



## Curriculum Map for Photography Year 10

YEAR 10	Autumn 1	Autumn 2
<b>Topics</b>	<b>Establish a Base Understanding of the Technical Elements Involved with Photography - Looking at Different Compositional Elements.</b>	<b>Component 1 - Forces</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>Students are introduced to the GCSE course and how KS4 will be structured.</li> <li>Students learn about the expectations and requirements for the course, looking at student examples to highlight the standard required.</li> <li>During the introductory portion of the course, students are shown how to use a range of materials and processes. In photography students are shown how to use a DSLR camera and how to record effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Students are shown how to make preliminary investigations into a theme through imagery and terminology. This initially starts with Nature and then broadens to incorporate different genres within the theme.</li> <li>Students investigate the work of Photographers that respond to their theme in diverse ways.</li> <li>Students are shown how to analyse the work of photographers. Images are broken down and interpreted by students.</li> <li>Students respond to the work of their photographers, showing a clear understanding of the materials and processes involved when creating their own work.</li> </ul>
<b>Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied</b>	<ul style="list-style-type: none"> <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>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> <li>Students will take risks, experiment and learn from mistakes.</li> </ul>	<ul style="list-style-type: none"> <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.</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> <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>During the first half term, students are introduced to new techniques in</li> </ul>	<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 respond to the theme through contextual investigation, experimenting</li> </ul>

	<p>Photography.</p> <ul style="list-style-type: none"> <li>Students are introduced to the DSLR camera and shown how to edit in Photoshop.</li> </ul>	<p>with materials, recording and creating outcomes.</p> <ul style="list-style-type: none"> <li>Students understand how to make appropriate creative choices and how to critically reflect on their decisions.</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>Use of literacy at KS3.</li> <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>	<ul style="list-style-type: none"> <li>Use of literacy at KS3.</li> <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 the first half term GCSE students use their established knowledge of the formal elements and associated terminology when communicating about their work. In addition to their prior understanding, students are introduced to new terminology that needs to be included in their written work. This is subject specific and will include new material and processes that they might not have experienced at KS3.</li> <li>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>	<ul style="list-style-type: none"> <li>When responding to contextual sources, students use their prior knowledge of the formal elements and associated terminology to communicate about the work of others. Students include their own opinion and thoughts to show how they are processing this information.</li> <li>In addition to their prior understanding, students are introduced to new terminology that needs to be included in their written work. This is subject specific and will include new material and processes that are relevant to the photographers they are studying.</li> <li>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 and structure of analysis.</li> <li>Students continue to describe, relate, analyse, interpret and evaluate work.</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 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> </ul>	<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> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>The Assessment Objectives (AOs) are used to assess component 1.</li> </ul>	<ul style="list-style-type: none"> <li>The Assessment Objectives (AOs) are used to assess component 1.</li> </ul>

	<ul style="list-style-type: none"> <li>• A01: Students are assessed against their ability to develop investigations and demonstrate critical understanding of sources.</li> <li>• A02: Students are assessed against their ability to refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</li> <li>• A03: Students are assessed against their ability to record ideas, observations, and insights relevant to intentions as their work progresses.</li> <li>• A04: Students are assessed against their ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> <li>• Teacher feedback is ongoing for all coursework; this is through written or verbal methods.</li> </ul>	<ul style="list-style-type: none"> <li>• A01, A02 and A03 are appropriate at this point in the course.</li> <li>• Teacher feedback is ongoing for all coursework; this is through written or verbal methods.</li> </ul>
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<b>YEAR 10</b>	<b>Spring 1 &amp; 2 Summer 1 &amp; 2</b>
<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 investigate the work of Photographers that respond to their theme in diverse ways. During the remainder of the year students consider different ways of interpreting their theme. This is achieved through investigation into different aspects such as architecture, objects or portraiture.</li> <li>• Students continue to analyse the work of photographers. Images are broken down and interpreted by students. Written communication will become more confident with frequent use of key terminology.</li> <li>• Students respond to the work of their photographers. Showing a clear understanding of the materials and processes involved when creating their responses to the work of their chosen artists.</li> <li>• Students learn to develop their own outcomes, starting at their initial ideas and developing concepts further through experimentation into materials and processes appropriate to their project.</li> <li>• Students learn how to create outcomes that clearly reference 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> </ul>

	<ul style="list-style-type: none"> <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> <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>• 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> </ul>