

KS4 Photography Curriculum Map

<p>Intent:</p> <ul style="list-style-type: none"> ➤ Think creatively ➤ Explore own ideas ➤ Present their findings effectively using visual language ➤ Grow in cultural capital and understanding of how art has impacted and developed the modern world ➤ Work to deadlines ➤ Demonstrate resilience and perseverance ➤ Work independently 	<p>Intrinsic Subject Value</p> <p>Students need to understand how, why and when the visual world around them was created. Colour/ form/ tone/ line/ texture/ shape/ scale/ pattern. Art is in everything they see, touch, wear, buy and come across on a day-to-day basis. Alongside this, an education in Art provides cultural capital, a sense of self, independence, confidence, resilience and exploration to create effective risk takers. The world our students are engaged in, requires a thorough understanding of visual language to be able to communicate ideas and understand advertising and the stimuli in the modern world. Students need to comprehend that 80% of British employment is connected to the creative industries and that GCSE studies is the starting point of how to gain entry to these fields. Creative GCSE's are now a prerequisite of many top performing universities especially for courses in law and medicine</p>
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'Subject' themes that run through the curriculum

EXPLORE
 EXPERIMENT
 TAKE RISKS
 DEVELOP CONFIDENCE
 INDEPENDANCE


<p><u>Skills and Techniques component 1</u></p> <p>Rationale: The students embark on their GCSE years with very limited knowledge or understanding of DSLR photography. Through this unit they will develop the understanding and knowledge they need to be able to take designed photographs that reflect the style they are choosing. They will explore a range of photographers, styles and genre's to understand how photography has developed from photograms and cyntypes to digital editing and manipulation</p> <p>Substantive Knowledge:</p> <p> EXPLORE- rule of thirds/ point of view/ central point of focus/ aperture and shutter speed</p> <p> EXPERIMENT- with the different techniques to record observations through photography</p> <p> TAKE RISKS- through digital editing and manipulation as well as analogue photography</p> <p> DEVELOP CONFIDENCE- through becoming visually literate in photography verbally and through annotation</p> <p> INDEPENDENCE- working independently to refine skills and techniques as well as choosing artists and compositions</p> <p>Disciplinary Knowledge:</p> <p>Rule of thirds/ point of view/ central point of focus/ aperture and shutter speed. Digital editing and manipulation. Presentation and mounting, annotating</p> <p>Prior learning / retrieval:</p> <p>What is photography? How did it start? When did it start? What was the initial use for it?</p> <p>Links to KS3 NC:</p> <p>None</p> <p>Disciplinary literacy:</p> <p>Rule of thirds/ point of view/ central point of focus/ aperture and shutter speed. Digital editing and manipulation. Presentation and mounting, annotating</p> <p>Summative assessment:</p> <p>A series of individual responses to workshops on a range of mounted presented work</p> <p>Formative Assessment:</p> <p>Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p><u>Mini in Everyday- Sustained unit of work Component 1</u></p> <p>Rationale: Students embark on an investigation into the world around them and their everyday lives. Students work independently to record ideas, observations and insights into their chosen areas of development. Students practice and select appropriate techniques for recording</p> <p>Substantive Knowledge:</p> <p> EXPLORE- rule of thirds/ point of view/ central point of focus/ aperture and shutter speed</p> <p> EXPERIMENT- with the different techniques to record observations through photography</p> <p> TAKE RISKS- through digital editing and manipulation as well as analogue photography</p> <p> DEVELOP CONFIDENCE- through becoming visually literate in photography verbally and through annotation</p> <p> INDEPENDENCE- working independently to refine skills and techniques as well as choosing artists and compositions</p> <p>Disciplinary Knowledge:</p> <p>Rule of thirds/ point of view/ central point of focus/ aperture and shutter speed. Digital editing and manipulation. Presentation and mounting, annotating</p> <p>Prior learning / retrieval:</p> <p>What is POV? What is ROT? What does aperture do? How and when and why would you want to control the shutter speed? How does your work connect and reflect the work of others? Changing lenses Fully manual control of the DSLR What is photoshop/ photopea? Why would we use it? How do you use it?</p> <p>Links to KS3 NC:</p> <p>None</p> <p>Disciplinary literacy:</p> <p>Rule of thirds/ point of view/ central point of focus/ aperture and shutter speed. Digital editing and manipulation. Presentation and mounting, annotating</p> <p>Summative assessment:</p> <p>Assessment Objectives 1-4 AQA</p> <p>Formative Assessment:</p> <p>Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p><u>Response to a trip/ visit</u></p> <p>Rationale: Students are required to respond to some form of visit/ trip using visual language. Students work in handmade sketchbooks to record their ideas and reflections from the trip and make selections on best images</p> <p>Substantive Knowledge:</p> <p> EXPLORE- rule of thirds/ point of view/ central point of focus/ aperture and shutter speed</p> <p> EXPERIMENT- with the different techniques to record observations through photography</p> <p> TAKE RISKS- through body position and point of view</p> <p> DEVELOP CONFIDENCE- through becoming visually literate in photography verbally and through annotation</p> <p> INDEPENDENCE- working independently to refine skills and techniques to reflect and record their observations</p> <p>Disciplinary Knowledge:</p> <p>Rule of thirds/ point of view/ central point of focus/ aperture and shutter speed. Digital editing and manipulation. Presentation and mounting, annotating</p> <p>Prior learning / retrieval:</p> <p>What is POV? What is ROT? What does aperture do? How and when and why would you want to control the shutter speed? Changing lenses Fully manual control of the DSLR Why would we use it? How do you use it?</p> <p>Links to KS3 NC:</p> <p>None</p> <p>Disciplinary literacy:</p> <p>Rule of thirds/ point of view/ central point of focus/ aperture and shutter speed. Digital editing and manipulation. Presentation and mounting, annotating</p> <p>Summative assessment:</p> <p>Production of a handmade sketchbook comprising 10 pages using a range of techniques and selecting the best image for enlargement</p> <p>Formative Assessment:</p> <p>Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>
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Year 11


