

Marshland Curriculum Overview

Photography

Curriculum Intent

Photography has a deep meaning; it plays an important role in our visual minds and society, allowing people to accurately familiarise themselves with far off landscapes and cultures. It also has the power to sway public opinion through presentation of emotionally moving images. Our curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, create their own works of art and tell visual stories. As pupils progress, they will be able to think critically and develop a more rigorous understanding of techniques, discovering how photography has shaped society in many ways; entertainment and enlightenment to global issues. Pupils are taught to develop their creativity and ideas, and increase proficiency in their execution. They develop a critical understanding of photographers, expressing reasoned judgements that can inform their own work.

Our curriculum teaches pupils:

- to observe one or more area(s) of photography, such as: portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography
- to use a range of techniques and record observations within digital sketchbooks
- meanings, ideas and intentions relevant to photography using figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation
- to explore visual and tactile elements
- techniques and processes, appropriate to students' personal intentions
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- the importance of photography, including time periods, camera history up to contemporary practices of the present day
- a wider understanding of the power of a photograph

How does our curriculum build upon previous learning?

KS3	Photography is not introduced within KS3, however Art & Design content is used as a foundation, with pupils observing artists, working in a similar style, adopting their approaches, selecting appropriate material and experimenting. This approach is continued into Photography KS4. For example, KS3 pupils observe the work of artists, gather information, create a copy of the artist's work and adopt the style of the artist, to create a response to the theme/artist.
KS4	Photography students continue to develop and build upon prior knowledge gained within the art curriculum. Practical skills are developed in KS4, which are fundamental to coursework. All students are encouraged to recognise the importance of reflection, links to photographers, imagery used, editing skills and effectiveness of outcome.

What do students <u>do</u> with this knowledge or these skills?	How do we help students secure this knowledge in long-term memory?
Students use knowledge and skills in a variety of activities within lessons: • Questioning • Photography research tasks • Analysing photographers work in detail • Carrying out practical photoshoots • Carrying out experimental photoshoots • Drawing photoshoot plans by hand or digitally • Reflection on outcomes and their intentions • Forming conclusions and evaluations • Problem-solving	Securing knowledge in long-term memory is the vital goal of our course, and is by our definition, learning. Some examples of how we develop effective and independent learners and reflective thinkers with enquiring minds are below: • Retrieval practice in lessons • Differentiating written tasks, camera settings support, teacher led photoshoots by slowly removing scaffolding, encouraging pupils to explore the theme independently - asking questions, researching other relevant photographers, sourcing their own props, planning photoshoots outside of school, refining their own ideas • Targeted questioning in class supports pupils in engaging in retrieval practice • Providing mini projects with specified time constraints • Produce a final outcome that is personal and meaningful • Independent led group work • Exposing students to exhibitions • Inviting outside agencies into school to deliver mini workshops • Homework to consolidate learning

How does our curriculum align to the national curriculum?

Our curriculum meets and exceeds the ambition of the national curriculum as our students develop their creativity, ideas and increase proficiency in their execution. They develop a critical understanding of photographers, expressing reasoned judgements that can inform their own work. Pupils are taught to use a range of techniques to record their observations for exploring ideas. Using a range of techniques and media to increase proficiency in handling different materials, analysing and evaluating their own work, and that of others, in order to strengthen the visual impact or applications of their work.

How do we check student understanding and monitor progress?

Understanding is checked regularly within lessons through retrieval quizzing, photoshoot responses and mini group work. Summative assessments are used in the form of multiple-choice health checks and written assessments. Multiple-choice health checks are based around core photography elements and camera use. Written assessments assess student ability to apply knowledge of the subject. Summative assessment outcomes are used to identify group or individual interventions. Weekly teacher tracking and marking is used to support pupils' development and needs.

Curriculum sequencing			
Year	Autumn	Spring	Summer
10	The Camera - History of the camera - Camera settings - compositional rules of photography - Experimental Photography - Basic editing Skills: How to use a camera and evaluative skills Contextual: Various links discussed to photography over time. Opportunities to look at careers within this subject and college courses. Contextual references to inspire creative work.	Distortion (Component 1) GCSE assessment requirements - Observe the work of numerous photographers. - Analyse work in detail. - Respond to their work through independent outcomes, experimental approaches, reflect and refine outcomes. Skills: Independent mini projects. Demonstrate independence, take good photographs, experiment and refine ideas, make links and connections to photographers observed. Evaluate outcomes. Contextual: Make links to the outside world by visiting artwork. Opportunities to look at careers within this subject and college courses. Contextual references to inspire creative work.	Distortion (Component 1) GCSE assessment requirements - Independent project guided by the teacher. - Observe the work of numerous photographers. - Analyse their work in detail. - Respond to their work through independent outcomes, experimental approaches, reflect and refine outcomes. Mock Exam Timed response to an independent project inspired by a given theme/title. Demonstrate photography skills. Skills: Independence, take good photographs, experiment and refine ideas, make links and connections to photographers observed. Evaluate outcomes. Contextual: Make links to the outside world by visiting artwork. Opportunities to look at careers within this subject and college courses. Contextual references to inspire creative work.

Curriculum sequencing			
Year	Autumn	Spring	Summer
11	Lighting (Component 1) GCSE assessment requirements - Independent project guided by the teacher. - Observe the work of numerous photographers. - Analyse their work in detail. - Respond to their work through independent outcomes, experimental approaches, reflect and refine outcomes. Skills: Demonstrate independence, take good photographs, experiment and refine ideas, make links and connections to photographers observed. Evaluate outcomes. Contextual: Make links to the outside world by visiting artwork. Opportunities to look at careers within this subject and college courses. Contextual references to inspire creative work.	Exam question (Component 2) Timed response to an independent project inspired by a given theme/title. Demonstrate photography skills. GCSE assessment requirements - Observe the work of numerous photographers. - Analyse their work in detail. - Respond to their work through independent outcomes, experimental approaches, reflect and refine outcomes. - Links to the outside world by visiting artworks. Skills: Demonstrate independence, take good photographs, experiment and refine ideas, make links and connections to photographers observed. Evaluate outcomes. Contextual: Make links to the outside world by visiting artwork. Opportunities to look at careers within this subject and college courses. Contextual references to inspire creative work.	Photography Exam: Organise portfolio and gallery display Students prepare by taking photographs and outcomes prior to their exam time. They then manipulate these final outcomes and complete sketchbook elements surrounding this in controlled conditions.
Rationale for this sequencing	After assessing prior knowledge, students are introduced to the basics of photography, providing a grounding of the skills and knowledge required. As the course progresses, students are introduced to a wide range of photographers to develop their knowledge, analysing and responding to these. This foundation allows the student to draw from, and elaborate upon, processes and knowledge to successfully create independent ideas and thought-provoking photographic outcomes.		
How does our curriculum prepare students for the transition to post-16 pathways?			
Our curriculum enables the student to become an independent creative individual as the building of skills, contextual reference and content ensure they understand the process of creating and working towards an individual and high-quality outcome. The curriculum prepares our students for further study at A level, as well as vocational pathways by ensuring they have all the formal creative skills they require to access these courses as independent learners. Approximately 10% of the 2022 course cohort opted to study Photography at sixth form or college.			