



# Long Term Plan - Photography

<b>Vision:</b> Our aim is to provide a broad, stimulating and inclusive curriculum that fosters a love of the Arts and develops all students’ creativity and cultural understanding regardless of artistic ability. Photography jobs are as vast as the medium is visible in the world. We aim to develop our students as creative thinkers who are provided with the skills and knowledge to construct their own photographic images so that they contain high visual appeal. We want our students to look at the world in a creative way. The creative potential stimulated within our GCSE Photography course is designed to enable our students to apply creative, analytical and critical thinking, along with problem solving skills to visually communicate ideas through photography and digital software. Students will apply critical analyses of artists’ work in order to help them to develop their own ideas through reaction, practical application and written reflections. Our KS4 curriculum is planned and sequenced so that students’ knowledge, skills and understanding of different camera and digital skills, techniques and contextual sources are progressively built on. These threshold concepts underpin our curriculum and are delivered through theme-based projects over a two year period.							
	HT1	HT2	HT3	HT4	HT5	HT6	Threshold concepts
Year 10	Assignment 1			Assignment 2			<ul style="list-style-type: none"><li>Detailed research and analysis of artists’ work.</li><li>Annotation and self-reflection of progress.</li><li>Knowledge of effective slide presentation.</li><li>Use basic camera knowledge to take a range of shots relating to your theme/artist.</li><li>Use simple Photoshop enhancement knowledge to sharpen, adjust colour and tone and apply lighting effects.</li><li>Learn how to use complex photoshop editing to combine layers and experiment with opacity and multiple layers.</li><li>Use powerpoint as a tool for editing by creating symmetry and rotation compositions.</li><li>Layer Blending and Double Exposure-learn how to use cutting and selection tools (quick selection tool, magic wand tool, polygonal lasso tool) to combine elements from different photographs together.</li><li>Be able to duplicate layers in a range of ways to create photomontages.</li><li>Apply drawing tools to develop and experiment: paintbucket tool, line tool, brush tools, shape menus.</li><li>Experiment with simple composition styles and design layouts for final designs and final pieces.</li></ul>
	<u>SEPT – DEC: PLACES &amp; SPACES</u> <ul style="list-style-type: none"><li>AO3-BASIC CAMERA FUNCTIONS- VIEWPOINTS &amp; ANGLES</li><li>AO2-BASIC PHOTOSHOP KNOWLEDGE. COLOUR, TONE, CUTTING OUT, LAYERING.</li><li>AO1-CONTEXTUAL ANALYSIS OF ARTISTS WORK</li><li>PRESENTATION AND LAYOUT KNOWLEDGE-DIGITAL SKETCHBOOK</li><li>INDEPENDENT FOCUS-FORMAL ELEMENTS</li><li>A02,A04-MULTILAYERING, PHOTOCOLLAGES, PAPER CUTTING AND COMPOSITION DESIGNS STYLES.</li><li>TRIP TO MANCHESTER CITY CENTRE</li></ul>			<u>JAN – JULY: PORTRAITURE PROJECT</u> <ul style="list-style-type: none"><li>AO1-CONTEXTUAL ANALYSIS OF ARTISTS/PHOTOGRAPHER’S WORK. INDEPENDENT ARTIST SELECTION &amp; CHOICE OF THEME.</li><li>AO2-COMPLEX PHOTOSHOP KNOWLEDGE-CUTTING OUT, DUPLICATING AND LAYERING, IMAGE MANIPULATION. USE OF DRAWING/PAINT TOOLS CONTINUES</li><li>AO2/AO4- DEVELOPMENT OF IDEAS/DESIGN IDEAS AND FINAL PIECES.</li><li><u>PPE JUNE- MINI BRIEF-PREP WORK-4 WEEKS/5HR EXAM</u></li></ul>			
Year 11	MAD Time-15 weeks		Component 2: Exam		10 Hour Formal Exam		<ul style="list-style-type: none"><li>Completion of extended assignment AO2 &amp; AO4.</li><li>Identify key areas of MAD time within two chosen projects and work independently to improve and refine.</li><li>Use of Lowry/Salford Quays photographs to further develop and expand Architecture projects.</li><li>Recap and revise key skills from project 1.</li><li>Portraiture compositions: Experiment with combining artists styles for AO2/AO4 outcomes.</li><li>Independent ‘Surprise Me’ artist research and project work based on students own choice of artists and sub-themes using past exam papers and projects.</li><li>Component 2-Independent exam project using knowledge of how to develop project work independently.</li></ul>
	<p>SEPT – DECEMBER</p> <p>MAD TIME-COMPLETION OF TWO FULL PROJECTS TO WORK TOWARDS A PORTFOLIO OF ONE SUSTAINED PROJECT AND A SATELITE PROJECT.</p> <ul style="list-style-type: none"><li>HT 1: PORTRAITURE MAD TIME &amp; COMPLETION</li><li>HT 2: PLACES &amp; SPACES MAD TIME &amp; COMPLETION<ul style="list-style-type: none"><li>HT2: COMPONENT 1 FOLDER ORGANISATION &amp; INTRODUCTION TO COMPONENT 2 EXAM-1 WEEK</li><li><u>PPE DEC- MINI BRIEF-PREP WORK-4 WEEKS/5HR EXAM</u></li></ul></li></ul> <p>COMPONENT 1 DEADLINE LAST WEEK IN DEC</p>		<p>Exam paper issued to students.</p> <p>9 weeks preparatory work. Students develop own personal line of enquiry to 1 of 7 questions. Project must cover all 4 AOs &amp; presented on a digital sketchbook format through use of powerpoint.</p>		<p>Remaining time after exam deadline (2 weeks) to be used to revisit Comp 1 completion and prepare digital portfolios for final moderation</p>		

Year 7	Year 8	Year 9	Year 10	Year 11
By the end of Year 7 students are able to ... <ul style="list-style-type: none"><li></li></ul>	By the end of Year 8 students are able to ...	By the end of Year 9 students are able to ...	By the end of 10 students are able to ... <ul style="list-style-type: none"><li>-use basic camera knowledge and skills.</li><li>-apply basic and complex photoshop editing knowledge.</li><li>-experiment with composition styles and design layouts.</li><li>- research and analyse artists’ work and use it to inform their own ideas.</li><li>-annotate and reflect on their own progress through written work.</li><li>-present their work in detail to show the ‘bigger picture’ within their project development.</li></ul>	By the end of Year 11 students are able to ... <ul style="list-style-type: none"><li>-develop their own project ideas and themes independently.</li><li>-use Photoshop knowledge to design their own composition pieces using a wide variety of techniques and processes.</li><li>-use the work of artist’s to inform their own planning and outcomes.</li><li>-record their ideas, thoughts, analysis and intentions in detail through written annotation and thought showers to inform independent project planning and completion.</li></ul>