

Year 11 Photography Curriculum Map

	Autumn Term	Spring Term	Summer Term
Unit Length	Unfocussed/semi abstract	Unfocussed/semi abstract	Unfocussed/semi abstract
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 – Unfocussed/Semi Abstract</u></p> <p><u>Photoshop editing – Bill Armstrong</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</p>	<p><u>Work to be produced – Unfocussed/Semi Abstract</u></p> <p><u>Photoshop and collage edits - Fong Qi Wei &</u></p> <p>Analysis of photographers work – Fong Qi Wei</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 cutting techniques and layering using foam pads to create depth</p> <p><u>Spring term 1</u></p> <p>Students will begin by researching and analysing the work of Fong Qi Wei to gain an understanding of his techniques and consider how this links to their own work and to the broader theme of unfocussed/Semi Abstract. Students will then take photographs and experiment with layering techniques in photoshop exploring the theme of unfocussed/semi Abstract.</p> <p><u>Spring term 2</u></p>	<p><u>Work to be produced – Unfocussed/Semi Abstract</u></p> <p>Design development 1</p> <p>Design development 2</p> <p>Final outcome</p> <p>Review and revisit prior work and make improvements</p> <p><u>Summer term 1</u></p> <p>Students will recall prior work and consider how to develop it further. They will choose a photographer already studied or select a new photographer from a list provided or independently. Then will then create 2 design developments considering how to pull their projects together and make clear links toward a final outcome.</p> <p><u>Summer term 2</u></p> <p>Students will select a design development and learn how to refine it further to consider visual aesthetics and the will create and present a final outcome that will realise their intentions from the beginning of the project to the end.</p>

	<p>compositional devices taking a range of photographs of different food items. 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>Students will learn how to create layers in a physical manner. They will use cutting techniques and layer using foam pads to raise sections and create depth. They will also learn how to intercut and make further links to the work of Lucas Simoes. They will use craft knives to create sharp intercut edges and consider shape and form within their intercuts.</p> <p>All work will be annotated to clearly describe processes and techniques and to show understanding of visual quality/aesthetics.</p>	<p>All students will then have time to revisit prior work and make overall improvements to their whole of Component 1 – Portfolio.</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 use cutting techniques and layering</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 How to plan design developments How to consider visual aesthetics and refine into a final outcome</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>

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>