable skills;</p> <ul style="list-style-type: none"> ● Non-routine problem solving ● Decision-making and reasoning. ● Critical thinking ● ICT literacy ● Articulate ideas ● Relationship-building skills ● Collaborative problem solving ● Adaptability and Resilience ● Self-management and self-development <p>Time management Focus Resourcefulness Independence</p> <p>Develop and apply technical knowledge and skills</p> <p>Students will become skilful and experience in the technical elements of photography, and experiment with a wide range media, processes and techniques. Students can apply these skills and be able to personalise their approach. Students will explore the following:</p>	<p>SKILL BASED WORKSHOPS</p> <p>Students will work through a series of Mini Projects. Each projects will have a set focus which maybe practical or theoretical. This will provide them with the skills and knowledge they need to work independently.</p>	<p>1 Sept – Feb</p> <p>Skill based workshops exploring a variety of skills and themes. Each workshop is a mini project, which has a particular focus and technical skill to be explored.</p> <p>New Knowledge and content :</p> <ul style="list-style-type: none"> ● Photographic Genres ● Further exploration of technical camera settings ● Affinity software for digital editing ● Exposure-Aperture-movement – shutterspeed. ● Studio shoot ● Tyler spangler – exploring hand manipulation ● Use of Text and Image ● Digital collage ● Dark room practise ● A variety of Photographers work will be used as examples which link to each mini project, however students will also be encouraged to explore other photographers work independently. 	<p>Personal Investigation</p> <p>Student led starting points, chosen artists, developments and outcomes.</p>	<p>1 Sept – Dec</p> <p>Sustained investigation to develop a personal response to a chosen theme. Leading to Mock Exam in December.</p> <p>This could be a continuation from previous work, or a new topic.</p>	<p>We have selected artists for the teacher led phase to ;</p> <p>Introduce students to a wide selection of artists</p> <p>To enable students to make practical experimentation pieces which explores the techniques used by each artist. Student will then be able to apply this knowledge to his or her own practise.</p>	<p>Year 12 and 13 student's are working independently by the end of the course. Work is of a personalised nature and shows development of a given theme. Each student is expected to work to their strengths and with materials and themes, which they find inspirational.</p> <p>Each students work should be unique and individual to them, and have a clear intent behind the work.</p> <p>Work should be well considered and show a student's own creative journey. New techniques and concepts are formed with staff/group discussions and are fully supported.</p>
	<p>Mock Exam.</p> <p>Student led development of individual project. Artists, techniques and outcomes to be personalised by each student.</p>	<p>Feb - June</p> <p>Mock Exam Preparation time.</p> <p>During this stage, Year 12 students will be working on their own individual projects. Students are presented with a series of theme, and will select on to develop. This will lead into a practical exam in June.</p> <p>June – July</p> <p>Personalised feedback from exam.</p> <p>Personalised extension work</p>	<p>EXTERNALLY SET ASSIGNMENT.</p> <p>Student led starting points, chosen artists, developments and outcomes.</p>	<p>1 Feb to Easter</p> <p>Exam theme released on 1st Febuary Febuary to Easter exam preparation. Exam dates and deadlines TBC</p>	<p>To introduce concepts, context and message and meaning</p> <p>To inspire and motivate students to develop their own personalised ideas.</p> <p>Additional artists will be fed into to individual students to broaden their</p>	<p>Students should become articulate and able to discuss their work in depth and with passion.</p> <p>Students then have a solid foundation of inspiration to draw from to enable them to develop their own route through sustained investigation and to a personal response.</p>

<ul style="list-style-type: none"> • Camera settings • Editing software • Digital manipulation of an image • Hand manipulation • Exploration of different media e.g. Silkscreen printmaking, Collage, 3D • Darkroom practise. <p>Meet assessment criteria as set by the exam board.</p> <ul style="list-style-type: none"> • Develop ideas through investigations demonstrating critical understanding of sources • Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes • Record ideas observations and insights relevant to intention as work progresses • Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language 	<p>Rationale for this sequence</p>	<p>The start of the course is mainly to determine the experience each student has had in Photography. Not all will have taken Photography as a stand-alone subject. We carefully structure each lesson to help students build up a body of technical skills and use ideas and artists work to support these. The experiences, skills and understanding students acquire should enable them to work independently as they progress through the course.</p>	<p>At this stage, students should have a sound knowledge of the requirements of the course through their engagement with the A.O in year 12. Students are encouraged to work in a sequence which ensure all assessment objects are met, but also understand the flexibility it allows for individual creative intent.</p> <p>The order of lessons are planned to enable students to be guided to produce personalised work that meets all of the assessment objectives. The sequencing during independent phases enable teachers to support students to work at a productive pace and meet deadlines.</p> <p>The externally set assignment will also be planned and sequences by teachers to ensure students can respond effectively to the exam theme and develop a personalised project that can showcase their strengths and areas of interest.</p>	<p>inspiration and support development of ideas. These will be personalised to the students and promote diversity.</p> <p>Practical activities have been selected to;</p> <p>Give students opportunity to explore a range of methods and materials.</p> <p>To inspire a range of ways of working</p> <p>To allow students to find their strengths and areas of specialism</p>	<p>Teachers support this development through building close professional working relationships with students through regular one to one support and discussion, coaching students to take control of their creative journeys and Artistic development</p> <p>In additional to timetabled curriculum time we also take every opportunity to organise relevant trips and experiences, which will enhance our student's knowledge and understanding of Photography and help them gain a wider perspective of the role of the subject.</p> <p>Students should build up a body of skills and experience which would enable them to continue into Further education.</p>
	<p>How does the KS5 Curriculum build on previous learning at KS4?</p>	<p>Students who have studied Photography G.C.S.E at Chesterton will have gained a solid foundation at KS4 photography which will give them key skills, knowledge and understanding. These skills and knowledge will then be further developed into KS5. In particular students will further develop their editing skills with the introduction of Affinity, this will enable them to advance their digital editing skills and give them a greater experience of digital editing in industry practise. Students will be taught to analysis other photographers work and gain a deeper understanding of the role of photography and the implications/messages and meanings behind an image. Throughout KS4 students will have developed a clear understanding of how to interpret a given theme and develop a personalised project through high quality experimentation and engagements with relative artists. This will be further advanced and developed at KS5, Students ensuring students can confidently articulate ideas and opinions, work independently and monitor their own progress.</p>			