Mock Exam- component 1


Rationale: During Year 11 students have this opportunity to have a practice at a past AQA exam paper. Students choose their own question and work through assessment objectives to produce responses to all assessment objective points. Students use what they have learnt through Year 10 to work independently on their own project preparing them for work post 16 in the arts


Substantive Knowledge:

 EXPLORE- chosen question/ theme

 EXPERIMENT- with a range of techniques and processes as work develops

 TAKE RISKS- annotate what you have done, why and how it could be developed

 DEVELOP CONFIDENCE- autonomy over project direction through 1-2-1 reviews

 INDEPENDENCE- responsible for meeting deadlines and submitting work independently following the same basic layout as the sustained unit in Year 10

Disciplinary Knowledge:

Rule of thirds/ point of view/ central point of focus/ aperture and shutter speed. Digital editing and manipulation. Presentation and mounting, annotating

Prior learning / retrieval:

What question and why?

What is your starting point and why?

How will this develop and why?

Who are your links and where can we see them?

How does your ideas reflect your investigations and research?

Does your final response reflect the theme?

How is it personal and meaningful?

Links to KS3 NC:

None. Year 11 builds directly onto Year 10 work

Disciplinary literacy:

Rule of thirds/ point of view/ central point of focus/ aperture and shutter speed. Digital editing and manipulation. Presentation and mounting, annotating, assessment objective

Summative assessment:

Assessment Objectives 1-4 AQA


Formative Assessment:


Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions


AQA externally set assignment- Component 2


Rationale: Students have been taught and develop skills and knowledge in all photography related work to allow them to choose with confidence their own question/ theme and to complete work in each assessment objective that supports and answers the requirements of the board for final assessment


Substantive Knowledge:

 EXPLORE- chosen question/ theme

 EXPERIMENT- with a range of techniques and processes as work develops

 TAKE RISKS- annotate what you have done, why and how it could be developed

 DEVELOP CONFIDENCE- autonomy over project direction through 1-2-1 reviews

 INDEPENDENCE- responsible for meeting deadlines and submitting work independently following the same basic layout as the sustained unit in Year 10

Disciplinary Knowledge:

Rule of thirds/ point of view/ central point of focus/ aperture and shutter speed. Digital editing and manipulation. Presentation and mounting, annotating

Prior learning / retrieval:

What question and why?

What is your starting point and why?

How will this develop and why?

Who are your links and where can we see them?

How does your ideas reflect your investigations and research?

Does your final response reflect the theme?

How is it personal and meaningful?

Links to KS3 NC:

None. Year 11 builds directly onto Year 10 work

Disciplinary literacy:

Rule of thirds/ point of view/ central point of focus/ aperture and shutter speed. Digital editing and manipulation. Presentation and mounting, annotating, assessment objective

Summative assessment:

Assessment Objectives 1-4 AQA

Formative Assessment:

Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions