

**Curriculum Maps with links to Christian and School Ethos.**

**Subject:** Photography

**Key stage 5:** Years 12 and 13 (A Level Photography).

Students complete the Photography qualification, across two academic years. The subject is taught in line with AQA A Level Photography specification.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>12</b>	<p><b>Introduction to photography &amp; Threshold Concepts.</b> Students will explore the basics within Photography as a subject and be introduced to the 'Threshold Concepts'. Exploring key practical techniques including compositional rules and lighting.</p>	<p><b>Threshold Concepts.</b> Students will continue to explore the basics within photography, focusing on further technical skills including dark room/traditional techniques such as Photograms, Chemigrams and Cyanotypes. Students are shown how to process and print 35mm film. Students will also explore different genres within photography, in particular documentary</p>	<p><b>Threshold Concepts – Formal Elements.</b> Students will conclude the threshold concepts project, developing the ability to analyse visual elements of a photograph. Students then begin a six-week project on the formal elements. Exploring each visual element in detail and applying these skills to their practical work.</p>	<p><b>Formal elements – Journal Project.</b> Students will continue to explore each formal element, creating research and practical responses to colour, line, texture, tone, form and pattern.</p> <p>At the end of <b>Spring 2 term</b> students will be introduced to their Journal project, where they begin to explore more independent themes. Students will visit galleries, conduct photographer</p>	<p><b>Journal Project – Personal Investigation.</b> Students will continue to work on and explore their Journal project, starting to consider a possible 'theme' for their personal investigation. Students will complete a series of tasks and workshops including photoshoots, creating photo sculptures, exploring global issues and visiting relevant galleries or exhibitions.</p>	<p>Students will work on a themed project. The students choose a theme that they would like to explore moving forward. <b>The aim is to give students the opportunity to utilise skills learnt and build on during the first two terms to apply to an independently led project.</b></p> <p>Students will explore the following in more depth, creating outcomes in response to each assessment objective.</p> <ul style="list-style-type: none"> <li>• Photographer Analysis and development of ideas.</li> </ul>

		<p>photography and street photography.</p>		<p>research and complete a series of tasks inspired by the book 'How to be an explorer of the world'.</p>		<ul style="list-style-type: none"> <li>• Planning and conducting photoshoots.</li> <li>• Annotating and refining photographic work.</li> <li>• Experimenting with a range of techniques and materials.</li> </ul> <p><b>Students also begin the essay section of their personal study.</b></p>
<p><b>Sexey's 7 Core Values</b></p> <p><b>Courage:</b> To share their work and opinions in front of their peers spontaneously and after preparation; to explore new techniques and ideas; to listen to and take on board peer and staff evaluation. To tackle new photographic techniques they are unsure of or find difficult.</p> <p><b>Forgiveness:</b> Working with others requires acceptance of alternate opinion and the errors that others make. Particularly during group photo shoots.</p> <p><b>Honesty:</b> Self-reflection and Peer-evaluation of work, recognising achievement &amp; identifying targets for improvement.</p> <p><b>Kindness:</b> To support their peers within the class environment and on location around the school site sharing and caring about each other's welfare and feelings. Working with others, helping them to improve, providing solutions to peer problems.</p> <p><b>Respect:</b> Listening proactively to alternate opinion; sharing ideas positively providing evaluative comment in a productive manner as Photography is a subjective forum</p> <p><b>Empathy:</b> Supporting peers in groups, showing an understanding of how others; feel about their progress and work as well as applying this to understand how photographers produced the responses they have at various points in history.</p>						

	<p><b>Resilience:</b> Responding positively and productively to staff and peer feedback; adapting working practices to work productively with different techniques and processes taking advice and learning from it in order to progress learning from their mistakes.</p>
<p><b>Links to Christian beliefs and opportunities for spiritual development</b></p>	<ul style="list-style-type: none"> <li>• Sense of enjoyment and fascination in learning about others and the world around them.</li> <li>• Creative expression, allowing students to respond personally to themes. Recording their own ideas and feelings, preferences of style.</li> <li>• Creative expression through experimentation and acquiring knowledge of different practical and theoretical techniques.</li> <li>• Exploration of different photographers and artists, both historical and contemporary. Allowing students to express their opinion of artwork.</li> <li>• Spiritual and moral, to be inspired by the work of others and the world around them.</li> <li>• Development of empathy and kindness, being able to work collaboratively together on practical activities.</li> <li>• Creative expression, developing the ability to respond to given themes and create personal and meaningful outcomes.</li> </ul>

<h1>13</h1>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p>Students will continue to work on their 'themed' project (following on from Summer Year 12).</p> <p><b>Students will undergo a series of 1 to 1 tutorials to support their ideas. Students will experience different skills workshops to experiment with different materials (physical and digital manipulation). Conducting development photoshoots.</b></p> <p>Students plan and work towards the creation of developmental pieces.</p>	<p><b>Development of Ideas:</b> Having created a series of 'development' pieces, students plan and prepare to create a final outcome for their themed project.</p> <p><b>Students will create a final outcome during this term for their themed project.</b></p>	<p><b>Year 13 Externally set assignment.</b></p> <p>Students provided themes by the exam board (AQA) and begin to create a project surrounding their chosen theme. Conducting the following: Photographer research, development of ideas, planning and conducting photoshoots, developing images digitally and physically.</p>	<p><b>Development of ideas:</b> Continuing to work on the externally set assignment, students begin to work towards a final outcome.</p> <p>Final outcomes produced by students in response to their chosen theme.</p>	<b>Course Complete.</b>	
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