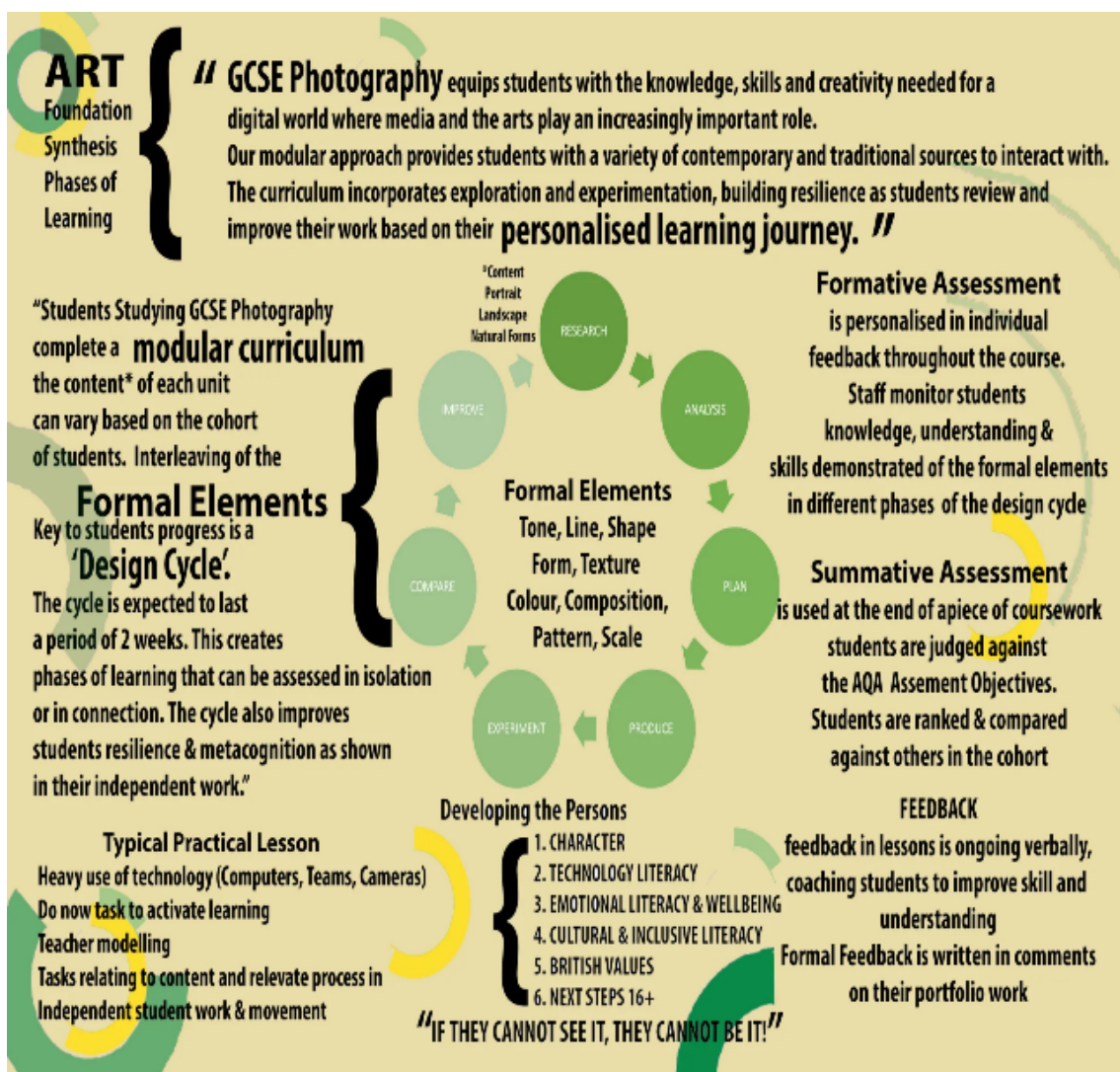


PHOTOGRAPHY CURRICULUM



Year 10

Natural Forms

Content -

Students will complete a set of two week modules on individual artists, themes and techniques to explore an introduction to digital photography under the heading 'Natural Forms'. Traditional photographers studied include Harold Feinstein, Georgia O'Keefe to contemporary artists like Andy Goldsworthy.

