



# Photography

## Program of Study: Key stage 3 to Key stage 5

### Key Concepts

<b>Critical understanding</b> of artists, sources and concepts.	<b>Development &amp; experimentation</b> through media, techniques, processes and exploring ideas.	Recording ideas through <b>observation</b> relevant to intentions.	Presenting a final <b>personal response</b> realising intentions and demonstrating visual understanding.
<p>Research primary and contextual sources.</p> <p>Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p> <p>Analyse critically, evaluate and reflect on their own work and that of others</p>	<p>Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p>Acquire and develop technical skills through working with a broad range of media</p>	<p>Recording the observed world.</p> <p>Exploring ideas visually.</p> <p>Investigating, through the exploration of drawing/photographic media, new ways of expressing ideas, feelings or observations</p> <p>Record notes on developments, experiments, ideas or visits.</p>	<p>Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p>

### Key Themes

Colour	Line	Shape & Form	Tone	Texture	Pattern	Composition	Digital and Physical photo-editing skills	Digital SLR and Photographic equipment Skills
<p><b>Colour theory</b> The science and art of using colour. How humans perceive colour; and the visual effects of how colours mix, match or contrast with each other.</p> <p><b>Colour mixing</b> The skill of being able to make a range of colours through mixing in a variety of media.</p>	<p>The use of various marks, outlines, and implied lines during artwork and design. Width, direction, density, curve, and length.</p>	<p>Exploring varied types of shape through artwork created by lines, textures, colours.</p> <p>Drawing and creating three-dimensional forms through a variety of media.</p>	<p>Light and dark values used to render a realistic object, or to create an abstract composition.</p> <p>The use of tone in a range of media to create 3D effects and realism.</p>	<p>The perceived surface quality of a work of art.</p> <p>Use of texture, along with other elements of design to convey realism and/or a variety of messages and emotions.</p>	<p>The underlying structure that organizes surfaces or structures in a consistent, regular manner.</p> <p>A repeated unit of shape or form.</p>	<p>The placement or arrangement of visual elements in a work of art and how these affect the viewer.</p>	<p>Post photographic digital editing skills – Use of Photoshop to manipulate photographs using various filters, layers and functions. Physical manipulation of materials and applications crafting tools.</p>	<p>Manipulating Shutter Speed, Aperture and ISO to control the visual effects of photography. Use of backdrops, lighting, props, costumes, tripods to create diverse and professional looking imagery.</p>

# Key Stage 3

YEAR: 7

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
COLOUR & SHAPE Drawing Collage  Big Question:  How do colour theory & shape impact the viewer?  Matisse Cutting with Scissors							COLOUR & SHAPE Drawing Collage  Big Question:  How do colour theory & shape impact the viewer?  Frame designs							COLOUR & SHAPE Drawing Collage  Big Question:  How do colour theory & shape impact the viewer?  Matisse Frames							LINE & PATTERN Drawing Painting  Big Question:  How can Optical illusions be created through line, colour & pattern?  Op Art Research							LINE & PATTERN Drawing Painting  Big Question:  How can Optical illusions be created through line, colour & pattern?  Op Art designs							LINE & PATTERN Drawing Painting  Big Question:  How can Optical illusions be created through line, colour & pattern?  Op Art painting  Extension: TONE-A03: Portrait						
Key Concepts							Key Concepts							Key Concepts							Key Concepts							Key Concepts													
Key Themes							Key Themes							Key Themes							Key Themes							Key Themes													
Assessment Method:  Formative/ Summative  Matisse Artist Study							Assessment Method:  Formative/ Summative  Frame designs							Assessment Method:  Formative/ Summative  Final Frame							Assessment Method:  Formative/ Summative  Riley Research Page							Assessment Method:  Formative/ Summative  Designs							Assessment Method:  Formative/ Summative  Extension: Final Painting Pencil Portrait						

