

Topics by term	Topic overview for Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Projects taught	Project 1 Introduction to Photography	Project 2 Alphabet Project	Project 3 Abstract Project	Project 4 Travelling Cars	Project 5 Reflections	Project 6 Objects ordinary to Extra-Ordinary EOY Exam
Pre Requisites						

	In KS3 Art and DT: Creativity: Generated imaginative ideas Observational skills: Looked closely and recorded visually Artist understanding: Analysed images and meaning Process skills: Developed, refined and evaluated work Technical confidence: Used art equipment and digital tools e.g. 2D Design	Implementing prior camera knowledge and experimenting in response to their research. E.g. Fill the frame, shutter speeds, depth of field from project 1.	Building upon basic tools in Photo Shop from Topic 1 and 2. Students are implementing prior camera knowledge from project 1 and 2.	Students are implementing skills from project 1. Students are implementing prior camera knowledge and experimenting in response to their research. E.g. viewpoints, creative aperture from project 1.	Students to implement their knowledge and understanding from projects 1, 2, 3 and 4.	Students have the opportunity to use previous techniques and skills i.e. macro photography from project 3 Composition from topic 4 Focal lengths from project 1 Filling the frame from project 2. When photographing objects building upon skills from project 2. Use previous editing s
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Why are teaching this now?

	Enable students to work from clear, theme-based objectives. Develop understanding of the formal elements of photographic visual language: line, shape, form, tone, colour, texture, pattern and composition. Build knowledge of key photographic techniques such as lighting, viewpoints, aperture, depth of field, shutter speed and movement. Introduce students to different genres of photography, with links to possible career paths (e.g., sports or fashion photography).	Work from clear objectives linked to the theme. Think and observe creatively to produce photographs with clear intent. Learn basic Photoshop tools to support high-quality image editing and awareness of industry practice. Plan, create and review work with increasing independence. Develop a structured design process to support future coursework projects.	Develop Photoshop skills and camera techniques, experimenting in response to students' research (e.g., abstraction, rotation, viewpoint, macro, intentional blur). Work from clear, theme-based objectives. Think and observe creatively, pushing the boundaries of photographic possibilities, including physical processes. Plan and review work to make informed creative decisions based on characteristics of researched photographers.	Enable students to work from clear, theme-based objectives. Develop confidence using the camera, exploring creative aperture techniques used by professionals—for example, producing bokeh in product and portrait photography. Experiment in response to research, including exploring viewpoints and creative aperture effects. Develop Photoshop skills, including using the tilt-shift effect	Enable students to work from clear objectives linked to a starting point. Help students recognise the importance of a defined starting point, as used in industry and required for the GCSE exam, to support focused creative thinking and effective time management. Encourage students to make independent decisions throughout the creative process. Support students in reflecting on and refining ideas using appropriate media and techniques. Provide experience of working to a brief and practising in	Enable students to work from clear objectives linked to a defined starting point. Consolidate learning from Year 9 through the development of a coherent body of work. Strengthen observational skills when photographing objects. Apply and improve Photoshop and digital editing skills.
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	These core skills and visual principles will be revisited and extended through a sequence of projects, providing structured scaffolding for future coursework.		Build a structured design process to support future coursework projects.	commonly used in the creative industries.	time-controlled conditions.	
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Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1 Introduction to Photography- <i>Project Aim- The ways in which meanings, ideas and intentions can be communicated including the use of photographic and visual language. Learning to use a camera on auto mode, T.V and A.V. Working a DSLR on a semi-automatic mode. Considering rules of composition.</i> Stretch and challenge- <i>Success criteria- presented every lesson. Teacher demonstrations 'how to use the camera'. YouTube videos demonstrating aperture settings etc. Show students examples from previous projects to raise aspirations. Individual feedback.</i> <i>HPA- Higher questioning techniques.</i>							
AQA	Topic 1: Genres of Photography						
Unit 1 Portfolio	What are the different Photography genres?	<u>What they must learn/do/understand</u> <u>To know the genres of photography</u> Students will be shown a range of photographers linked to the different Genres. <u>Activity:</u> Quick investigation of an example from each Photography genre Brief critical analysis of each image .	<u>What they will achieve</u> Contextual reference in sketchbooks Showing understanding of Genres	Portrait Still Life Abstract Conceptual Commercial Documentary Fashion Fine Art Wedding Photography	<u>Homework:</u> One- Hour per week as termly booklets linked to the Project <u>GREEN ASSESSMENT 1</u> AO1- Knowledge and recall of Genres, Camera modes, Focal Lengths, Depth of field, Formal Elements <u>GREEN ASSESSMENT 2</u> AO3- Creative use of aperture- Large and Shallow Depth of field	Artist/Photographer examples for each Genre Artist worksheet	SMSC: Social/Moral- <i>Sharing opinions about Photography e.g. Turn and Talk, Q & A</i> Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Photography related workshops</i> Cultural-

							<i>Investigation of art from other cultures and Britain</i> <i>WPD of the month on display board</i> <i>Art/Photography in the news/</i> <i>What's on locally</i> Enrichment- <i>Lunch clubs</i> <i>Field trips</i>
Topic 2: The DSLR Functions							
	Can you identify the different parts and functions of the DSLR?	<u>What they must learn/do/understand</u> <u>To use a digital SLR camera using different modes such as AV and TV.</u> Students will be shown the workings of the DSLR <u>Activity:</u> • Handling the camera • Draw and label DSLR diagram	<u>What they will achieve</u> A basic working Knowledge of the camera functions. Completed worksheet task	DSLR Lens Battery Aperture Electronic Sensor Shutter Release Data Display Camera Dial Viewfinder Shutter release Modes- P, T.V., A.V. and M		Worksheet for labelling task	
Topic 3: Photographic Vocabulary- TV TV Mode- Fast movement, Exposure & Shutter speed sharp and blurring motion							
	What are shooting modes and how can we use them creatively?	<u>What they must learn/do/understand</u> Learn about the different shooting modes- TV Mode Understand the photography elements of lighting, exposure,	<u>What they will achieve</u> Image capturing moving object	Exposure Shooting Modes- auto, scene, and P, TV , AV and M Modes Shutter speed Tripod		Worksheet for Shooting modes AV and TV Growing collection of Props- Chess Set	

