

PHOTOGRAPHY KEY STAGE 4 CURRICULUM MAP – GCSE

By the end of Key Stage 4, students should:

Know	How to engage with and demonstrate critical understanding of sources. How to thoughtfully refine ideas with discrimination. How to effectively select appropriate media, materials, techniques and processes to best suit their intentions.
Do	Develop ideas through creative and purposeful investigations. Purposefully experiment with appropriate media, materials, techniques and processes. Competently present a personal and meaningful response and realise intentions with confidence and conviction. Skilfully and rigorously record ideas, observations and insights through drawing and annotation.
Appreciate	Visual language and its application within the creative process. The work of different artists, photographers, designers and cultures and the connections and influences they have to other styles, contexts and movements. The presentation of work in an expressive, imaginative way, showing sophisticated intentions and connections.

Curriculum coverage

	Topic	Coverage
Year 10	Skills Workshops	<p><i>An initial introduction to a of range of skills, processes and techniques aimed to encourage creative thinking and immediate practical engagement.</i></p> <ul style="list-style-type: none"> • <i>Rules of Composition in Photography – Theoretical & Applied</i> • <i>Camera settings and functions.</i> • <i>Introduction of Adobe Photoshop as main editing software.</i> • <i>Presentation of work & development of portfolio including visual and written evidence</i> • <i>In House, Location and Independent Photoshoots</i> • <i>Mixed media experimentation</i>
	Component 1: Portfolio	<p><i>Developing and applying knowledge and skillsets with a key focus of developing independence in</i></p> <ul style="list-style-type: none"> • <i>Identifying success and areas to refine</i> • <i>Project Development</i> • <i>Identifying, selecting and analysing appropriate contextual influences</i> <p><i>Students are assessed on their ability to</i></p> <ul style="list-style-type: none"> • <i>Develop ideas through sustained investigations</i> • <i>Refine work through experimentation</i> • <i>Record ideas and insights</i> • <i>Present an informed and meaningful response.</i>
Year 11	Component 1: Portfolio	<p><i>Developing and applying knowledge and skillsets with a key focus of developing independence in</i></p> <ul style="list-style-type: none"> • <i>Identifying success and areas to refine</i> • <i>Project Development</i> • <i>Identifying, selecting and analysing appropriate contextual influences</i> <p><i>Students are assessed on their ability to</i></p> <ul style="list-style-type: none"> • <i>Develop ideas through sustained investigations</i> • <i>Refine work through experimentation</i> • <i>Record ideas and insights</i> • <i>Present an informed and meaningful response.</i>
	Component 2: Externally Set Assignment	<p><i>Students will produce a sustained and cohesive body of work responding to a topic chosen from the question paper release by the exam board.</i></p> <p><i>Students are assessed on their ability to:</i></p> <p><i>Develop and apply knowledge and skillsets acquired with a key focus of developing independence in</i></p> <ul style="list-style-type: none"> • <i>Identifying success and areas to refine</i> • <i>Project Development</i> • <i>Identifying, selecting and analysing appropriate contextual influences</i> <p><i>Students are assessed on their ability to</i></p> <ul style="list-style-type: none"> • <i>Develop ideas through sustained investigations</i> • <i>Refine work through experimentation</i> • <i>Record ideas and insights</i> • <i>Present an informed and meaningful response.</i>

Wider Key Stage 4 Curriculum

Competitions – 3 whole school competitions each year, encouraging independent experimentation with media, scale and form as well as St Barnabas art trails, Willoughby Memorial Trust art competitions and national art competitions including DSWF’s Global Canvas: Children’s Wildlife Art Competition and Young Artists Summer Show with The Royal Academy of Arts.

Trips – Vary depending on specific topics, themes, exhibitions and availability. Previous trips have included Yorkshire Wildlife Park, Yorkshire Sculpture Park, London Art Galleries and Exhibitions, University Workshops, National Centre for Craft and Design, National Trust properties and a variety of artist workshops.

Homework expectations – Independent Photoshoots are essential to support coursework and exam preparation specific to individual topics.

PHOTOGRAPHY KEY STAGE 5 CURRICULUM MAP – A LEVEL

By the end of Key Stage 5, students should:

Know	How to effectively record ideas, observations and insights through photos and annotations, relevant to intentions. How to thoughtfully refine ideas with discrimination. How to develop ideas through sustained creative and purposeful investigations informed by contextual and other sources, demonstrating exceptional analytical and critical understanding throughout.
Do	Make accurate and fluent use of clear and coherent subject specialist language. Explore and select appropriate resources, media, material, techniques and processes. Review and refine ideas in a confident and purposeful manner as work develops reflecting critically on work and progress. Successfully realise intentions with confidence and conviction, making connections between visual, written and other elements. Present informed, personal and meaningful responses to varying themes and stimuli.
Appreciate	Best ways to present work in an expressive, imaginative way, showing sophisticated intentions and connections. Visual language and its application within the creative process. The work of different artists, photographers, designers and cultures and the connections and influences they have to other styles, contexts and movements.

Exam Board Curriculum coverage

	Topic	Sub topic	Coverage
Year 12	Portfolio Building	<i>Skills Workshops</i>	<i>Camera settings and functions.</i> <ul style="list-style-type: none"> • Use of Adobe Photoshop as main editing software - Multiple • Presentation of work & development of portfolio including visual and written evidence • In House, Location and Independent Photoshoots • Mixed media experimentation • Contemporary Practice/ Aesthetic vs Conceptual analysis/ Group Critique's <i>These sessions will be tailored depending on the students needs.</i>
		<i>Introduction Project</i>	<i>Rules of Composition in Photography – Theoretical & Applied developing into research and in depth analysis tasks.</i>
			<i>Developing understanding of project structure and creative decision making process.</i>
	Component 1: Personal Investigation	<i>Students will produce a sustained and cohesive body of work responding to a topic of their own choosing.</i> <i>Students are assessed on their ability to:</i> <ul style="list-style-type: none"> • Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding • Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops • Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress • Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 	
Year 13	Component 1: Personal Investigation	<i>Students will continue to produce their sustained and cohesive body of work responding to a topic of their own choosing.</i> <i>Students are assessed on their ability to:</i> <ul style="list-style-type: none"> • Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding • Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops • Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress • Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 	
	Component 2: Externally Set Assignment	<i>Students will produce a sustained and cohesive body of work responding to a topic chosen from the question paper release by the exam board.</i> <i>Students are assessed on their ability to:</i> <ul style="list-style-type: none"> • Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding • Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops • Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress • Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 	

Wider Key Stage 5 Curriculum

Competitions – 3 whole school competitions each year, encouraging independent experimentation with media, scale and form as well as St Barnabas art trails, Willoughby Memorial Trust art competitions and national art competitions including DSWF's Global Canvas: Children's Wildlife Art Competition and Young Artists Summer Show with The Royal Academy of Arts.

Trips – Vary depending on specific topics, themes, exhibitions and availability. Previous trips have included Yorkshire Sculpture Park, Yorkshire Wildlife Park, London Art Galleries and Exhibitions, University Workshops, National Centre for Craft and Design, National Trust properties, a variety of artist workshops and work experience with a London based advertising agency.

Homework expectations – Students are expected to match lesson time independently, completing a minimum of 5 hours independent study each week, continuing to experiment, develop and refine their work.