Curriculum Overview Plan	**Subject:**

Curriculum Intent Statement	**We believe that students deserve a broad and ambitious GCSE Photography curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment. Our GCSE Photography curriculum will give students the opportunity to:**

"You don't take a photograph, you make it."
- Ansel Adams

- EXPLORE and seek ways of creating visual imagery regardless of their prior skills or experiences. Students are encouraged to research movements, genres and styles as well as methodologies that gain them new insights to the world of Photography;
- CREATE and develop confidence to respond to given stimuli, through visual form whilst demonstrating individuality in their approach;
- EVALUATE and reflect on their own thoughts and outcomes whilst considering their own contextual placement whilst making comparisons and contradictions to the work of others;
- Develop cultural capital that will help remove barriers to achievement in school, future learning and the world of work;
- Produce a range of outcomes and performances of which they can be proud;
- Clearly, confidently and respectfully articulate and express their ideas, views and opinions about a wide range of historical and contemporary influences across the creative disciplines;
- Develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the academy, their local community and the wider environment.

Coverage, content, structure and sequencing	
Year 10	**Year 11**

Expert Students		
Key Learning: knowledge and skills including local context Assessment: How will you assess the impact of teaching?	- To understand how to use a camera in its different forms. From a mobile phone/tablet, compact, bridge and DSLR camera. - To understand the history of the camera and its development and how this has impacted on the emerging growth of this art form. - Introduce students to a range of influential photographers and how to respond, analyse and learn from their work. - To use different editing processes from digital packages such as Photoshop, Pixlr and device apps to printing out photographs and editing them physically. - To understand the use of light within photography and the use of natural and manmade lights such as the photography studio. - To complete a GCSE project responding to the four assessment objectives within the Unit 1 aspect. - Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. - Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. Students must develop knowledge and understanding through sustained practical application of skills to realise personal intentions. Students must learn how sources inspire the development of ideas. Unit 1 – Projects completed ... 1. <u>Reflection:</u> The aim is to discover the best method to capture reflection. Students choose a subject to take photos of and capture the reflections found. Methods to improve the photos are then used to make them look more interesting. This project has a strong use of Photoshop as a means to introduce students to the editing software and develop ideas of how to change or edit their images. Physical changes of the print are also targeted to demonstrate multiple ways of altering an image. Students look at other photographers and try to emulate them and take their ideas forward. A clear journey is taken from initial ideas to choosing photographers and taking well thought-out images that are planned and taken. The images are then altered and developed into a final image that ties up the techniques and ideas used. 2. <u>Portraiture:</u> The purpose is to develop a personal and individual response to the theme of portraiture through	- To enable students to work independently to make choice of the direction of their projects. - To make informed and relevant decisions when selecting techniques and methods to use within their project. - To guide students to select their own photographers linked to the direction of their work and the subject they want to focus on. - To use advanced skills and techniques when using the camera and use them for a specific reason... such as shutter speed, f-stops for depth of field and ISO for digital noise. - To make independent choices on the use of light within their photography and understanding the best method to use and why. - To become more proficient at using editing methods through digital and physical means linking to the project independently selecting what is best to use when. - To complete the exam Unit 2 project responding to the four assessment objectives. - Students develop and apply the skills to realise personal intentions relevant to their chosen title(s) and related area(s) of study. Students must demonstrate the ability to: • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: • media • materials • techniques • processes • technologies • use drawing skills for different needs and purposes, appropriate to context • realise personal intentions through sustained application of the creative process

	informed investigation, skilled editing, recording ideas and presenting a final response. Students will look at the different methods used to alter the look of a face. Learners will initially learn to capture a true likeness of a face, and will look at Platon, Rodchenko and Bill Bailey. They will move on to the use of words and the different ways they are applied physically and digitally. A technical method will be chosen so students can work towards a unique method of looking at portraiture. Further camera skills will be developed such as shutter speed and aperture along with more complex uses of Photoshop. Editing for a specific reason will be targeted to ensure an individual approach.	
	Assessment: A portfolio that in total shows explicit coverage of the four assessment objectives AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Assessment: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Confident Communicators Key Tier 2 and 3 Vocabulary	Tier 2: AQA	Command words Tier 3 AQA	Command words:	Tier 2: AQA	Command words Tier 3: AQA	Command words
Future Ready Careers encounters and aspirational cultural capital Opportunities (inc visits and enrichment opps)	The Photography course is flexible and stimulates creativity, offering a high degree of choice and a range of different media, processes and techniques. All our courses give students the opportunity to produce a portfolio of work that they can show to prospective employers or use to help secure a place in higher education.	There are no prior learning requirements. However, the specification allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.
The Darton Mindset underpins all our core principles and practice = Responsibility, Respect, Resilience.		