		shutter speed , aperture, focus and depth of field. <u>Activity:</u> - Indoors- Hand wave - Fast and slow shutter speeds- motion blur - Outdoors- Star Jumping, Bubbles, Windmill				Dice Windmills Still Life Bubbles	
	Topic 4: Photographic Vocabulary- AV Mode- Aperture and Depth of field						
	What are shooting modes and how can we use them?	<u>What they must learn/do/understand</u> Learn about the different shooting modes- AV Mode Understand the photography elements of lighting, exposure, shutter speed, aperture , focus and depth of field. <u>Activity:</u> - Indoors- Photograph objects in Shallow Depth of Field - Outdoors- Landscapes in Large Depth of Field - Bubbles in Shallow Depth of field	<u>What they will achieve</u> Images showing shallow and large depth of field	Shooting Modes- auto, scene, and P, TV, AV and M Modes Aperture Depth of field Underexposed Overexposed		Worksheet for Shooting modes AV and TV Growing collection of Props- Chess Set Dice Windmills Still Life Bubbles	
	Topic 5: Photographic Vocabulary- Focal Lengths						
	What is focal length and why is it important?	<u>What they must learn/do/understand</u> Understand the photography elements of lighting, exposure, shutter speed, aperture, focus and depth of field. <u>Activity:</u> - Photo shoot exploring 3 focal lengths - Accompanying worksheet task	<u>What they will achieve</u> Images showing X3 focal lengths Accompanying worksheet	Focal lengths: Extreme Close-up ECU Close up CU Medium Close-up MCU Medium Shot MS Medium Full shot MFS Long shot LS Extreme long Shot ELS		Worksheet for focal lengths Growing collection of Props- Chess Set Dice Windmills Still Life Bubbles	

	Topic 6: Photographic Vocabulary- Importing pictures and creating a Contact Sheet						
	How do we import photographs?	<u>What they must learn/do/understand</u> To know how to save a photograph as a jpeg. To use a card reader to import photographs. Know how to create a contact sheet in Photoshop. Know how to insert a photograph into ppt <u>Activity:</u> • Import photos • Upload photos to Teams • Label images AV, TV, Focal Length • Create a contact sheet in Photo Shop	<u>What they will achieve</u> Printed contact sheet	Card Reader Contact sheet JPEG PSD/B files			
	Topic 7: Formal elements and principles of Photography- Leading Lines and Viewpoints						
	Why are the Formal Elements important in photography?	<u>What they must learn/do/understand</u> Understand the key elements of visual language used in photography; line, shape, form, tone, colour, pattern and texture. LINE SHAPE AND FORM PATTERN TONE COLOUR TEXTURE SPACE	<u>What they will achieve</u> Outcomes showing: • Leading Lines and Viewpoints • Use of Tone and Lighting in White Still Life • Catalogue of patterns,	Leading Lines- Horizontal, Vertical, Diagonal, Converging Space			

		Practical explorations of Formal Elements to include- <u>Lesson 1 LINE (Leading Lines and Viewpoints)</u> <u>Activity:</u> Indoors- Stairwells and corridors Outdoors- Buildings, school grounds <u>SPACE (Homework)</u> <u>Activity:</u> Explore large and small spaces	colours and textures				
Topic 8: Formal elements and principles of Photography- Tone, Texture, Shape and Form							
	Why are the Formal Elements important in photography?	Understand the key elements of visual language used in photography; line, shape, form, tone, colour, pattern and texture. LINE SHAPE AND FORM PATTERN TOPE COLOUR TEXTURE SPACE <u>Activity:</u> Photo Shoot- Textured-White Still Life and shiny objects Retrieval Practice- AV mode- shallow Depth of Field and Focal Lengths <u>PATTERN & COLOUR (Homework)</u>	<u>What they will achieve</u> Ppt presentation	Tone Texture Shape Form Space Depth of Field Focal Lengths- ECU, CU, MCU, MS, MFS, FS, LS, ELS Lighting		Growing collection of Props- White Still Life 3D Shapes	

		Activity: Explore pattern and colour					
	Topic 9: Formal elements and principles of Photography- Importing pictures and creating a Contact Sheet						
	How do we import photographs?	To know how to save a photograph as a jpeg. To use a card reader to import photographs. Know how to create a contact sheet in Photoshop. Know how to insert a photograph into ppt Activity: • Import photos • Upload photos to Teams • Label images AV, TV, Focal Length • Create a contact sheet in Photo Shop	What they will achieve Printed contact sheet	Card Reader Contact sheet JPEG PSD/B files			
AQA	Topic 10: Composition- Rule of Thirds and Rule of odds						
Unit 1 Portfolio	What are the Rule of Thirds and Rule of Odds and how can we apply them in Photography?	What they must learn/do/understand Understand the key principles of visual language used in photography; compositional rules of thirds and odds , filling the frame, viewpoints, balance, symmetry and repetition. Activity: Indoors- Objects Outdoors- Trees/Manmade structures Activity:	What they will achieve Printed contact sheet	Rule of thirds Rule of Odds Depth of Field Texture Focal Lengths			

		Indoors- Objects Outdoors- Natural/Manmade structures Retrieval practice- Formal Elements Texture/Focal Lengths .					
	Topic 11: Composition- Fill the Frame						
	What is fill the frame photography?	<u>What they must learn/do/understand</u> Understand the key principles of visual language used in photography; compositional rules of thirds and odds, filling the frame, viewpoints, balance, symmetry and repetition. Activity: Indoors- small spaces Outdoors- Tree trunks Retrieval practice- Formal Elements- Space, Texture, Colour/Focal Lengths <u>Activity:</u> • Import photos • Upload photos to Teams • Label images Rule of Thirds, Rule of Odds, Fill the Frame • Create a contact sheet in Photo Shop					
	Topic 12: Composition- Symmetry and Repetition						
	How can we consider balance and symmetry in Photography? What is repetition and how can it be explored through photography?	<u>What they must learn/do/understand</u> Understand the key principles of visual language used in photography; compositional rules of thirds and odds, filling	Completed worksheet			Worksheet for Symmetry and Repetition	

		the frame, viewpoints, balance, symmetry and repetition. Activity: Theory based- - Worksheet task identifying use of balance and symmetry in others' work including Vertical, Horizontal and Radial Symmetry Theory based- - Worksheet task identifying use of repetition in others' work <u>PATTERN & COLOUR</u> <u>(Homework)</u> Activity: Look for repetition Retrieval practice- Formal Elements Pattern					
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Term 2 Alphabet- Project Aim- Critical understanding of contextual sources and their influences leading to personal ideas and intentions. Learning to use a camera on auto mode, T.V and A.V, shutter speeds. Using basic tools in Photoshop, contact sheet, crop, edit in black and white etc. Composition. Develop ideas considering the characteristics of the brief. A3 Final outcome.

