

# Photography Y10 Curriculum

**Year 10 Curriculum Intent:** In Year 10, students will develop 2 Units of Coursework (Unit 1: 'Macro', Unit 2: 'Nature'), which will contribute to the 60% coursework assessment for their GCSE grade. Students will be introduced to photography through their study of macro photography – which will develop a foundational skillset across the following areas: project planning and delivery; practical camera skills; digital editing skills and artist research.

**Unit 1: Nature-** The study of nature photography will allow opportunities for students to develop practical camera skills during classroom sessions, which will empower students with the confidence to complete future photoshoots outside of the classroom independently. Students will develop core digital editing skills through the use of Adobe Photoshop, covering fundamental skills such as: contrast, brightness and saturation.

**Unit 2: Man-made-** This unit will allow further opportunities for students to direct and complete independent photoshoots outside of the classroom. Students will develop further editing skills in response to chosen artists and their work.

Underpinning all units of work will be a clear structure and project format to ensure all students are familiar with an accessible framework for success. Unit 1 will primarily be teacher led; Unit 2 will allow for more student autonomy. A clear scaffold will support students in cultivating independent research skills ahead of their Externally Set Assignment (40%) in Year 11.

|                                                                                                                                                            | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |                  | Spring Term                                                                                                                                                                                    |               |                                                                | Summer Term                                                                                                                                                       |               |                                                                  |
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| Main Topic                                                                                                                                                 | Autumn Term 1 & 2<br>Unit 1: Nature                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |                  | Spring Term 1<br>Unit 1: Nature<br>Spring Term 2<br>Unit 2: Man-made                                                                                                                           |               |                                                                | Summer Term 1 & 2:<br>Unit 2: Man-Made                                                                                                                            |               |                                                                  |
| Secondary Topics                                                                                                                                           | Conducting and Responding to Research                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Camera Skills | Editing Skills   | Conducting and Responding to Research                                                                                                                                                          | Camera Skills | Editing Skills                                                 | Conducting and Responding to Research                                                                                                                             | Camera Skills | Editing Skills                                                   |
| Curriculum links                                                                                                                                           | Permeating through both Units of work will be the relevant curriculum links in line with the AQA specification, e.g: Using sources to inspire the development of ideas; formal elements such as colour, line, form, tone, texture; photography skills such as lighting, viewpoint, aperture, depth of field, shutter speed and movement; editing skills including digital and practical manipulation; realising creative intentions through purposeful engagement with visual language. |               |                  |                                                                                                                                                                                                |               |                                                                |                                                                                                                                                                   |               |                                                                  |
|                                                                                                                                                            | 2 –3 artist research<br>1 contextual research                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3 photoshoots | 3 editing phases | 2-3 artist research<br>1 contextual research                                                                                                                                                   | 3 photoshoots | 3 editing phases including final outcome (realising intention) | 2-3 artist research<br>1 contextual research                                                                                                                      | 3 photoshoots | 3 editing phases including 1 final outcome (realising intention) |
| Cross-curricular links*<br>*The intention is for cross-curricular links to be determined by the interests of students in response to their chosen sources. | Art history<br>History of technology                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |                  | Art history<br>History of technology<br>Student led possibilities: Natural History, Biology, Geography, Geology<br>Student led possibilities: Technology, Architecture, Engineering, Sculpture |               |                                                                | Student led possibilities: Natural History, Biology, Geography, Geology<br>Student led possibilities: Technology, Architecture, Engineering, Sculpture            |               |                                                                  |
|                                                                                                                                                            | Art History                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Technology    | Life curriculum  | Biology                                                                                                                                                                                        | Technology    | Geography                                                      | Biology                                                                                                                                                           | Technology    | Geography                                                        |
| Interleaving of skills                                                                                                                                     | Develop ideas through investigations, demonstrating critical understanding of courses. (A01);<br>Experiment with appropriate media, techniques and process (A02);                                                                                                                                                                                                                                                                                                                       |               |                  | Develop ideas through investigations, demonstrating critical understanding of courses. (A01);<br>Experiment with appropriate media, techniques and process (A02);                              |               |                                                                | Develop ideas through investigations, demonstrating critical understanding of courses. (A01);<br>Experiment with appropriate media, techniques and process (A02); |               |                                                                  |

