



## Curriculum Map for Photography Year 11

YEAR 11	Autumn 1 & 2
<b>Topics</b>	<b>Component 1 - Forces</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>• Students continue to respond to the work of Photographers. Students are analysing and interpret information to inspire work and to solve problems.</li> <li>• Students learn about and explore photographers with confidence, making connections between their research and their intentions. They will learn about the materials and processes involved when creating their own work.</li> <li>• Students are encouraged to investigate different materials and processes, with teachers supporting their creative decisions.</li> <li>• Students develop outcomes that conclude the theme of Forces, they consider how they have interpreted the theme through Nature, Architecture, Portraiture or Objects.</li> <li>• Students create a series of initial ideas that consider challenging concepts and the subject matter explored through the project.</li> <li>• Idea development is supported with additional experimentation and application of materials and processes.</li> <li>• Students create an outcome that is well considered and reflects their creative journey.</li> </ul>
<b>Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied</b>	<ul style="list-style-type: none"> <li>• Students respond to the theme through contextual investigation, experimenting with materials, recording and creating outcomes.</li> <li>• Projects will develop to incorporate different themes. This may include, portraiture, architecture, objects etc.</li> <li>• A student’s ability to understand their own work critically and justify their ideas. This is achieved through practical visual analysis, annotation and using verbal feedback. Students will contextualise their research and ideas, drawing inspiration from artists and designers.</li> <li>• They will consider and develop original ideas from initiation to realisation.</li> <li>• Students will analyse critically their own work and the work of others.</li> <li>• They will learn to express individual thoughts and choices confidently.</li> <li>• Students will take risks, experiment and learn from mistakes.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate the ability to record using a range of materials and processes.</li> <li>• Students will use materials appropriate to their creative intentions and chosen areas of study. This is supplemented by teacher demonstrations, where new skills are necessary for the individual.</li> <li>• Students understand how to make appropriate creative choices and how to critically reflect on their decisions.</li> <li>• Students will become more independent and will develop good time management.</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Students will have previous experience of Art at KS3</li> <li>• Understanding of the theme 'Forces' in Photography.</li> <li>• Previous experience of recording and establishing a body of work.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• During GCSE Photography, students use their prior understanding of the formal elements and specialist terminology to communicate effectively about different forms of art. This is then built on through the GCSE with additional terms that relate to the different specialisms.</li> <li>• Key terminology should be used frequently in their writing. This should be apparent when breaking down the work of others or pieces that they have created.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will need to have good time management and understand how long processes take for them to be completed to an acceptable standard.</li> <li>• Students are confident when using writing frames to structure their communication. They can communicate about their work and the work of others effectively. Students continue to describe, relate, analyse, interpret, and evaluate work. Students provide written communication through their sketchbooks to explain their creative journey and their thought process.</li> <li>• Students will read from websites, sketchbooks, and literature to stimulate artwork. Students will read from instructions to understand how to use certain materials or to follow health and safety notices.</li> <li>• As students become more confident using new materials and process, they will understand how to successfully measure and use quantities of materials to create outcomes. Literacy resources are provided in each classroom with visual examples of key words. Students are provided writing frames and sentence starters to support their writing. This will help them communicate their thoughts about the newly introduced processes.</li> <li>• Students continue to describe, relate, analyse, interpret and evaluate work.</li> <li>• Students will need to have good time management and understand how long processes take for them to be completed to an acceptable standard. This is especially important in Photography, where students will have to understand shutter speed and the impact it can have on an image.</li> <li>• Students will be required to correctly measure and use space. This is especially important when creating their response pages and how they present their work.</li> <li>• Students will use different quantities of materials and will have to understand the impact of having too much or too little of the medium. This is key when they are using chemicals in Photography.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Natural forms are researched at the start of Photography.</li> <li>• There are links with Biology and Geography around environmental issues.</li> <li>• Cross curricular links will vary depending on the subject matter investigated by the student.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• The Assessment Objectives (AOs) are used to assess Component 1. Students are assessed against their ability to investigate, experiment, record and create outcomes.</li> <li>• Teacher feedback is ongoing for all coursework; this is through written or verbal methods.</li> <li>• Component 1 will be assessed internally and then a sample will be moderated by the examiner.</li> </ul>