Stretch and challenge- Success criteria- presented every lesson. Jennifer Blakeley/Shelly Davies video-play with subtitles. Internet research for students to make notes from when researching the work of others. Teacher video tutorial demonstrating Photoshop techniques. Show students examples from previous projects to raise aspirations.

LPA- Students will be focusing on filling the frame using the camera on autofocus.

HPA- Students are encouraged to consider using the camera on AV mode-semi automatic- greater skill. While taking photographs consider leading lines, depth of field and rule of thirds.

AQA	Topic 1: Critical understanding of contextual sources						
Unit 1 Portfolio	How do photographers use visual language in their work?	<u>What they must learn/do/understand</u> How to research and analyse the work of other photographers- identifying the use of the elements and principles of visual language in the characteristics of their work and utilising the knowledge acquired in the 'Introduction to Photography in Term 1. <u>Activity:</u> Artist investigation of Jennifer Blakeley/Shelly Davies. To include • Artist analysis • Presentation	<u>What they will achieve</u> A fully presented artist investigation showing understanding of contextual sources.	Research Investigate Evaluate Analyse Present	<u>Homework:</u> One- Hour per week as termly booklets linked to the Project GREEN ASSESSMENT 3 AO2- Artist response to Jennifer Blakley, edited using basic photoshop tools- rotate, resize, crop, change to black and white YELLOW ASSESSMENT EXAM AO4- A3 Digital Collage demonstrating rotating, cropping, resizing editing colour	Writing frame in KO to support artist evaluation Artist pack to support artist research KO	
AQA	Topic 2: Observation skills- learning to use the camera on auto mode, T.V and AV						
Unit 1 Portfolio	How can we use the characteristics of photographers work to inspire our own ideas?	<u>What they must learn/do/understand</u> By looking for letters, students will train their observation skills to seek unusual subjects.	<u>What they will achieve</u> Photographs exploring AV (Aperture	Observation Composition Rule of Thirds Aperture Shutter speed		Secondary source examples of letters in the environment	

		Gain a wider understanding of how successful photographs are composed. Learn to use camera on auto mode, A.V. and T.V to show movement. How to fill a frame when taking a photograph. Using the camera on 'Macro' mode taking a photograph in focus. How to manipulate printed photographs using hand tools and techniques. (Paper surgery) This could include paper folding, cutting and collage techniques. Also using mixed media art materials e.g. drawing and painting on photographs. Stretch and challenge while taking photographs consider leading lines and the rule of thirds. <u>Activity:</u> In doors- • Looking at how things can be interpreted as letters through clever angles and close ups. • Finger Fonts • Making letters e.g. mixed media and materials inspired by Shelley Davies, hands etc. Outdoors- • Looking at how things can be interpreted as letters	priority) and TV (Shutter priority) Capturing images linked to the alphabet Written annotation showing analytical understanding of theme and results achieved using AV and TV camera modes and how to fill the frame.	Focus ISO Auto mode TV AV		Worksheet for camera modes KO	
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		through clever angles and close ups. Making letters with found materials.					
AQA	Topic 5: Exploring shutter speed when painting with light						
Unit 1 Portfolio	What is Light painting?	<u>What they must learn/do/understand</u> Learn about how long exposure techniques can be used to create unique effects that aren't possible at standard or high shutter speed. Make connections to the light painted letters of Jennifer Blakely and Marcus Byrne. <u>Activity:</u> Theory based- Analysis of light painted letters Challenge Homework- use phone at night to capture letters drawn in the air- Glow Stick	<u>What they will achieve</u> Worksheet based presentation showing understanding of long exposure. Including listing of equipment required.	Exposure Shutter Speed ISO Tripod Light Source		Equipment- Tripod Camera Secondary source examples of light painting Growing collection of Props- Torch Glow Sticks	
AQA	Topic 6: Using basic tools in Photoshop						
Unit 1 Portfolio	How do we edit photos on Photo Shop using crop, brightness, contrast and move tools? What is repetition and how can we use it to develop ideas further? Why is it important to develop more than on idea?	<u>What they must learn/do/understand</u> Use basic Photoshop editing and enhancement tools (crop, brightness, contrast and move). To use repetition to develop ideas further. <u>Activity:</u> PPt Presentation- Screen shot/Contact Sheet	<u>What they will achieve</u> At least 3 different compositions. A3 outcome A fully presented A3 outcome	Composition Crop Edit Brightness Contrast Copy Paste Repeat Move		Worksheet linked to Photo Shop task	

