

*'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.

 links to prior learning

	Autumn term	Spring term	Summer term		
<p><b>Year 10</b> 4 hours</p>	<p>Students are introduced to the basics of how to use a camera and manage their digital work.</p> <p><b>Invisible Lines:</b> Student's primary project this project questions how gender is portraided through imagery in the media. Covering portrait and composition. A chance for students to see how a project develops linking all the assessment objectives together resulting in a final piece.</p>	<p><b>Motion light painting:</b> Focus on manipulating shutter speed, creative use of light looking at experimental photoshoots. </p> <p>Revisiting how a project develops linking all the assessment objectives together resulting in a final piece.</p>	<p><b>Making connections:</b> Range of mini briefs focusing on different style photography. Focus on exploring different settings of the camera, re-capping previous learning and introduction to new skills focus Ao3. </p> <p><b>How to develop:</b> Photoshop focus a range of mini briefs to link with an artist. To build students skillset to help with Ao2.</p> <p>Students to be introduced to a wider range of artist to link with their work Ao1.</p>	<p><b>Absurd coursework:</b> Launch of Absurd coursework. Focusing on portraits a focusing on the topic of ABSURD as a starting point. Students to focus on portraiture (linking to skills of Invisible line project, also chance to revisit artists). </p>	<p><b>Absurd coursework:</b> Focusing on the topic of ABSURD 60% . Students will be studying a range of artist creating photoshoots and then developing their ideas.</p> <p><b>5 hour mock examination</b></p>
<p><b>Year 11</b> 4 hours</p>	<p><b>Absurd coursework:</b> Focusing on the topic of ABSURD Hand in year 11 coursework. 60%</p> <p>Launch of subthemes a chance for students to take greater independence with their projects. </p>	<p><b>Absurd coursework:</b> Focusing on the topic of ABSURD Hand in year 11 coursework. 60%</p> <p>Launch of subthemes a chance for students to take greater independence with their projects.</p> <p><b>5 hour mock examination</b></p> <p>Hand in year 11 coursework 60% Christmas</p>	<p><b>Component 2 External Exam Unit</b></p> <p>January students are given AQA set questions starting points for their external component project.</p> <p><b>10 hour examination April/May</b></p>		