**YEAR: 8**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
FORM & TEXTURE Drawing Sculpture  <u>Big Question:</u>  How can the form & texture of an object be emphasized in various types of media?  Oldenburg Research							FORM & TEXTURE Drawing Sculpture  <u>Big Question:</u>  How can the form & texture of an object be emphasized in various types of media?  Observational drawing							FORM & TEXTURE Drawing Sculpture Painting  <u>Big Question:</u>  How can the form & texture of an object be emphasized in various types of media?  Final Sculptures							SHAPE & CULTURE Drawing Painting  <u>Big Question:</u>  How are belief systems & culture communicated through artefacts & symbolism?  Aboriginal Art introduction and context							SHAPE & CULTURE Drawing Painting  <u>Big Question:</u>  How are belief systems & culture communicated through artefacts & symbolism?  Aboriginal Art coloured pencil design							SHAPE & CULTURE Drawing Painting  <u>Big Question:</u>  How are belief systems & culture communicated through artefacts & symbolism?  Aboriginal Painting  Extension:  Shape-Bugs Collage						
Key Concepts							Key Concepts							Key Concepts							Key Concepts							Key Concepts													
Key Themes							Key Themes							Key Themes							Key Themes							Key Themes													
Assessment Method:  Formative/ Summative  Oldenburg Research page:							Assessment Method:  Formative/ Summative  Biscuit drawings							Assessment Method:  Formative/ Summative  Final Sculpture							Assessment Method:  Formative/ Summative  Aboriginal research – visuals and written							Assessment Method:  Formative/ Summative  Aboriginal Design							Assessment Method:  Formative/ Summative  Aboriginal Dreaming Painting  Extension: Collage of a bug						

# Key Stage 4

YEAR: 9

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39																					
<b>Introduction:</b> -Composition -Formal Elements -Aperture  <u>Big Question:</u>  What are the fundamental principles in creating photographic/digital media art work?										<b>Introduction:</b> -Shutter Speed -Photoshop  <u>Big Question:</u>  What are the fundamental principles in creating photographic/digital media art work?										<b>Portrait</b> Hockney Joiners  -3 Point lighting system - Photoshop: Layering & layers  <u>Extreme edits:</u> Physical joiners/cardboard relief  <u>Big Question:</u>  How do photographic portraits communicate identity?										<b>Portrait</b> Antonio Mora  <u>Photoshop:</u> - Double exposure <u>Extreme edits-</u> silhouettes, layering and destruction  <u>Big Question:</u>  How do photographic portraits communicate identity?										<b>Portrait</b>  <u>A02</u> Shoot Plan and contact sheet  Combine extreme edits from A01, own idea/theme and create a final design.  <u>A04</u> Final Piece-editing and physical creation  <u>Big Question:</u>  How do photographic portraits communicate identity?										<b>Landscape</b> A01 Miles Donovan  <u>Photoshop:</u> Threshold Layering Spray paint effects  <u>Big Question:</u>  How can photographic editing techniques communicate a theme through landscape?									
Key Concepts										Key Concepts										Key Concepts										Key Concepts										Key Concepts																			
Key Themes										Key Themes										Key Themes										Key Themes										Key Themes																			
Assessment Method:  Formative/Summative  <u>A01/ A03:</u>  Research pages and photoshoots										Assessment Method:  Formative/Summative  <u>A01/A03:</u>  Research pages and photoshoots  Digital composite imagery presented.										Assessment Method:  Formative/Summative  <u>A01/ A03:</u>  Artist studies with written and photographic responses. Photoshoots										Assessment Method:  Formative/Summative  <u>A01/A03:</u>  Artist studies with written and photographic responses. Photoshoots										Assessment Method:  Formative/Summative  <u>A02/A04:</u>  Range of digital and physical experiments Final piece for project.										Assessment Method:  Formative/Summative  <u>A01/A03:</u>  Artist studies with written and photographic responses. Photoshoots									

