



Curriculum Plan PHOTOGRAPHY



Year 10	Golden Treads: - The basics of how to operate a DSLR camera - That there are different ways to focus a camera - That you can achieve different print qualities in an image - Why you would want to alter the resolution of images - Altering the aperture has an effect on the depth of field - Altering the shutter speed will either freeze action or make a photo blurry - That there are a number of 'rules' that can be followed to help compose a photograph				Enrichment: What is offered through the year to support learning in the classroom? Support provided by classroom teachers in the form of after school enrichment.		Review and evaluation: Give date for review of the curriculum September 2024.
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 1, 2 & 3	GCSE WJEC/ Eduqas Art & Design Portfolio (60%) Skills input module. Working on the basics in photography. Focus on the following techniques and skills: Focus Aperture Shutter speed Panning Light drawing Composition Formal elements 'wrong' photos Homework images (series of small projects set to complete outside of school, experimenting with 'themes'). Students experiment and understand how to use a DSLR,	AO1; Research and analysis of work by relevant artists, designers and photographers. Response to photographers' work through practical tasks. AO2; Skills in using a camera effectively to understand how to take effective photos. Experimentation with camera functions. AO3; Use of photography to record observations.	* Key facts relating to relevant photographers' work. *Facts relating to specific photographic techniques and functions of the camera. *Key concepts behind own photography and how to use photography specific language to evaluate own work. *Understanding material properties and limitations including camera functions.	*actively engage in the creative process of photography in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds • develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products • become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills • develop and refine ideas and proposals, personal outcomes or solutions with increasing independence	*Understanding the importance of camera functions in order to take good photographs. *That mobile phones have the same capacity as a DSLR camera.	• Auto focus • manual focus • spot focusing • shutter release • ISO • Resolution • Aperture • depth of field (D.O.F) • shutter speed • tripod • panning • exposure • composition, • framing • leading lines • formal elements	Prior knowledge of the following concepts introduced during KS3 lessons: *Composition *Analysis *Colour theory Skills learnt in this unit will provide the basis for independent project work and applying knowledge acquired to own photography.



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	evidencing this in PowerPoint presentations.						
Term 4, 5 & 6	GCSE WJEC/ Eduqas Art & Design Portfolio (60%) Welcome to the city project. To identify the work of Gardiner, Maier and Stoller To identify the main key characteristics of coffee table book design How to create a folder of work using Google Slides. How to add text and images to a Google slides presentation That you can use computer software to edit your photos How to crop and resize their photographs in Pixelmator How to add text to a photograph using Pixelmator How to make basic colour changes to their photos, such as saturation and desaturation	AO1; Research and analysis of work by relevant artists, designers and photographers. Response to photographers' work through practical tasks. AO2; Skills in using a camera effectively to understand how to take effective photos. Experimentation with camera functions. AO3; Use of photography to record observations. AO4: Create a final outcome based on the theme guidance.	* Key facts relating to relevant photographers' work. *Facts relating to specific photographic techniques and functions of the camera. *Key concepts behind own photography and how to use photography specific language to evaluate own work. *Understanding material properties and limitations including camera functions. *understanding of photo editing. *Use of Pixelmator	*actively engage in the creative process of photography in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds • develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products • become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills • develop and refine ideas and proposals, personal outcomes or solutions with increasing independence		• Auto focus • manual focus • spot focusing • shutter release • ISO • Resolution • Aperture • depth of field (D.O.F) • shutter speed • tripod • panning • exposure • composition, • framing • leading lines • formal elements	Prior knowledge of the following concepts introduced during KS3 lessons: *Composition *Analysis *Colour theory Knowledge of photography skills and techniques taught in terms 1-3 will form the foundation for work development in this unit. Skills learnt in this unit will provide the basis for independent project work and applying knowledge acquired to own photography.