

Subject: Photography

Photography Lead: Michelle Thomas

Exam Board: Pearson Edexcel

Qualification type: GCSE

Intent

Principles of the Photography Curriculum

The United Curriculum for Photography is built upon the core United Curriculum principles available **here**.

The aim of the Photography course is to provide all students with a breadth of knowledge and skills to experiment, invent, and create their own photography and creative outcomes. As pupils progress, they should be able to think critically and develop a more rigorous understanding of photography. They should know how art and photography both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

Students begin the course with teacher led tasks to develop their knowledge of professional photography. The foundation projects explores the composition of a photo as well as the technical functions of an SLR camera (Exposure triangle – Aperture, shutter speed & ISO).

Student Vision:

- To introduce students a wide range of photography & art movements throughout history.
- To enable students to understand a wide range of styles and techniques.
- To understand how to develop and refine in order to create a personal and thoughtful response.
- To develop their skills in all areas, in order to improve their mastery of art and photography.
- To understand how to evaluate and analyse creative works, including their own.
- To develop awareness of and respect for diversity in relation to gender, race, age, religion and belief, culture, sexual orientation and disability.
- To understand how a sketchbooks is used to explore a creative process / idea.

The rationale behind the sequencing of lessons:

The aim of the foundation project is to introduce students to the key concepts of GCSE photography, developing their skills, using industry standard technology and techniques.

The portrait projects aims to develop their confidence behind the camera, by the end of the project students should be able to direct model/s and the setting to create professional outcomes. As part of this project students will begin to research and analyse well-known photographers to inspire their styles and ideas.

The Landscape project encourages students to step outside of the classroom environment to create photography outcomes in the style of their chosen photographers. This will involve them learning new skills and techniques specific to landscape photography.

By the end of year 10 students should have a full toolkit to enable them to produce independent and personalised outcomes, through all four assessment objectives.

In July year 10 will sit a full day practical mock exam which forms part of their coursework.

Implementation

In Key Stage 4 the Photography curriculum is implemented as follows:

Year 10

Students begin the course with teacher led tasks to develop their knowledge of professional photography. The foundation projects explores the composition of a photo as well as the technical functions of an SLR camera (Exposure triangle – Aperture, shutter speed & ISO).

Year 11

September to December students will complete a practice exam paper for their mini-project.

January students will be given their actual exam paper. They will have until their practical exam (April) to complete their preparatory work.

After their exam they will have a short window to improve any suggested improvements for their coursework project.

Impact

The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils keep up with the curriculum, they are making progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.
- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to the vertical concepts that they have been developing in previous years and other subjects.
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit and can be used to identify any remaining gaps to be filled.
- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new content in the unit. These are used to identify gaps to be filled prior to teaching the new unit.