



Intent		What new knowledge/content do we introduce?					
By the end of KS4 students are able to...		Year 10		Year 11		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"><li>● Non-routine problem solving</li><li>● Decision making and reasoning.</li><li>● Critical thinking</li><li>● ICT literacy</li><li>● Communication</li><li>● Relationship-building skills</li><li>● Collaborative problem solving</li><li>● Adaptability</li><li>● Self-management and self-development</li></ul> <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</p>		<p><b>SKILL BASED WORKSHOPS</b></p> <p>Students will work through teacher lead workshops to develop technical skills using the camera and compositional considerations.</p> <p><b>IDENTITY</b></p> <p>Students explore artists starting points with a theme of IDENTITY. Students continue to refine technical skills. Students explore the theme of Identity and consider what it means to themselves individually. How do we/others portray a sense of Identity?</p>	<p><b>1 Sept – Dec</b></p> <p>Practical skill based workshops- leading to Identity</p> <ul style="list-style-type: none"><li>● Camera settings</li><li>● Exposure</li><li>● Genres, using a range of artists reference examples</li><li>● Composition</li><li>● The role of Portraiture using David Bailey.</li><li>● Double exposure using Stephen Shanabrook</li><li>● Digital manipulation (snap seed)</li><li>● Hand manipulation using Greg sands.</li></ul> <p><b>IDENTITY</b></p> <p>Using the methods and practical skills from the workshops students will explore the theme of IDENTITY. The photographers work will also allow students to discuss the role of Identity and how it that has been portrayed in their work.</p> <p><b>2 Jan – Easter</b></p> <p>Sustained investigations working towards Identity final responses in year 10 exam</p>	<p><b>POWER</b></p>	<p><b>1 Sept – Dec</b></p> <p>Sustained investigations to develop personal response to POWER theme, mock exam preparation.</p> <p>Mock Exam followed by Mock exam feedback work</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 their own practise.</p> <p>To introduce concepts, context and message and meaning</p> <p>To inspire and motivate students to</p>	<p>We have built a strong progression through year 10 and 11 to support personalisation of work and independent project pathways. We do not expect all of our students to complete the same work. Projects start with teacher led activities to introduce students to new artists, concepts and ways of working. At this phase students are encouraged to make choices about activities and use of materials and to respond to source inspiration with developing message and meaning ideas.</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>

<p>skills and be able to personalise their approach. Students will explore the following:</p> <ul style="list-style-type: none"><li>• Camera settings</li><li>• Editing software</li><li>• Digital manipulation of an image</li><li>• Hand manipulation</li><li>• Darkroom practise.</li></ul> <p>Meet assessment criteria as set by the exam board.</p> <ul style="list-style-type: none"><li>• Develop ideas through investigations demonstrating critical understanding of sources</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>• Record ideas observations and insights relevant to intention as work progresses</li><li>• Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</li></ul>		<p><b>POWER</b> <b>Students explore artists starting points with a theme of POWER</b></p>	<p><b>Easter-July</b></p> <p>Students will respond Individually to the theme of POWER.</p> <p>Students will consider how the theme could be interpreted and will select their own interpretation to explore in their own work.</p> <p>Students will be introduced to the work of a variety of photographers including, Suzanne Saroff, Glass &amp; Water Refections, Rankin, Hand Manipualtion, Abdullah Elmaz, Alterered Perception, Jerry Reed, Light, Objects, Shadow, Jack Davison and Rory Hernandes – portraits, fragmented glass, Maria Louicero- Double exposure, portrait. Bill Armstrong- Blurred figures, identity</p> <p>Students will individually respond to the work of each photographer.</p>	<p><b>EXTERNALLY SET ASSIGNMENT.</b></p> <p>Student led starting points, chosen artists, developments and outcomes.</p>	<p><b>2 Jan to Easter</b></p> <p>Exam theme released on 1<sup>st</sup> January January to Easter exam preparation. Exam dates and deadlines TBC</p>	<p>develop their own personalised ideas.</p> <p>Additional artists will be fed into to individual students to broaden their 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>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><b>Rationale for this sequence</b></p>	<p>The order of lessons is carefully designed to teach students how to work within their sketchbook, following a sequence of artist studies and visual analysis, personal response and own versions. This builds over time to give students confidence to control their own progress and develop personalised and meaningful responses from the teacher led starting points.</p>	<p>The order of lessons is 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 sequenced 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>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>				

	<b>How does the KS4 Curriculum build on previous learning at KS3?</b>	<p>Photography is taught in KS3 as part of the Art curriculum, and gives students an insight into the subject as a separate discipline. Students learn about composition techniques and editing skills and tools.</p> <p>KS3 Art provides a foundation on which many of the skills, knowledge and understanding involved in a creative subject can easily transfer into G.C.S.E. Photography. Students will have learnt about the formal elements, collage, image manipulation, engagement with artists and developing their own ideas. They will also know how to be resilient when developing new skills, and be able to creatively problem solve.</p>	
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