

Curriculum Overview 2022-23

Year group: 10

Subject: AQA GCSE Photography

Periods per fortnight: 5

INTENT:

Aims of the curriculum -: Photography GCSE

GCSE exams in Art and Design include questions that allow students to demonstrate their ability to:

Bring together the knowledge, understanding and skills acquired during their course of study.

Select and present work produced during their studies to demonstrate attainment, reflecting a holistic approach to coverage of the assessment objectives

Make connections between knowledge, understanding and skills when engaging with sources such as the work of artists, craftspeople and designers and when applying working methods and processes appropriate to one or more of:

1. a starting point, stimulus or issue-based concern
2. a design brief or problem requiring a solution
3. a task which specifies an outcome such as an image, artefact or product.

Students know/understand/and are able to -;

1. Explore elements of visual language, line, form, colour, pattern, texture, rule of thirds, leading lines etc, in the context of Photography.
2. Be awareness of intended audience or purpose for their chosen area(s) of Photography
3. Respond to an issue, theme, concept or idea, or work to a brief or answer a need in Photography
4. Display an appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement.
5. Demonstrate appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of Photography.
6. Understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.

Students achieve through this curriculum and learn -: An GCSE level grade – 1– 9 in Photography.

How to use relevant materials, processes, technologies and resources. How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in their chosen area(s). Historical and contemporary developments and different styles and genres. How images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created. Continuity and change in different styles, genres and traditions relevant to art/Photography.

½ Term 1 and 2	Topics studied – A01/2/3/4 Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
1	<p><u>Autumn – Sep - Xmas</u></p> <p>Introduction to The course</p> <ul style="list-style-type: none"> • Paper Frame pictures – basic Composition • DSLR – creative shoot • Safety and the camera • Still life and use of the fixed settings. • History of Photography • Set up drive and google slides/Power point. • Pioneers • Timeline • Types of Cameras • Types/Genres of Photography • Formal Elements • Rule of Thirds • The DSLR camera and use of the manual settings • Aperture – 3 x photoshoots • Shutter – 3 x photoshoots • Light Drawing • Boheka • ISO/White Balance/Raw • Rule of Thirds 	<ul style="list-style-type: none"> • School offers a lunch time and after school club to support learning and provide working space each week. • Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material. • Students work at different paces in terms of completing a piece of art work, students are expected to finish any work not finished at in class at home as extended homework. 	<ul style="list-style-type: none"> • Students/parents have the opportunity to buy a school art pack or resources for home and school use. • Encourage students to produce 2 hours of practical homework a week. • Encourage students to practice skills learned in lesson time at home. • Encourage students to take their own photographs and find their own images in relation to the lesson themes.
2	<ul style="list-style-type: none"> • The DSLR camera and use of the manual settings • Aperture – 3 x photoshoots • <u>Basic Photoshop</u> <p>2 x Photoshoots based on famous Portraiture Photographers - use professional Photo sharing websites e.g pinterst – student choice.</p> <ul style="list-style-type: none"> • Upload/move/Edit/Re Size/Crop/Rotate/Filters/Layer/selection tools Filters/Adjustments/Layer Adjustments/Colour Splash/Text/Digital Drawing. 	<ul style="list-style-type: none"> • School offers a lunch time and after school club to support learning and provide working space each week. • Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material. • Students work at different paces in terms of completing a piece of art work, students are expected to finish any work not finished at in class at home as extended homework. 	<ul style="list-style-type: none"> • Students/parents have the opportunity to buy a school art pack or resources for home and school use. • Encourage students to produce 2 hours of practical homework a week. • Encourage students to practice skills learned in lesson time at home. Encourage students to take their own photographs and find their own

			images in relation to the lesson themes
½ Term 3 and 4	Winter – January to Easter Main Portfolio – VERB. Moods Board Brain Storm Artists/Photographers linked to Contrast Minimum 1 Photoshoot each week. This is completed in class time and during Extended learning.	<ul style="list-style-type: none"> • School offers a lunch time and after school club to support learning and provide working space each week. • Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material. • Students work at different paces in terms of completing a piece of art work, students are expected to finish any work not finished at in class at home as extended homework. • 	<ul style="list-style-type: none"> • Students/parents have the opportunity to buy a school art pack or resources for home and school use. • Encourage students to produce 2 hours of practical homework a week. • Encourage students to practice skills learned in lesson time at home. Encourage students to take their own photographs and find their own images in relation to the lesson themes
Week 1/2	Float		
3/4	Squash, Crumple , Tear, Fold		
5/6	Reflect		
7/8	Reduce/Enlarge		
9/10	Darken		
11/12	Hide		
13/14	Dream/Sleep		
Term 5 and 6	Summer – Easter to Summer		
1/2	Slice/Cut/Peel	<ul style="list-style-type: none"> • School offers a lunch time and after school club to support learning and provide working space each week. • Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material. • Students work at different paces in terms of completing a piece of art work, students are expected to finish any work not finished at in class 	<ul style="list-style-type: none"> • Students/parents have the opportunity to buy a school art pack or resources for home and school use. • Encourage students to produce 2 hours of practical homework a week. • Encourage students to practice skills learned in lesson time at home. Encourage students to take their own photographs and find their own
3/4	Arrange/Stack		
5/6	Decay		
7/8	Spill/Splash		
9/10	Drop Break		
11/12	Illuminate		
13/14	View/See		
15/16	Move/Slide/Spin/Swing		
17/18	Grow – Summer Holiday Photoshoot.		

Yr 11	Cry/Laugh	at home as extended homework.	images in relation to the lesson themes
	Dream/Sleep		

IMPACT:

[How will you measure the impact of your curriculum for this year group?]

Measures -:

- Examination results.
- Lesson Observations and learning walks
- Student opting for course from GCSE
- Student engagement and motivation
- 1.1 work conversation logs
- Use of google classroom to post work and extended learning
- Student career paths
- Evidence of high quality work produced
- Successful exhibition/s trips and visits
- Students involved in school/Buckingham initiatives
- Successful moderation report from examiner AQA.

Links to Virtues: -

- **Resilience** - Acceptance of both success and failure and realisation that they work together in art and design Both are needed to succeed and move forward.
- **Ambition** - show case good/exemplary practice in department and student work/achievements. Careers/course links /development at each ks3,4 and 5.
- **Confidence** – Students are engage to take more responsibility for their learning and planning in preparation for year 11, 6th form, exam period s and working life. Confidence is enhanced by praise and award for achievement.
- **Respect** - Art team set high standards in terms of class conduct, behaviour policy , respect and appreciation for their environment and others working in the department.
- **Empathy** – Students are taught to Value each other’s differences and the part everybody plays to reach a goal.