		- Annotate the different techniques explored making contextual links to the photographers investigated. - Use crop, brightness and contrast tools to select edit and arrange photos in different compositions (at least 3 versions) - Choose best one to present as A3 outcome.					
Term 3 Abstract- Project Aim- Composition of photograph (e.g. framing. Cropping) and lighting techniques to enhance texture and create shadows. Learning to use a camera in manual mode. Building on previous techniques, filling the frame, composition, tools in Photoshop image rotation, edit in black and white, Blur tool, brightness and contrast, blending modes. Students start creating layers in Photoshop. Presents final pieces as triptych/panel. Stretch and challenge-Success criteria presented every lesson. Internet research for students to make notes from when researching the work of others. Teacher video tutorials demonstrating Photoshop techniques. Show students examples from previous projects to raise aspirations, Individual feedback. HPA- Higher questioning techniques. Encourage students to be more abstract in their compositions when photographing objects/shadows etc. to show a stronger connection to both photographers.							
AQA	Topic 1: Investigate Ed Weston						
Unit 1 Portfolio	How do photographers use visual language in their work?	<u>What they must learn/do/understand</u> Understand the term abstract How to research and analyse the work of other photographers- identifying the use of the elements and principles of visual language in the characteristics of their work and utilising the knowledge acquired in the 'Introduction to Photography in Term 1. <u>Activity:</u> Artist investigation of Edward Weston to include: - Artist analysis - Presentation	<u>What they will achieve</u> Presentation of Ed Weston's work.	Observation Composition Rule of Thirds Aperture Shutter speed Focus ISO Auto mode TV AV Manual Abstract	<u>Homework:</u> One- Hour per week as termly booklets linked to the Project <u>GREEN ASSESSMENT 1</u> AO1- Artist response- Fruit and veg shots using lighting techniques and creative viewpoints inspired by Ed Weston <u>GREEN ASSESSMENT 2</u> AO2- Building on previous techniques- editing	Ed Weston handout KO	

					in photo shop- image rotation, edit in black & white, Blur tool, brightness and contrast, blending modes. Creating layers.		
Topic 2: Studio Photography x2 lessons- includes assessment							
	How can we use the characteristics of photographers work to inspire our own ideas? What is studio photography?	<u>What they must learn/do/understand</u> Plan a photoshoot of natural forms. How to observe and photograph natural forms from interesting angles inspired by Ed Weston. <u>Activity:</u> - Photograph natural forms from unusual angles- using Light Box - Experiment with Shadow Photography, Natural Light, Artificial Light, Hard Light and Soft Light.	<u>What they will achieve</u> Photographs of natural forms from interesting angles	Observation Composition Rule of Thirds Aperture Shutter speed Focus ISO Auto mode TV AV Manual Abstract	Homework: Finish/Extend Classwork	Equipment- Camera, Light Box Natural forms e.g. Fruit and Veg, Skulls, Shells.	
	What is Black Background Photography?	<u>What they must learn/do/understand</u> How to use lighting to create Shadows: natural light, hard, directional sunlight, backlighting and studio lighting. <u>Activity:</u> Use black box to photograph natural forms.	<u>What they will achieve</u> Studio style photographs Presented and annotated	Observation Composition Rule of Thirds Aperture Shutter speed Focus ISO Auto mode TV AV Manual Abstract		For Light Box (if making)- Cardboard box White tissue Easel paper Led desk lamps	

	How do we edit photos on Photo Shop using crop, brightness, contrast and move tools?	<u>What they must learn/do/understand</u> How to use Photoshop to enhance the quality and appearance of images. <u>Activity:</u> - Use crop, brightness and contrast tools to create a triptych of photos inspired by Ed Weston. <u>Importing pictures and creating a presentation</u> - Present photos taken - Include screenshots - Add to PPT with WWW and EBI	<u>What they will achieve</u> Presentation of triptych.	Composition Abstract Crop Triptych			
	How do photographers use visual language in their work?	<u>What they must learn/do/understand</u> Understand the term abstract How to research and analyse the work of other photographers- identifying the use of the elements and principles of visual language in the characteristics of their work and utilising the knowledge acquired in the 'Introduction to Photography in Term 1. <u>Activity:</u> Quick artist analysis of Bill Mangold- matching characteristics to images <u>Activity:</u>	<u>What they will achieve</u> Labelled worksheet Bill Mangold A collection of textured rubbings Photographs of textured rubbings added to ppt	Research Investigate Evaluate Analyse Present			

		- Collect textured rubbings - Photograph rubbings					
	What is Macro Photography?	<u>What they must learn/do/understand</u> <u>Introduction to Macro photography</u> <u>Activity:</u> Macro photoshoot surfaces and textures	<u>What they will achieve</u> Macro photos	Macro Textures			
	How can we use Photo Shop to layer two images?	<u>What they must learn/do/understand</u> <u>Developing further photoshop techniques- layers, blending, Screen adjustments</u> <u>Activity:</u> Experiment with layering still Life with texture using blending modes and image rotation	<u>What they will achieve</u> Finished presentation including panel of 6 edited photos	Layers Blur tool Brightness Contrast Image rotation			
Term 4 Travelling Cars- Project Aim- Composition of a photograph e.g. framing. Viewpoint, rule of thirds, tilt shift. Developing further camera skills working the camera on semi-automatic using the aperture to create narrow depth of field. Tools in Photoshop, tilt shift, blending modes, brightness and contrast and vignette tool. Stretch and challenge- All students will be encouraged to use the camera in AV- to experiment with aperture settings. Stretch HPA through higher questioning techniques, stronger use of photographer characteristics e.g. Leading Lines, reflections, consider urban and rural locations around the school. Use more advanced Photoshop skills like applying vignette and tilt shift effect.							
AQA	Topic 1: Investigate Kim Leugerberger X2 lessons						
Unit 1 Portfolio	How do photographers use visual language in their work? Homework: Finish/Extend Classwork	<u>What they must learn/do/understand</u> How to research and analyse the work of other photographers- identifying the use of the elements and principles of visual language in the characteristics of their work and utilising the knowledge acquired in the	<u>What they will achieve</u> A fully presented artist investigation showing understanding of contextual sources.	Research Investigate Evaluate Analyse Present	<u>Homework:</u> One- Hour per week as termly booklets linked to the Project GREEN ASSESSMENT 3 AO3- Developing further camera	Writing frame in KO to support artist evaluation Artist pack to support artist research KO	

