

Photography

“Anybody can be a great photographer if they zoom in enough on what they love”.

David Bailey

Date last reviewed: Autumn term 2022

The subject of photography is dedicated to enabling students to challenge their perspective of the world and become confident risk-takers as they are inspired by the work of others and explore their own creativity to become great photographers. To be successful in later life, we know that our students need to be resilient and independent and so this is fostered throughout our curriculum. Moreover, many students at Arrow Vale have not had the opportunity to visit photoshoot locations or museums and so to address this social disadvantage it is vital that students are exposed to the work of many artists and photographers. This enables students to develop their critical abilities as they evaluate the work of others, while also building their own personal creativity as they respond to the work they are studying.

We aim to provide every student with the opportunity to develop their practical skills, enabling students to confidently experiment with a range of digital software and photographic techniques. The sequencing of the curriculum allows for students to develop their skills over time as we return to high-leverage skills such as layering edits and making editorial adjustments throughout key stage four and five.

The curriculum provides ambition and challenge for all and is designed to stretch every student and support their own unique abilities and knowledge. We study a wide range of photographers and artistic styles so that students are exposed to a range of inspiration and this expands their cultural capital and ability to reference the work of others. As the curriculum progresses into key stage five, students take more ownership over their study as they begin to research their own areas of particular interest and really develop their own personal style.

We pride ourselves on explicitly teaching the vocabulary needed to discuss and create photography. Without this, students would not be able to articulate the process and methods used by photographers or themselves and they would not be able to express the impact the editing process has on them.

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments	Standardised home Learning	Reading and literacy opportunities
<p>Distortion</p> <p>September to February half term</p>	<p>Completing a Distortion focused coursework project as part of component 1: 60% of the overall GCSE</p>	<p>Predominantly a still life project with a focus on composition, lighting, shadows and creativity.</p> <p>Artist analysis response focus and editing development</p> <ul style="list-style-type: none"> - Researching the title - Photoshoot Plans - Learning how to use the camera appropriately to meet the project title - Taking own photographs - Responding to artists research - Learning new editing skills - Editing in the style of artists - Initial ideas based on Artist research - Learning how to combine Artists - Consistent annotation throughout the project <p>Final design planning</p> <ul style="list-style-type: none"> - Realise final photoshoot ideas and edits <p>Complete final piece</p> <ul style="list-style-type: none"> - Final photo editing responding to artists development and research - 	<p>Consistent teacher feedback throughout the project both verbal and written linking to the AO GCSE marking criteria.</p> <p>Students will be assessed using the AO marking criteria at the end of the project to give us an understand of where they are at in Photography based on skills learnt.</p> <p>During lessons students receive ongoing feedback both written and verbal.</p>	<p>Taking own photographs Flipped learning on Artist research Artist response editing</p>	<p>Research and analysing and artist’s work. Annotating and self-reflection on own writing skills.</p> <p>Research artists and formal elements, understanding the key words for the subject.</p> <p>Oracy – lots of opportunities to discuss own work and the work of others throughout the project.</p>

<p>Image Manipulation</p> <p>February half term to July</p>	<p>Completing a project on Image Manipulation, as the second part of component 1: 60% of the overall GCSE</p>	<p>This project focuses more on a bigger range of artists to inspire the development of stronger photo editing skills. Students have the opportunity to select 2 favourite photographers from the initial investigation at the start of year 11 to develop more independently.</p> <p>Artist analysis response focus and editing development</p> <ul style="list-style-type: none"> - Researching the title - Photoshoot Plans - Learning how to use the camera appropriately to meet the project title - Taking own photographs - Responding to artists research - Learning new editing skills - Editing in the style of artists - Initial ideas based on Artist research - Combining Artists - Consistent annotation throughout the project <p>Final design planning</p> <ul style="list-style-type: none"> - Realise final photoshoot ideas and edits <p>Complete final piece</p> <ul style="list-style-type: none"> - Final photo editing responding to artists development and research 	<p>Consistent teacher feedback throughout the project both verbal and written linking to the AO GCSE marking criteria.</p> <p>Students will be assessed using the AO marking criteria at the end of the project to give us an understand of where they are at in Photography based on skills learnt.</p> <p>During lessons students receive ongoing feedback both written and verbal.</p>	<p>Taking own photographs Flipped learning on Artist research Artist response editing</p>	<p>Research and analysing and artist’s work. Annotating and self-reflection on own writing skills.</p> <p>Research artists and formal elements, understanding the key words for the subject.</p> <p>Oracy – lots of opportunities to discuss own work and the work of others throughout the project.</p>
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