**YEAR: 10 xx**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
<p><u>Landscape</u> A01 Nitsa (Urban structures) <u>Photoshop</u> <u>Textured effects</u></p> <p><u>Extreme edits:</u> Nitsa print b&amp;w and inks over the top</p> <p><u>Big Question:</u></p> <p>How can photographic editing techniques communicate a theme through landscape?</p>							<p><u>Landscape</u> A02/3: Shoot plan Urban vs Rural</p> <p><u>Experimentation</u></p> <p>A04 <u>Final Piece</u></p> <p><u>Big Question:</u></p> <p>How can photographic editing techniques communicate a theme through landscape?</p>							<p><u>Photoshop &amp; Camera skills development</u></p> <p>Mini Projects: Magritte – fully manual SLR settings for portraiture, still life &amp; landscapes, playing with scale and silhouettes.</p> <p>Slinkachu – fully manual SLR settings – depth of field, illusions and storytelling.</p> <p><u>Big Question:</u></p> <p>How do manual camera settings and post editing techniques affect the visual impact on the viewer?</p>							<p><b>GCSE Personal Project- Past paper</b> Preparatory Studies-</p> <p>Artist studies</p> <p><u>Big Question:</u></p> <p>How can photography communicate a theme or personal meaning?</p>							<p><b>GCSE Personal Project- Past paper</b> Preparatory Studies-</p> <p>Shoot Plan and contact sheet Initial Idea</p> <p><u>Big Question:</u></p> <p>How can photography communicate a theme or personal meaning?</p>							<p><b>GCSE Personal Project- Past paper</b> Preparatory Studies-</p> <p>Experimentation</p> <p><u>Big Question:</u></p> <p>How can photography communicate a theme or personal meaning?</p>						
Key Concepts							Key Concepts							Key Concepts							Key Concepts							Key Concepts													
Key Themes							Key Themes							Key Themes							Key Themes							Key Themes													

Assessment Method: Formative/Summative <u>A01/A03:</u> Artist studies with written and photographic responses. Photoshoots	Assessment Method: Formative/Summative <u>A02/A04:</u> Range of digital and physical experiments Final piece for project.	Assessment Method: Formative/Summative <u>A01/A03:</u> Artist studies with written and photographic responses. Photoshoots	Assessment Method: Formative/Summative <u>A01/A03:</u> Artist studies with written and photographic responses. Photoshoots	Assessment Method: Formative/Summative <u>A02/A03:</u> Initial idea experimentation. Photoshoots.	Assessment Method: Formative/Summative <u>A02:</u> Experiments
--	---	--	--	---	---

**YEAR: 11**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
<b>GCSE Personal Project-</b> Past paper Preparatory Studies-  Experimentation/Start Final Piece  <u>Big Question:</u> How can photography communicate a theme or personal meaning?							<b>GCSE Personal Project-</b> Past paper  Final Piece  Nov/Dec – Review and Refine CW  <u>Big Question:</u> How can photography communicate a theme or personal meaning?							<b>Externally Set GCSE Exam</b>  Preparatory studies for Final Exam  Artist studies, record & initial idea  <u>Big Question:</u> How can photography communicate a theme or personal meaning?							<b>Externally Set GCSE Exam</b>  Preparatory studies for Final Exam  Experimentation  Final Exam  <u>Big Question:</u> How can photography communicate a theme or personal meaning?							<b>Review/Refine Course work.</b>    <b>Study Leave</b>							<b>Study Leave</b>						

Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Assessment Method: Formative/ Summative <u>A02/A03:</u> Range of Experiments Personal reflections on outcomes Final piece for project.	Assessment Method: Formative/ Summative <u>A01/A02/A03/A04:</u> Completed work that is outstanding or new work to improve quality.	Assessment Method: Formative/Summative <u>A01/A02/A03:</u> Artist studies with written and photographic responses. Photoshoots Initial idea experimentation.	Assessment Method: Formative/ Summative <u>A02/A03:</u> Range of Experiments Personal reflections on outcomes Final piece for project.	<b>Assessment Method:</b>	<b>Assessment Method:</b>

