

Curriculum Maps with links to Christian and School Ethos.

Subject: Photography

Key stage 3: Years 7, 8 and 9.

Students are expected to complete 1 term of Photography each year during Key stage 3 as part of a rotation.

Introduction to photography exploring the formal elements and key practices within the subject, in preparation for GCSE Photography in Year 10 and 11.

Topics and Links	Year 7	Year 8	Year 9
	<p>In year 7, students will focus on the formal elements within photography, using this to introduce them to key photography terminology. Students will individually explore each formal element; line, tone, texture, pattern, colour, form and value. This project will provide students with the knowledge base to move forward in the subject, developing the ability to analyse imagery, appropriately use camera equipment and apply editing techniques to their work.</p>	<p>In year 8, students will build on key skills established in year 7 and develop their understanding of photography by looking at 2 themes. These include Photomontage and Mini Worlds projects.</p> <p>Photomontage In this project, students will develop an understanding of different contemporary and historical pieces of photographic work. They will be studying the work of David Hockney, along with another photomontage artist of their choice.</p> <p>Mini World Project Students will engage with the concept of scale and proportion looking at the miniature artist and photographer Slinkachu. They will record their own miniature worlds photographs, using appropriate equipment.</p> <p>In both projects, students will develop their ability to record imagery using cameras and other photography equipment. They will develop their skills in Photoshop and their</p>	<p>Distort / Disguise In year 9, students should have established a range of skills in previous years, which they will continue to build on. Students will develop the ability to present pages in Photoshop, working towards a specific theme. They will develop their ability to critically analyse pieces of artwork from a diverse range of photographers including; Wes Naman, Susan Saroff, Dan Mountford, Rankin and more.</p> <p>Students will focus on this technical project to really build on digital knowledge and skill engaging with more in depth and complex techniques and processes to create greater refinement in photography. This project provides more of an in-depth insight into aspects of photography, including; analysis, development of images, camera, lighting and presentation to support further study at GCSE level.</p>

		ability to manipulate images both physically and digitally.	
Sexeys 7 Core Values	<p>Courage: 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>Forgiveness: Working with others requires acceptance of alternate opinion and the errors that others make. Particularly during group photo shoots.</p> <p>Honesty: Self-reflection and Peer-evaluation of work, recognising achievement & identifying targets for improvement.</p> <p>Kindness: 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>Respect: Listening proactively to alternate opinion; sharing ideas positively providing evaluative comment in a productive manner as Photography is a subjective forum</p> <p>Empathy: 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>Resilience: 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>		
Links to Christian beliefs and opportunities for spiritual development	<ul style="list-style-type: none"> • Sense of enjoyment and fascination in learning about others and the world around them. • Creative expression, allowing students to respond personally to themes. Recording their own ideas and feelings, preferences of style. • Creative expression through experimentation and acquiring knowledge of different practical and theoretical techniques. • Exploration of different photographers and artists, both historical and contemporary. Allowing students to express their opinion of artwork. • Spiritual and moral, to be inspired by the work of others and the world around them. • Development of empathy and kindness, being able to work collaboratively together on practical activities. 		

Curriculum Maps with links to Christian and School Ethos.

Subject: Photography

Key stage 4: Years 10 and 11 (GCSE Photography).

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Introduction to photography. Students will explore the basics within Photography as a subject, including the history behind the subject, different photographic genres and technical skills such as shutter speed.</p>	<p>Introduction to photography. Students will continue to explore the basics within photography, focusing on further technical skills including aperture, compositional rules and lighting techniques.</p>	<p>Natural forms project. Students will begin natural forms project linked to the formal elements. Students will develop ability to analyse relevant photographers work, plan and conduct photoshoots and are introduced to basic Photoshop manipulation.</p>	<p>Natural forms project. Students continue natural forms project, introduced to further Photoshop techniques developing skills that are more complex. Introduction to historical practices including Cyanotypes and dark room techniques for students that are more able.</p>	<p>Students will work on a broad themed project taking the form of a past exam theme. 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.</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"> • Photographer Analysis and development of ideas. • Planning and conducting photoshoots. • Annotating and refining photographic work. • Experimenting with a range of techniques and materials. 	
Sexey's 7 Core Values	<p>Courage: 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>Forgiveness: Working with others requires acceptance of alternate opinion and the errors that others make. Particularly during group photo shoots.</p>					

	<p>Honesty: Self-reflection and Peer-evaluation of work, recognising achievement & identifying targets for improvement.</p> <p>Kindness: 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>Respect: Listening proactively to alternate opinion; sharing ideas positively providing evaluative comment in a productive manner as Photography is a subjective forum</p> <p>Empathy: 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>Resilience: 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>
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<h1>11</h1>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Students will continue to work on their 'themed' project (following on from Summer Year 10).</p> <p>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.</p> <p>Students plan and work towards the creation of developmental pieces.</p>	<p>Development of Ideas: Having created a series of 'development' pieces, students plan and prepare to create a final outcome for their themed project.</p> <p>Students will create a final outcome during this term for their themed project.</p>	<p>Year 11 Externally set assignment.</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>Development of ideas: 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>	Course Complete.	
Sexey's 7 Core Values	<p>Courage: 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>Forgiveness: Working with others requires acceptance of alternate opinion and the errors that others make. Particularly during group photo shoots.</p> <p>Honesty: Self-reflection and Peer-evaluation of work, recognising achievement & identifying targets for improvement.</p> <p>Kindness: 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>Respect: Listening proactively to alternate opinion; sharing ideas positively providing evaluative comment in a productive manner as Photography is a subjective forum</p>					

	<p>Empathy: 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>Resilience: 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>
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