

GCSE Photography: Course Layout 2025-2027

Intent in Art, Design and Photography:

The intention of the Art curriculum at Edward Peake is to produce creative work, exploring their ideas and recording their experiences to become proficient in drawing, painting, sculpture and other art, craft and design. The curriculum has been designed to be aspirational for all pupils, providing support and challenge to meet the needs of learners. Pupils are able to explore periods of art and artists, for them to create and explore using a variety of materials whilst learning new techniques and knowledge. We encourage independent learners by analysing their work to make informed choices and decisions in their artwork. The Art curriculum has been specifically designed to meet the needs of all pupils regardless of their previous experiences or potential barriers to learning. Pupils are exposed to a range of artists from different cultures, backgrounds and ethnicities in order to develop their cultural awareness. We make use of subject specialist teaching across all 4 year groups, with a specialist art room and resources.

There are 3 key concepts which are threaded throughout the Art Curriculum at Edward Peake.

These are:

Personal expression, being able to discuss and share opinions confidently about their art and the art of others.

Creative expression, where students are able to take risks with their own art work and challenge their skills.

Design and application to use mediums, media and processes correctly and confidently in their work.

Assessment and Feedback Opportunity

- Regular in class verbal feedback to enable idea development and to challenge ideas.
- Peer and Self assessment feedback (in class)
- RAG sheet linked to lesson tasks - enabling students to see gaps and make improvements linked to lesson activities.
- Teacher summative feedback linked to Edexcel marking criteria.
- Exam marking criteria (Edexcel) provided.

Prior Knowledge

- Key words cemented within KS3 Art lessons
- Key skills of tones taught across Year 7-9
- Exploration of various materials throughout KS3.
- Elements of photography tasks introduced in Year 8 and Year 9.

Resources

- PowerPoints
- Sketchbooks
- Photography Booklet
- Equipment (materials)
- Option to purchase a Photography equipment starter pack (this includes a USB and SD card reader).

*Note it is advised students have their **own** DSLR cameras and SD cards. Some basic equipment will be provided.

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Year 10	Autumn term	Induction theme: Foundation Skills & Knowledge (A4 softback sketchbook) • Term 1: 'Foundation skills and knowledge' A focus on core skills in Photography including formal elements of composition, line, colour, texture and tone. This scheme of work aims to include a range of genres of Photography with techniques and processes from traditional to contemporary methods. • Visual mind map • Photographers study • Structure Diagram • Photography shoots • contact pages • presenting • Analysis of work • Mini final piece - present up to A3.
Year 10	Spring term	Component 1: Theme - Contrasts (A3 soft back sketchbook) - If students wish to purchase a ring bound sketchbook extra they can but this isn't part of the pack. • The work produced during Component 1 project is submitted for the final assessment of the Personal Portfolio • Students given the opportunity to develop their knowledge, understanding and skills through

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		their thematic response project, to include: • developing and exploring ideas • researching primary and contextual sources • experimenting with media, materials, techniques and processes • presenting personal response(s) Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the theme.
Year 10	Summer term	Thematic response project continues Summer Project set - TBC Final piece completed.
Year 11	Autumn term	Component 1: mock exam assignment (including a period of sustained focus) Mock Exam theme: In the View • The work produced during this project is submitted for the final assessment of the Personal Portfolio.

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		• Students given the opportunity to mimic the content of the Externally Set Assignment: • developing and exploring ideas • researching primary and contextual sources • experimenting with media, materials, techniques and processes • presenting personal response(s) • Students given the opportunity to improve their mock exam assignment in light of feedback from teacher
Year 11	Spring term	<u>Component 2: Externally Set Assignment (Exam)</u> Paper released 2 January: Theme - TBC by the exam board • Preparatory period begins in January and students start work on their preparatory studies in response to the theme Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the ESA theme • Students complete all preparatory studies before the start of the period of sustained focus • The 10-hour period of sustained focus during which students produce their final response(s) to the theme (dates will be given when the exam paper is released).