<b>YEAR 11</b>	<b>Spring 1 &amp; 2 Summer 1 &amp; 2</b>
<b>Topics</b>	<b>Component 2 - This is an externally set assignment, with the theme allocated by the exam board.</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>• Students will be provided a theme by the exam board. The paper provides examples of how the theme can be interpreted differently, through specialisms and subject matter. Students will use their established investigative skills to understand the theme and how they want to interpret it.</li> <li>• Students will investigate the work of photographers they link to the theme. Students will use teacher feedback and advice when making these initial decisions. Students will apply their understanding of key terminology to communicate effectively and explain their creative thought process.</li> <li>• Students will respond to their initial research and create outcomes that use materials and processes appropriate to their artists or photographers.</li> <li>• Students use their research as a starting point for developing their own ideas. They will create a series of initial designs and then incorporate additional techniques to support the development of their ideas.</li> <li>• Students will create a response to the externally set assignment. This may be a single piece of work or a series of outcomes.</li> </ul>

<b>Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied</b>	<ul style="list-style-type: none"> <li>• They will consider and develop original ideas from initiation to realisation.</li> <li>• Students will analyse critically their own work and the work of others. This is achieved through practical visual analysis, annotation and using verbal feedback.</li> <li>• They will express individual thoughts and choices confidently.</li> <li>• Students will take risks, experiment and learn from mistakes.</li> <li>• Students will contextualise their research and ideas, drawing inspiration from artists and designers.</li> <li>• Students will also evaluate the contextual source that they study and develop an appreciation of the impact it has on their own work and that of others.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate the ability to record using a range of materials and processes. Students will use materials appropriate to their creative intentions and chosen areas of study.</li> <li>• This is supplemented by teacher demonstrations, where new skills are necessary for the individual.</li> <li>• Students understand how to make appropriate creative choices and how to critically reflect on their decisions.</li> <li>• Students are independent and have developed good time management.</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Students will use their experience of Component 1 to support their work during Component 2.</li> <li>• Students will have established how to build a body of work through the GCSE and will be able to confidently structure their Externally Set Assignment.</li> <li>• Students will use the investigative skills developed since KS3 to explore contextual sources and inspire their creative decision making.</li> <li>• Students will be able to apply skills and processes used throughout the GCSE and will be confident to try new techniques that respond to the theme.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• During GCSE Photography, students use their prior understanding of the formal elements and specialist terminology to communicate effectively about different forms of art. This is then built on through the GCSE with additional terms that relate to the different specialisms.</li> <li>• Key terminology should be used frequently in their writing. This should be apparent when breaking down the work of others or pieces that they have created.</li> <li>• Students will need to have good time management and understand how long processes take for them to be completed to an acceptable standard.</li> <li>• Students are confident when using writing frames to structure their communication. They can communicate about their work and the work of others effectively. Students continue to describe, relate, analyse, interpret, and evaluate work. Students provide written communication through their sketchbooks to explain their creative journey and their thought process.</li> <li>• Students will read from websites, sketchbooks, and literature to stimulate artwork. Students will read from instructions to understand how to use certain materials or to follow health and safety notices.</li> <li>• As students become more confident using new materials and process, they will understand how to successfully measure and use quantities of materials to create outcomes.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Cross curricular links will vary depending on the subject matter investigated by the student.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• The Assessment Objectives (AOs) are used to assess Component 2. Students are assessed against their ability to investigate, experiment, record and create outcomes.</li> <li>• Teacher Feedback for all exam work.</li> <li>• Component 2 will be assessed internally and then a sample will be moderated by the examiner.</li> <li>• Teacher feedback is ongoing for all coursework; this is through written or verbal methods.</li> </ul>