The two week modules will allow students to build skills in techniques relating to formal elements in Art, specific techniques in Photoshop and in Digital Workflow. Techniques in Photoshop and Digital Work Flow are cyclic allowing students to demonstrate skills within different learning experiences. Tutoring by staff will allow improvement with techniques.

Students are taught in a photography studio where they each have hi-spec computer and access to digital photography equipment. The lesson is set and taught using Teams and Office 365. Modelling

is recorded so students have a bank of recorded demonstrations they can access at any time. Digital software used in lessons is focused on Adobe Photoshop, but we also use Photopea.com which is like Photoshop but is free to use and easily accessible at home on tablet, mobile phone and pc or mac.

Students will mainly be based in the classroom when taking photographs this term. Home-learning is to take photographs of natural forms like bark, grass, leaves, flowers and is set each week to complete a minimum of 10 photos. Students need to learn how to email their work to their college account or use Google Photos/ i-Cloud or some other suitable online storage. Mobile Phones are not allowed to be on or out in lessons.

Skills -

Students demonstrate the proficiency of their skills based on technique taught and personal interest and prior learning. The curriculum has been planned to offer experiences that will allow students to demonstrate a range of skills. Many processes they learn will be repeated, this will allow each child to retain and recall skills learnt quickly.

Other key skills will be in presentation, organisation, digital workflow

Develop skills as Global Citizens- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

Term 2

Content -

Again, students will complete a set of two-week modules on individual artists, themes and techniques to explore an introduction to digital photography under the heading 'Natural Forms and Food'. Traditional photographers studied include Harold Feinstein, Georgia O'keefe and Harold Feinstein, also contemporary artists like Andy Goldsworthy.

Homelearning is to take photographs of Natural Forms and Food and is set each week to complete a minimum of 15 photos. Students will have learnt the best way for them to manage their photos, so they are available in college.

This term see students transition from one theme to another researching artists who blend techniques used in both themes. We develop work inspired by Tracci Griffin 'symmetry'

Skills -

Students demonstrate the proficiency of their skills based on technique taught and personal interest and prior learning. The curriculum has been planned to offer experiences that will allow students to demonstrate a range of skills. Many processes they learn will be repeated, this will allow each child to retain and recall skills learnt quickly.

Other key skills will be in presentation, organisation, digital workflow

Key Skill relate to AQA Assessment Objectives

First, Students develop ideas through investigations demonstrating critical understanding of sources (A01:)

Next, Students refine work by exploring ideas, selecting and experimenting with appropriate media , materials , techniques and processes. (A02)

Also Students can record ideas, observations and insights relevant to intentions as work progresses (A03)

Finally, Students can present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (A04 .

Environment

Content

Students will continue with a modular approach to learning, themes and techniques explored will be based on the theme 'The Environment'. Contemporary artist researched include Alexy Bogolepov, Laurent Minguet, Cristiana Couceira.

Techniques taught will be slightly more advanced, building on prior learning. Previous learning and skills will be applied in a different context embedding further retrieval.

Homelearning will include photography of buildings, streets, signs, landscapes and is set each week to complete a minimum of 15 photos. Students will have learnt the best way for them to manage their photos, so they are available in college.

Skills

Key Skill relate to AQA Assessment Objectives

First, Students develop ideas through investigations demonstrating critical understanding of sources (A01:)

Next, Students refine work by exploring ideas, selecting and experimenting with appropriate media , materials , techniques and processes. (A02)

Also Students can record ideas, observations and insights relevant to intentions as work progresses (A03)

Finally, Students can present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (A04 to intentions as work progresses

A04 : Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Year 11

Photography

Messages

Content -

This term builds on previous techniques learnt but will focus on the theme of 'Messages'. The focus of the work is to convey subtle and obvious meaning on current affairs to the audience. Messages as a project will run for 6 weeks. The weeks before and after half term will focus on the mock exam.

Skills -

Students will demonstrate skills relevant to the AQA Assessment Objectives. They will also learn techniques of how to approach an exam question

Term 2

Content

External question papers will arrive 1st January of year 11 and will consist of 7 possible starting points or themes. By this stage students will have a clear picture of their preferred subject matter and favoured techniques and materials and be able to make a considered choice of starting points based on this.