

Year 10 Photography Curriculum Map

| | Autumn Term | Spring Term | Summer Term |
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| Unit Length | Expressive Portraits – mixed media | Expressive portraits – close up | Expressive portraits- mock |
| Links to the National curriculum/Assessment Objectives | <ul style="list-style-type: none"> • A01 - Develop ideas through investigations, demonstrating critical understanding of sources. • A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes • A03 - Record ideas, observations and insights relevant to intentions as work progresses. • A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | | |
| Description of the topic and key learning outcomes (key knowledge and understanding) | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Record their ideas through visual and written mind maps and annotation • Identify their strengths through the exploration of a range of media, techniques and processes • Analyse the work of artists to show visual and technical understanding • Make links with an artist by exploring their techniques and selecting suitable media, techniques and processes • Create design ideas that make links to the work of others and show understanding of composition • Refine their ideas and realise their intentions through the creation of a final outcome | | |
| | <p><u>Work to be produced – Food glorious food</u></p> <p>Written and visual mind maps</p> <p>Analysis of photographers work</p> <p>Photographic contact sheets (sets of photos) & selection of the strongest compositions.</p> <p>Annotation to show visual understanding of techniques and opinion</p> <p>Photoshop experimentation</p> <p>Physical edits using paint and pens</p> <p>Final outcome</p> <p><u>Autumn term 1</u></p> <p>Students will learn about the significance of light in photography and what a camera is. Students will then begin by exploring the theme of food and collecting images that inspire them; annotating to describe key words and techniques. They will then complete a written analysis of the work of a photographer or artist linked to the pop art movement. Students will practice and develop an understanding of composition by exploring compositional devices taking a range of photographs of different food items.</p> | <p><u>Work to be produced – Natural forms</u></p> <p>Written and visual mind maps</p> <p>Analysis of photographers work</p> <p>Photographic contact sheets (sets of photos) & selection of the strongest compositions.</p> <p>Annotation to show visual understanding of techniques and opinion</p> <p>Photoshop experimentation</p> <p>Photograms and scanograms</p> <p>Final outcome</p> <p><u>Spring term 1</u></p> <p>Students will then begin by exploring the theme of natural forms and collecting images that inspire them; annotating to describe key words and techniques. They will then complete a written analysis of the work of a photographer or artist. They will learn about macro photography, how to look for detail in an object when photographing it. Students will take sets of photographs focusing on groups of objects, singular objects and macro photography.</p> | <p><u>Work to be produced – Architecture</u></p> <p>Written and visual mind maps</p> <p>Analysis of photographers work</p> <p>Photographic contact sheets (sets of photos) & selection of the strongest compositions.</p> <p>Annotation to show visual understanding of techniques and opinion</p> <p>Photoshop experimentation</p> <p>Physical edits – intercuts, stencils, cyanotopes</p> <p>Final outcome</p> <p><u>Summer term 1</u></p> <p>Students will then begin by exploring the theme of Architecture and collecting images that inspire them; annotating to describe key words and techniques. They will then complete a written analysis of the work of a photographer or artist. Students will explore composition in their photography using prior knowledge to create quality compositions. They will use a range of compositional devices and perspectives when taking their photographs (e.g rule of thirds, Fibonacci spiral, child perspective, rule of odds etc)</p> |

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| | <p>Photographers/Artists - Roy Lichtenstein, Jean Faucher, Andy Warhol, Hattie Stewart</p> <p><u>Autumn term 2</u> Students will begin to learn how to use photoshop and basic editing tools exploring the style of pop art using filters, threshold and posterise tools. They will learn how to layer and manipulate layers individually and learn how to realise their intentions in the form of a final outcome (a series of pop art style photographs)</p> | <p>Photographers/Artists: Kathryn Kolb, Karl Blossfeldt, Ansel Adams, Josie Iselin</p> <p><u>Spring term 2</u> Students will learn how to use photoshop to edit in the style of their chosen photographer developing a deeper understanding of layers and tools. Students will learn how to use a scanner to create scanograms and use the darkroom to develop photograms using traditional methods. Students will experiment, select and refine their work leading them to create a final set of prints.</p> | <p>Photographers: Maruen Brodbeck, Pep Ventosa</p> <p><u>Summer term 2</u> Students will explore and experiment using photoshop and create physical experiments using craft knives, metal rulers and cutting mats (intercuts and stencils). Students will create a cyanotype using a stencil and other found objects. They will then select a method to create a final outcome which will show their strengths and selection processes.</p> |
| Related Concepts (that are revisited) | <p>Creation and development of design work Compositional devices Refinement Observation Realisation of intentions Exploration of materials, techniques and processes</p> | <p>Creation and development of design work Compositional devices Refinement Observation Realisation of intentions Exploration of materials, techniques and processes Students will revisit visual quality on their work and develop their understanding of the key related concepts above developing the visual quality of their work</p> | <p>Creation and development of design work Compositional devices Refinement Observation Realisation of intentions Exploration of materials, techniques and processes Students will revisit the related concepts above with a more refined visual understanding and visual confidence becoming evident in their work</p> |
| Skills being taught | <p>The role of light in photography What is a camera Observation and proportion Control of the camera Formal elements – line, shape, form, tone, colour, value, texture, Understanding of depth, foreground, background How to use an artist/photographer to inspire you How to edit and explore digitally How to edit and explore physically</p> | <p>Observation and proportion and refinement Control of the camera Formal elements – line, shape, form, tone, colour, value, texture, Understanding of visual clarity and expression of an idea Understanding of depth, foreground, background How to use an artist/photographer to inspire you How to edit and explore digitally How to edit and explore physically How to create a photogram using the darkroom How to use a scanner to create a photograph (scenography)</p> | <p>Observation and proportion and refinement Control of the camera Formal elements – line, shape, form, tone, colour, value, texture, Understanding of visual clarity and expression of an idea Understanding of depth, foreground, background How to use an artist/photographer to inspire you How to edit and explore digitally How to edit and explore physically – using a craft knife to create intercuts and stencils What is cyanotype photography? Creating a cyanotype</p> |
| Milestone assessments | <p>Teacher assessment at the end of the unit Verbal feedback regularly Self and peer assessment Using the assessment objectives</p> | <p>Teacher assessment at the end of the unit Verbal feedback regularly Self and peer assessment Using the assessment objectives</p> | <p>Teacher assessment at the end of the unit Verbal feedback regularly Self and peer assessment Using the assessment objectives</p> |

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| Wider reading | https://www.bbc.com/bitesize/guides/zgwpnbk/revision/1 | https://thephotographersgallery.org.uk/ | https://www.tate.org.uk/art/art-terms/p/photography |
| Literacy programme | <p>Knowledge organiser</p> <p>Annotation explaining what they have done, how it links to the work other others, has it gone well and can it be improved or developed further</p> <p>Written analysis exploring in depth the work of others</p> <p>Verbal explanations</p> <p>Key terminology</p> <p>Knowledge organiser</p> <p>Homework related to themes and techniques being studied</p> <p>Tier 2 - using tier 2 language to describe the style of an artist's work and link it to your own work e.g extravagant, juxtapose, aesthetic, interpret, interrupted, impactful, flamboyant, imposing, repetition etc</p> <p>Tier 3 - Subject specific language</p> <p>Composition, refinement, line, form, shape, tone, observation, foreground, depth of field, rule of thirds etc</p> | <p>Knowledge organiser</p> <p>Annotation explaining what they have done, how it links to the work other others, has it gone well and can it be improved or developed further</p> <p>Written analysis exploring in depth the work of others</p> <p>Verbal explanations</p> <p>Key terminology</p> <p>Knowledge organiser</p> <p>Homework related to themes and techniques being studied</p> <p>Tier 2 - using tier 2 language to describe the style of an artist's work and link it to your own work e.g extravagant, juxtapose, aesthetic, interpret, interrupted, impactful, flamboyant, imposing, repetition etc</p> <p>Tier 3 - Subject specific language</p> <p>Composition, refinement, line, form, shape, tone, observation, foreground, depth of field, rule of thirds etc</p> | <p>Knowledge organiser</p> <p>Annotation explaining what they have done, how it links to the work other others, has it gone well and can it be improved or developed further</p> <p>Written analysis exploring in depth the work of others</p> <p>Verbal explanations</p> <p>Key terminology</p> <p>Knowledge organiser</p> <p>Homework related to themes and techniques being studied</p> <p>Tier 2 - using tier 2 language to describe the style of an artist's work and link it to your own work e.g extravagant, juxtapose, aesthetic, interpret, interrupted, impactful, flamboyant, imposing, repetition etc</p> <p>Tier 3 - Subject specific language</p> <p>Composition, refinement, line, form, shape, tone, observation, foreground, depth of field, rule of thirds etc</p> |
| Homework | <p>Knowledge organiser</p> <p>Homework related to themes and techniques being studied</p> | <p>Knowledge organiser</p> <p>Homework related to themes and techniques being studied</p> | <p>Knowledge organiser</p> <p>Homework related to themes and techniques being studied</p> |
| Oak Academy | <p>Lesson 1 – Lighting and composition</p> <p>Lesson 2 – Ideas within photography</p> <p>https://classroom.thenational.academy/units/photography-ae1</p> | <p>Lesson 3 – Freelensing</p> <p>Lesson 4 – Angles and viewfinders</p> <p>https://classroom.thenational.academy/units/photography-ae1</p> | <p>Lesson 5 – Photographic contact strip</p> <p>Lesson 6 – Layering and transparent compositions</p> <p>https://classroom.thenational.academy/units/photography-ae1</p> |