## Key Stage 5

YEAR: 12

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
<b>Introduction project</b> Foster Huntington			<b>Personal Project 1:</b>					<b>Personal Project 1:</b> Initial Ideas					<b>Personal Project 1:</b> Experimentation					<b>Personal Project 1:</b> Final outcomes					<b>Personal Project Part 2:</b>															

<p>Written analysis Record Own response Final outcome</p> <p><b>Personal Project 1:</b></p> <p>Introduction to theme. Artist/Photographer 1</p> <p>Written analysis &amp; visual responses: A01</p> <p><u>Big Question:</u></p> <p>How can art communicate a theme or personal meaning?</p>	<p>Artist/Photographic studies and personal responses-</p> <p>Record: A2 drawing and photography</p> <p><u>Photography:</u> Photo shoots Contact sheets Technical information A01/A03</p> <p><u>Big Question:</u></p> <p>How can art communicate a theme or personal meaning?</p>	<p>Visual responses and evaluation</p> <p>Experimentation</p> <p>Exploration of subject matter, techniques and processes A02</p> <p><u>Big Question:</u></p> <p>How can art communicate a theme or personal meaning?</p>	<p>Exploration of subject matter, techniques and processes</p> <p>Final outcomes</p> <p>Large-scale outcomes/digital media. A02/A04</p> <p><u>Big Question:</u></p> <p>How can art communicate a theme or personal meaning?</p>	<p>Large-scale outcomes/digital media.</p> <p>A04</p> <p><u>Big Question:</u></p> <p>How can art communicate a theme or personal meaning?</p>	<p>Evaluation of topic/theme – choose key interest to continue/develop. – Create question for personal study.</p> <p>Powerpoint of 3 or 4 extra artists to influence investigation in line with personal study question.</p> <p>Visual responses.</p> <p>A01/A02</p> <p><u>Big Question:</u></p> <p>How can art communicate a theme or personal meaning?</p>
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<b>Assessment Method:</b>	<b>Assessment Method:</b>	<b>Assessment Method:</b>	<b>Assessment Method:</b>	<b>Assessment Method:</b>	<b>Assessment Method:</b>
Formative/Summative	Formative/Summative	Formative/Summative	Formative/Summative	Formative/Summative	Formative/Summative

**YEAR: 13**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
<b>Personal Project 2:</b>							<b>Personal project 2:</b>							<b>Personal project A04</b>					<b>Exam Project:</b>					<b>Exam Project:</b>					<b>Study Leave</b>									
Experimentation							Final Outcomes							Exam Project:					Record. A2 drawing and/or photography					Review and refine CW.														



<p>Large-scale experimentation.</p> <p>A02/A04</p> <p><u>Big Question:</u> How can art communicate a theme or personal meaning?</p>	<p>A04</p> <p><u>Big Question:</u> How can art communicate a theme or personal meaning?</p>	<p>Artist/photographic studies</p> <p>Visual response &amp; written analysis A01</p> <p><u>Big Question:</u> How can art communicate a theme or personal meaning?</p>	<p>Initial Idea and experimentation A02/A03</p> <p>Controlled test A04</p> <p><u>Big Question:</u> How can art communicate a theme or personal meaning?</p>	<p>Final exhibition. Course finished.</p> <p>A01/A02/A03/A04</p> <p><u>Big Question:</u> How can art communicate a theme or personal meaning?</p>	
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<p><b>Assessment Method:</b></p> <p>Formative/summative</p> <p>A03/A02 Component 1</p>	<p><b>Assessment Method:</b></p> <p>Formative/summative</p> <p>A04 Component 1</p>	<p><b>Assessment Method:</b></p> <p>Formative assessment. Part of real exam so no grading allowed.</p> <p>A01 Component 2</p>	<p><b>Assessment Method:</b></p> <p>Formative assessment. Part of real exam so no grading allowed.</p> <p>A03/A02/A04 Component 2</p>	<p><b>Assessment Method:</b></p> <p>External moderation by exam board.</p> <p>Component 1</p>	