		'Introduction to Photography in Term 1. Activity: Artist investigation of Kim Leugerberger. To include • Artist analysis • Presentation			skills working camera on semi-automatic to create bokeh effect (narrow depth of field) <u>YELLOW ASSESSMENT EXAM</u> AO4- Independent editing of car images in Photoshop, tilt shift, blending modes, brightness and contrast and vignette tool.	Toy Cars	
Topic 2: Rule of Thirds							
	What is the Rule of thirds and how does it effect composition?	<u>What they must learn/do/understand</u> Understand the compositional term 'Rule of Thirds' and 'Leading Lines' Activity: Photo shoot toy cars using Rule of thirds and Vignette tool	<u>What they will achieve</u> Images demonstrating use of Rule of Thirds	Composition Rule of Thirds Leading Lines Viewpoints			
Topic 3: Narrow Depth of field and Bokeh effect							
	How can we use manual settings to create Narrow Depth of Field? How can we utilise leading lines to enhance composition? How can we create the Bokeh effect?	<u>What they must learn/do/understand</u> To develop use of manual settings (AV) on the camera: Understanding and controlling aperture settings to create 'narrow, lesser' depth of field, bokeh effect and Vignette.	<u>What they will achieve</u> Images demonstrating use of Narrow Depth of Field and leading lines	Depth of Field Aperture Av Mode Vignette			

		<u>Activity:</u> Photo shoot toy cars considering leading lines in background <u>Activity:</u> Photo shoot toy cars considering leading lines in background					
	Topic 4: Tilt Shift						
	What is Tilt Shift?	<u>What they must learn/do/understand</u> To use more advances tools in photoshop including tilt shift. <u>Activity:</u> Import and edit photographs using Tilt Shift <u>Activity:</u> Selecting and improving car images consolidating exploration of Rule of Thirds, Leading Lines, Vignette, Bokeh effect and Tilt Shift	<u>What they will achieve</u> Presentation of work set of 3 outcomes landscape and portrait Annotation	Tilt Shift	<u>Homework:</u> One- Hour per week as termly booklets linked to the Project		

Term 5 Reflections- Project Aim-To develop ideas considering the photographers' visual language. Selecting appropriate Photoshop techniques. Skills include selecting appropriate Photoshop or physical techniques to develop and refine ideas. Produce a sustained outcome or outcomes

Stretch and challenge- Show stronger characteristics from the research of chosen research. Developing their ideas in depth and showing greater understanding of using appropriate resources.

AQA Topic 1: Investigating Photographers- Craig Reilly							
Unit 1 Portfolio	How do photographers use visual language in their work?	<u>What they must learn/do/understand</u> How to analyse the characteristics of other photographer's work with reference to elements of visual language. <u>Activity 1:</u> Artist investigation of Craig Reilly to include: • Artist analysis • Presentation <u>Activity 2:</u> Photoshoot exploring shadows	<u>What they will achieve</u> Ppt presentation including artist reference and own shadow photography	Balance Symmetry Asymmetry Reflection Diptych Triptych Polyptych Double Exposure Mirror repeat	<u>Homework:</u> One- Hour per week as termly booklets linked to the Project <u>GREEN ASSESSMENT 1</u> AO1- Artist response Craig Reilly- Shadow photography <u>GREEN ASSESSMENT 2</u> AO3- Artist response Sebastian Magnani Mirror photography		
	What is shadow photography?						
AQA Topic 2: Investigating Photographers- Erwing Blumenfield							
Unit 1 Portfolio	How do photographers use visual language in their work?	<u>What they must learn/do/understand</u> How to analyse the characteristics of other photographer's work with reference to elements of visual language. <u>Activity 1:</u> Artist investigation of Erwing Blumenfield to include: • Artist analysis • Presentation <u>Activity 2:</u> • Paper manipulation exploring mirror, pattern repeat.	<u>What they will achieve</u> Ppt presentation including artist reference and own kaleidoscope effects				
	What is kaleidoscope photography?						

		• Translate into Photoshop exploring kaleidoscope effects.					
AQA	Topic 2: Investigating Photographers- Sebastian Magnani						
Unit 1 Portfolio	How do photographers use visual language in their work? How can we use props like mirrors to create interesting reflections?	<u>What they must learn/do/understand</u> How to analyse the characteristics of other photographer's work with reference to elements of visual language. <u>Activity 1:</u> Artist investigation of Sebastian Magnani to include: • Artist analysis • Presentation <u>Activity 2:</u> • Photoshoot using mirrors as props inspired by Sebastian Magnani. • Editing composition and image quality using Photoshop.	<u>What they will achieve</u> Presented outcomes as Diptychs, Triptych and 4,6,9 panels				

Term 6 Objects Ordinary to Extra Ordinary- Project Aim-To develop ideas considering the photographers visual language. Selecting appropriate Photoshop techniques. To understand the characteristics of 'Flat Lay' photography and in advertising. To develop a 'joiner' concept developed from the 1980s. Students are to understand how to photograph an object showing 3D visual qualities in a 2D format. Skills include selecting appropriate Photoshop or physical techniques to develop and refine ideas. Photoshop-using the crop and move tool. Produce a sustained outcome(S).

AQA	Investigating Photographers- Suzanne Saroff						
Unit 1 Portfolio	How do photographers use visual language in their work? What is Flat Lay photography?	<u>What they must learn/do/understand</u> How to analyse the characteristics of other photographer's work with reference to elements of visual language. To explain the term 'Still Life' photography. Understand the concept of 'Flat Lay' photography. To explore different points of view e.g. birds eye view for flat lay photography. To develop knowledge and understanding of compositional techniques- recap of cropping and the rule of thirds/ How to use studio lighting to enhance the form of objects. How to plan photoshoots an arrange objects using props and considering scale. <u>Activity 1:</u> Artist investigation of Suzanne Saroff to include: • Artist analysis • Presentation <u>Activity 2:</u> • Still life photoshoot of objects through glass • Cropping and adjusting image quality using Photoshop	<u>What they will achieve</u> Presented outcomes as Diptychs, Triptych and 4, 6,9 panels	Composite Flat Lay Still Life Joiner Composition	<u>Homework:</u> One- Hour per week as termly booklets linked to the Project <u>GREEN ASSESSMENT 3</u> AO2- Artist response- Joiner David Hockney <u>YELLOW ASSESSMENT EXAM</u> AO3- Artist response Susanne Saroff Independent selecting of appropriate photoshop physical techniques- crop and move tool. Produce a sustained outcome		

