

'Photography helps people to see'.

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INTENT

Photography has the power to inspire and promote curiosity, which can be demonstrated when discussing images and themes. This gives students the ability to be exposed to broad and differing perspectives. We live in a world full of visual literacy; photography gives us the capacity to be a part of it. Photography can give students insights into new worlds, cultures and experiences. Photography gives students the chance to express themselves, developing not only their thinking but also non-verbal communication skills; students create their own personal narrative and in doing so receive fulfilment and a sense of achievement.

Throughout the course, students will have the opportunities to investigate key issues that link with the world around them such as feminism, structural patriarchy, prejudice and identity. Students will be encouraged to investigate issues independently to develop their own personal, visual responses and language.

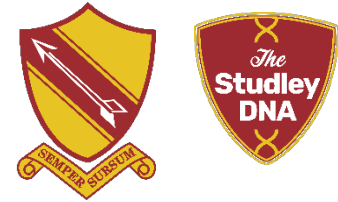
IMPLEMENTATION

The Photography department aims to create a safe learning environment where students are not scared to fail or take risks with their work.

Within lessons, a range of teaching methods are used, with a well-balanced mix of didactic and instructional activities, which encourage each student to develop an individual line of visual enquiry.

They include:

- Teacher-led demonstration
- Student-led research and experimentation
- Practical work focused on specific outcomes



- Open-ended tasks based on themes
- Negotiated tasks and outcomes
- Collaborative work – student/student and student/teacher

The GCSE Photography curriculum has been formulated to allow students to:

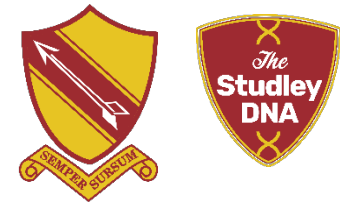
- Research their own and others' worlds through the eyes, minds, hearts and hands of artists and photographers
- Create using media, techniques and processes, transforming ideas, observations, experiences and feelings into images and artefacts
- Value their own and others' ideas, observations, experiences and feelings
- Criticise by formulating, articulating and communicating ideas, observations, experiences and feelings
- Develop personal and social qualities through engagement with the forms, modes and vocabulary of visual literacy
- Integrate their work through the making of independent, personal and relevant images and artefacts

By the end of the course, each student will have had the opportunity to visit a cultural establishment, gallery and higher education facility. Each of these experiences is tailored to support and extend each student's learning and individual creative journey.

The assessment of students' learning is a vital part of the Photography curriculum. It provides important information for students, parents and teachers regarding the achievement and attainment of individual students and groups of students. It also provides teachers with invaluable information to help plan future art experiences. Students are monitored continually in an effort to increase their rate of progress. The curriculum provides opportunities for formal assessments and student self-evaluation to take place, usually at the end of a scheme of work.

The functions of assessment can be summarised in four parts: Formative, summative, diagnostic and evaluative. This assessment weaves throughout the students' project work in the form of student, peer and teacher-led feedback.

At all stages, it is important that students are given feedback to enable them to learn how to build upon their learning experiences. This should be a positive and enriching experience.



IMPACT

The study of photography and Art & Design, in general, provides students with a range of life skills that will equip them for the demands of future learning and the world of work. These include decision making, digital literacy, communication, self-confidence, presentation, collaboration, self-expression, evaluation, researching, problem-solving and critical thinking.

Students realise the significance of cultural capital and the creative industries in their community, their country and the world. Students have the skills to deeply analyse visual literacy and question everyday visual messaging.

The department has a proven track record with regards to attainment, with all year groups making good progress leading to excellent results. In recent years we have also seen a growing number of our GCSE students, progressing on to study Art & Design and Photography at college/sixth form.

	Autumn term		Spring term		Summer term	
	Autumn A <i>8 weeks</i>	Autumn B <i>7 weeks</i>	Spring A <i>6 weeks</i>	Spring B <i>6 weeks</i>	Summer A <i>5 weeks</i>	Summer B <i>5 weeks (plus 2 new timetable)</i>
Year 10	<u>Invisible lines:</u> Examining prejudice, sexism, discrimination, visual literacy. With a portrait, lighting and text focus.	<u>Motion:</u> Focusing on shutter speed, creative use of light, experimental and abstract ways capturing of light.		<u>Making connections:</u> Range of mini briefs focusing on how to use the camera revisiting the various settings of the camera, reconsolidating previous learning.	<u>Absurd Coursework:</u> One is a portrait focus to ensure. The project is playful and experimental which will ensure that students have a chance to 'play' and experiment when working. One is the surreal world's focus that students have the opportunity to explore scale and juxtaposition of photographs to	



				<p>create Absurd worlds.</p> <p>The final part of the project is students are given a range of titles as next steps, this is the chance that students have the opportunity to take a greater ownership over their work and they have a chance to choose their own sub theme based on the title of Absurd.</p> <p><u>TRIP: SURREAL GROUP BUTTERFLY FARM AND NATIONAL TRUST PROPERTY</u></p> <p><u>TRIP: PORTRAIT GROUP</u></p>
Year 11	<u>Absurd coursework 100%</u>			
	<p>One is a portrait focus to ensure. The project is playful and experimental which will ensure that students have a chance to 'play' and experiment when working.</p> <p>One is the surreal world's focus that students have the opportunity to explore scale and juxtaposition of photographs to create Absurd worlds.</p> <p>The final part of the project is students are given a range of titles as next steps, this is the chance that students have the opportunity to take a greater ownership over their work and they have a chance to choose their own sub theme based on the title of Absurd.</p>			