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|                  | Record ideas, observations and insights relevant to work (A03);<br>Present a personal and meaningful response that realises intentions (A04).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Record ideas, observations and insights relevant to work (A03);<br>Present a personal and meaningful response that realises intentions (A04).     | Record ideas, observations and insights relevant to work (A03);<br>Present a personal and meaningful response that realises intentions (A04).     |
| Literacy         | Tier Three Language e.g.: Aperture, Depth of Field, Focus, Viewpoint.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Determined by pupil-led projects                                                                                                                  | Determined by pupil-led projects                                                                                                                  |
| Cultural capital | Art History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Art History                                                                                                                                       | Art History                                                                                                                                       |
| Careers          | <p><i>Implicitly</i> pervading through all of the Photography GCSE are the foundation skills required to pursue a further career/post-16 education relating to photography – through understanding how to use a <b>DSLR camera</b>, to understanding the processes required to <b>edit photographs</b> through use of Adobe Photoshop. Such skills enable students to access a world of language/software interfaces in a professional context which employ similar <b>editing suites</b>.</p> <p>Students are exposed to different types of photography, to help them to understand the breadth of photography styles that exist within a professional context (in Year 10 – Nature Photography/macrophotography and Architecture/Man-made).</p> <p>Students are implicitly learning how to curate a <b>portfolio</b>, and how to be selective when reflecting on ‘most successful’ work. This supports all students who wish to pursue creative futures, as portfolios are typically essential for all of these avenues.</p> <p><b>Transferable skills:</b> research skills; conducting an independent project; specialist software skills; creativity; communication skills; planning; time management; personal organisation.</p> <p>Jobs directly related to a photography future include:</p> <ul style="list-style-type: none"> <li>•Advertising art director</li> <li>•Film/video editor</li> <li>•Graphic designer</li> <li>•Magazine features editor</li> <li>•Medical illustrator</li> <li>•Photographer</li> <li>•Press photographer</li> <li>•Television camera operator</li> </ul> <p>Jobs where post-16 photography study would be useful:</p> <ul style="list-style-type: none"> <li>•Art therapist</li> <li>•Community arts worker</li> <li>•Digital marketer</li> <li>•Media planner</li> <li>•Multimedia specialist</li> <li>•Museum/gallery curator</li> <li>•Stylist</li> <li>•VFX artist</li> <li>•Visual merchandiser</li> <li>•Web content manager</li> <li>•Web designer</li> </ul> |                                                                                                                                                   |                                                                                                                                                   |
| Assessment       | <b>Formative Autumn 2: Holistic Project Mark for Unit 1</b><br>Graded from A01, A02, A03 and A04.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Summative Assessment Spring 2: Holistic Project Mark for Unit 1</b><br>Graded from A01, A02, A03 and A04 following completion of final pieces. | <b>Summative Assessment Summer 2: Holistic Project Mark for Unit 2</b><br>Graded from A01, A02, A03 and A04 following completion of final pieces. |

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|  | Formative Assessment – verbal and written feedback – to be provided throughout the lessons. | Formative Assessment to continue for both Unit 1 and Unit 2 through verbal and written feedback. | Formative Assessment to continue for Unit 2 through verbal and written feedback. |
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## 5 Year Curriculum Intent

Our photography curriculum exists within the context of the broader art curriculum, which equips all students with the necessary skills of: exploring and responding to the work of artists; realising intentions through the creation of final pieces; experiencing a range of media and materials; becoming competent in practical skills pertaining to the formal elements. See Art Curriculum Intent for further context.