AQA	Investigating Photographers- David Hockney Joiners						
Unit 1 Portfolio	How do photographers use visual language in their work? What is joiner photography?	<u>What they must learn/do/understand</u> How to analyse the characteristics of other photographer's work with reference to elements of visual language. To understand composite photographs- 'Joiner photography'-historical content, use of polaroid film by David Hockney in the 1980s. To be able to describe what is a 'Joiner'. To create a joiner using paper surgery. Increase knowledge to develop 'joiner; style work using modern approach using Photoshop. <u>Activity 1:</u> Artist investigation of Suzanne Saroff to include: • Artist analysis • Presentation <u>Activity 2:</u> • Create a joiner photograph using paper surgery • Create a joiner image using Photoshop	<u>What they will achieve</u> Paper surgery joiner outcome				

Topics by term	Topic overview for Year 10					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	Conceal and Reveal Bill Mangold and Aaron Siskind	Conceal and Reveal Marc Anderson and Kaleidoscope	Conceal and Reveal Manipulating reality- Gilbert Garcin Composite Photography	Conceal and Reveal Max Ernst and Liesl Pfeffer Fiction Landscapes 1	Conceal and Reveal Vilde Rolfsen Fiction Landscapes 2	Conceal and Reveal Brendan Fiction Landscapes 3
	Pre Requisites					
	Students should draw upon the camera skills and photographic techniques developed in Year 9, particularly when photographing objects and using Photoshop to edit and enhance images. They should be familiar with observing, analysing and responding to visual sources, enabling them to plan creative ideas, explore a clear starting point and communicate their own visual intentions through photography.	Students should build upon the camera skills, object photography and Photoshop techniques developed in Year 9 and Y10 Term 1. They should be confident in observing and analysing photographers' work, developing ideas from a clear starting point, and using editing techniques to create creative outcomes. Prior experience of planning, photographing and refining images will support students in exploring kaleidoscope photography and developing increasingly independent and imaginative visual responses.	Students should build upon the camera skills, creative planning and Photoshop techniques developed in Y10 Terms 1 and 2 and Year 9 projects. They should be confident in using a range of Photoshop tools, including layers, masks, selections, transformations and blending modes, to refine and develop images. Prior experience of researching photographers, analysing visual work and creating photographic outcomes will support students in developing imaginative ideas, considering composition and producing increasingly sophisticated final outcomes.	Students should build upon the camera skills, photographer research and Photoshop techniques developed in Y10 Terms 1, 2 and 3, alongside prior learning from Year 9. They should be confident in planning, creating, reviewing and refining photographic outcomes, using a range of Photoshop tools including selections, layers, transformations, cloning, blending modes and colour adjustments. Prior experience of analysing photographers' work and developing creative compositions will support students in producing increasingly imaginative and technically accomplished outcomes.	Students should draw upon the camera skills and Photoshop techniques developed throughout Year 9 and Y10 Terms 1 to 4. They should be confident in selecting, editing and combining images using a range of Photoshop tools to create convincing visual outcomes. Prior experience of researching photographers, developing creative ideas and refining compositions will support students in exploring the relationship between reality and fiction and creating realistic landscape scenes of imagined places.	Students should build upon the camera skills and Photoshop techniques developed throughout Year 9 and Y10 Terms 1 to 5. They should be confident in selecting, combining and manipulating images using a range of editing tools to create convincing photographic outcomes. Prior experience of researching photographers, developing creative concepts and refining compositions will support students in exploring the relationship between reality and fiction, producing realistic and imaginative landscape scenes that communicate their own visual ideas.
Why are we teaching this now?						

	Using prior knowledge and camera skills from Project 1 in Year 9. Using prior knowledge of photographing objects from Year 9 Projects 3 and 6 To enable students to recognise the value of having a clear starting point, as an industry, to focus creative thinking. Students are to plan and develop creative ideas when observing and analysing famous works to communicate visual thinking.	Using prior knowledge and camera skills from project 1 in Year 9. Using prior knowledge of photographing objects from Year 9 project 6. Using prior knowledge of Photoshop from Year 9 projects 1, 2 and 3. Continuing to develop from Y10 Term 1 embedding Photoshop skills that were taught previously. Investigating contemporary photographers while exploring kaleidoscope photography. To continue to recognise the value of having a clear starting point, as an industry, to focus creative thinking. Students are to plan a and develop creative ideas when observing and analysing famous works to communicate visual thinking.	Continuing to develop from Term 1 and 2, embedding Photoshop skills that were taught previously. To consolidate understanding of the stages of producing a photographic outcome. Explore, plan review and create outcomes based on the characteristics of the photographer. To encourage students' imagination and innovation that develops ideas further considering composition. Build upon tools used in Photoshop to embed their long-term memory. Tools used: Layers and masks, quick selection tool, transform, line, shape, blending modes etc.	Continuing to develop from Term 1 2 and 3, embedding Photoshop skills that were taught previously. To consolidate understanding of the stages of producing a photographic outcome. Explore, plan review and create outcomes based on the characteristics of the photographer. To encourage students' imagination and innovation that develops ideas further considering composition. Build upon tools used in Photoshop to embed their long-term memory. Tools used: Quick selection tool, layers, transform, clone stamp tool, blending modes, drop shadow, eraser tool, vignette, iris blur, colour adjustment.	Using prior knowledge and camera skills from Year 9 Project 1. Using prior knowledge of Photoshop from Year 9 Projects 1, 2, 3 and 6 and Year 10 Term 3. To develop students' awareness of reality and fiction subject matter. Creating realistic landscape schemes that are from places that don't exist.	Using prior knowledge and camera skills from Year 9 Project 1. Using prior knowledge of Photoshop from Year 9 Projects 1, 2, 3 and 6 and Year 10 Terms 3, 4 and 5. To develop students' awareness of reality and fiction subject matter. Creating realistic landscape schemes that are from places that don't exist.
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Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1 Sustained Project 'Conceal and Reveal' Project Aim- To understand the design process. To enable students to recognise the value of having a clear starting point, as an industry, to focus creative thinking. To develop their awareness of Abstract/Macro photography. To take inspiration from objects, surfaces etc. that students wouldn't have considered photographing before. More advanced Photoshop skills-layers, line, shape, blending modes etc. Encourage students to develop/expand ideas considering the themes, to develop students' observational skills while taking photographs, considering texture, filling the frame, abstract compositions. Use the camera on macro mode. Stretch and challenge- Success criteria- presented every lesson. Teacher demonstrations. Teacher demonstrating skills in Photoshop. Internet research to read and make notes from. Show students examples from previous projects to raise aspirations. Individual feedback. HPA- Higher questioning techniques. Using more advanced Photoshop skills e.g. layers, quick selection tool, transform, line, shape, blending modes etc. Producing work to a high standard. Encourage students to develop/expand ideas considering the theme. More skilled purposeful and creative outcomes showing stronger meaning of content/story/visual literature. Scaffolding the design process in preparation for the end of the course examination.							
AQA	Topic 1: Artist investigation of Bill Mangold and Aaron Siskind						
Unit 1 Portfolio	Can you describe the process and development of Photographers' work?	<u>What they must learn/do/understand</u> How to identify and analyse the use of formal elements and principles of visual language in the characteristics of Bill Mangold and Aaron Siskind's work. <u>Activity:</u> Aaron Siskind sketchbook investigation examples, sketches and analytic notes. Also include example on first power point slide.	<u>What they will achieve</u> Sketchbook and power point presentation	Macro Extreme Close up Close up Viewpoint Bird's-eye View Worm's-eye View Eye-Level Straight/Pure Photography Urban Surfaces Decaying Surfaces Command words: Investigate Research Analyse Record Develop Experiment Refine Present	<u>Homework:</u> One- Hour per week as termly booklets linked to the Project <u>GREEN ASSESSMENT 1</u> AO1- Develop observation skills while taking photographs, considering texture, fill the frame, abstract compositions Inspired by Aaron Siskind and Bill Mangold. Use the camera on Macro	Artist Resource pack KO with writing support	SMSC: Social/Moral- Sharing opinions about Photography e.g. Turn and Talk, Q & A Spiritual- 'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions

				Evaluate	mode. <i>Retrieval Practice- Using prior knowledge and camera skills from T1 Y9. Using prior knowledge of photographing objects in T6 Y9.</i> GREEN ASSESSMENT 2 AO2- More advanced Photoshop skills- layers, line, shape, blending modes. <i>Retrieval Practice- Using prior knowledge of Photoshop from T1, 2, 3, 5 & 6 Y9.</i>		<i>Photography related workshops</i> <i>Careers board</i> Cultural- <i>Investigation of art from other cultures and Britain</i> <i>WPD of the month on display board</i> <i>Art/Photography in the news/ What's on locally</i> Enrichment- <i>Lunch clubs</i> <i>Field trips</i>
AQA	Topic 2: Recording Surfaces and Textures						
Unit 1 Portfolio	What is Macro photography and how can it be used to reveal interesting textures? How can the study of other photographers help you find direction in your own work?	<u>What they must learn/do/understand</u> How to use the camera on 'Macro' setting. While creating abstract compositions. How to develop students' observational skills and photograph objects that they would not have considered photographing before- revealing interesting textures, decayed surfaces that appear beautiful and abstract. Students will become increasingly confident when using the camera, and will be considering viewpoints and angles. They will have the opportunity to photograph 'urban and natural surfaces'	<u>What they will achieve</u> Minimum x20 good quality macro shots	Macro Extreme Close up Close up Viewpoint Bird's-eye View Worm's-eye View Eye-Level Straight/Pure Photography Urban Surfaces Decaying Surfaces Command words: Investigate Research Analyse Record Develop Experiment Refine		Macro Lens Tripod	

		Activity: Outdoor photoshoot manmade and natural textures Indoor photoshoot a variety of natural and manmade textures		Present Evaluate			
AQA	Topic 4: Exploring composition using Photoshop						
Unit 1 Portfolio	How can Photoshop be used to create inspired work from Aaron Siskind and Bill Mangold?	What they must learn/do/understand How to use skills in Photoshop to create inspired work from Aaron Siskind and Bill Mangold. Activity: Editing macro images- cropping, image adjustments and layering using opacity and exploring screen adjustments.	What they will achieve Power point presentation of macro edits.	Photo Manipulation Digital Image Manipulation Command words: Investigate Research Analyse Record Develop Experiment Refine Present Evaluate		Photoshop instruction handout	
Term 2 Sustained Project ‘Conceal and Reveal’ Marc Anderson and Kaleidoscope- <i>Project Aim- Developing students’ knowledge of Macro photography, revealing bumpy, uneven textures from natural surfaces. Revealing the natural beauty around us. Students are focusing on filling the frame while developing abstract compositions. Kaleidoscope photography will develop students’ awareness that distortion isn’t only created by post-editing processes. Physical props can also be used to create a desired manipulated effect. More advanced Photoshop skills- layers, quick selection tool, transform, line, shape, blending modes. Encourage students to develop /expand ideas considering the theme. Use of kaleidoscope effect while photographing subject.</i> Stretch and challenge- <i>Success criteria-presented every lesson. Teacher demonstrations. Teacher videos demonstrating skills in Photoshop. All photographers’ research include videos to play with subtitles. Internet research to read and make notes from. Show examples from previous projects to raise aspirations. Individual feedback.</i> <i>HPA- Higher questioning techniques. Using more advanced Photoshop skills e.g. layers, quick selection tool, transform, line, shape, blending modes etc. Producing work to a high standard. Encourage students to develop/expand ideas considering the theme. More skilled purposeful and creative outcomes showing stronger meaning of content/story/visual literature. Scaffolding the design process in preparation for the end of the course examination.</i>							
AQA	Topic 1: Artist investigation of Marc Anderson						
Unit 1 Portfolio	Can you describe the process and development of Photographers’ work?	What they must learn/do/understand How to identify and analyse the use of the elements and principles of visual language in the characteristics of Marc Anderson. Activity:	What they will achieve Sketchbook and Power Point presentation	Kaleidoscope Mirror Image Repetition Composite image Reflection Command words:	Homework: One- Hour per week as termly booklets linked to the Project GREEN ASSESSMENT 3	Artist handout KO with writing support	SMSC: Social/Moral- <i>Sharing opinions about Photography e.g. Turn and Talk, Q & A</i> Spiritual- <i>‘Sense of enjoyment</i>

		Marc Anderson sketchbook investigation examples, sketches and analytic notes. Also include example on first power point slide.		Investigate Research Analyse Record Develop Experiment Refine Present Evaluate	AO3- Use of physical props and observation to create the kaleidoscope effect when photographing. <i>Retrieval Practice- Using prior knowledge of photographing objects in T6 Y9.</i> <u>YELLOW ASSESSMENT EXAM</u> AO4- More advanced photoshop skills- layers, quick selection tool, transform, line, shape, blending modes to create composite Kaleidoscope images. <i>Retrieval Practice- Using prior knowledge of Photoshop from T1, 2 & 3Y9.</i>	<i>and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions</i> Photography related workshops Careers board Cultural- Investigation of art from other cultures and Britain WPD of the month on display board Art/Photography in the news/ What's on locally Enrichment- GCSE Club <i>Field trips</i> Celebrating Achievement- Artist/Photographer of the month on display board <i>Community Links-</i>
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							<i>Faversham Town Twinning EKST Fleur de Lis Creek Creative Alexander Centre Beany Gallery 12 Market Place Faversham Library</i>
AQA	Topic 2: Recording images on macro setting						
Unit 1 Portfolio	How can the study of other photographers help you find direction in your own work? How can we use the macro setting to fill the frame?	<u>What they must learn/do/understand</u> How to plan and annotate own ideas and photoshoots whilst considering the characteristics of Marc Anderson. How to use the camera on 'Macro' setting and 'fill the frame'. How to consider the angle, the distance and focus when photographing textures. <u>Activity:</u> Close up shots of tree bark Close up shots of tree bark using Kaleidoscope filter	<u>What they will achieve</u> A selection of tree bark close ups with and without Kaleidoscope filter.	Macro Fill the Frame Abstract Composition Texture Observation Command words: Investigate Research Analyse Record Develop Experiment Refine Present Evaluate		Macro Lens Kaleidoscope Lens	SMSC: Social/Moral- <i>Sharing opinions about Photography e.g. Turn and Talk, Q & A</i> Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions</i> Cultural- <i>Investigation of art from other cultures and Britain</i>

							<i>WPD of the month on display board</i> <i>Art/Photography in the news/ What's on locally</i> Enrichment- <i>GCSE Club</i> <i>Field trips</i> Celebrating Achievement- <i>Artist/Photographer of the month on display board</i> <i>Community Links-</i> <i>Faversham Town Twinning</i> <i>EKST</i> <i>Fleur de Lis Creek Creative</i> <i>Alexander Centre</i> <i>Beany Gallery</i> <i>12 Market Place</i> <i>Faversham Library</i>
AQA	Topic 3: Using more advanced Photoshop skills						
Unit 1 Portfolio	How can we use Photoshop to enhance colour and composition? What is Kaleidoscope Photography and how can we use it to capture abstract photographs? What is a composite image and how can we create one?	<u>What they must learn/do/understand</u> How to use more advanced Photoshop skills to enhance colour (colour balance) and composition (crop tool) of their photographs.	<u>What they will achieve</u> A selection of kaleidoscope shots and composite edits.	Colour balance Crop Transform Rotate Kaleidoscope Composite Repetition Reflection		Photoshop instruction handout	

		How to use transform tools and rotation in Photoshop to create composite images from their photographs resembling kaleidoscope effect. How to experiment with kaleidoscope (optical instrument) to capture abstract photographs. Activity: Edit tree bark shots using transform tools and rotation to create composite images.		Command words: Investigate Research Analyse Record Develop Experiment Refine Present Evaluate			
Term 3 Sustained Project 'Conceal and Reveal' Gilbert Garcin Composite photography							
	Topic 1: Artist investigation of Gilbert Garcin						
	How can the study of other photographers help you find direction in your own work?	<u>What they must learn/do/understand</u> How to identify the use of the elements and principles of visual language in the characteristics of Garcin's work. (Surrealist style, figures and objects of disproportionate scale, photomontage, black and white photography, symbolic, existential narrative communicating meaning/mood and emotion) <u>Activity:</u> Gilbert Garcin sketchbook investigation examples, sketches and analytic notes. Also include example on first power point slide.	<u>What they will achieve</u> Gilbert Garcin inspired composite images	Colour balance Crop Transform Rotate Composite Repetition Reflection Layer Mask Command words: Investigate Research Analyse Record Develop Experiment Refine Present Evaluate	<u>Homework:</u> One- Hour per week as termly booklets linked to the Project <u>GREEN ASSESSMENT 1</u> AO3- Develop observation skills while taking figurative photographs, considering viewpoints appropriate for a Gilbert Garcin style composite <u>GREEN ASSESSMENT 2</u>		

					AO2- More advanced photoshop skills- layers, quick selection tool, transform, line, shape, blending modes, masks to create composite images. <i>Retrieval Practice- Using prior knowledge of Photoshop from T1, 2 & 3Y9. T2 Y10</i>		
	Topic 2: Photo shoot in preparation for Gilbert Garcin inspired composite image						
	What is a composite image and how can we create one?	<u>What they must learn/do/understand</u> How to create a photographic outcome using hand-tools and techniques: paper manipulation/collage. How to plan and annotate own ideas and photoshoots whilst considering the characteristics of Garcin's work: conveying an interesting story with meaning, mood and emotion. <u>Activity:</u> - Figurative poses- photoshoot - Background photoshoot for composite image		Colour balance Crop Transform Rotate Composite Repetition Reflection Layer Mask Command words: Investigate Research Analyse Record Develop Experiment Refine Present Evaluate			
	Topic 3: Paper manipulation						
	How can we use hand photomontage to create a composite image?	<u>What they must learn/do/understand</u> How to plan and annotate own ideas and photoshoots whilst considering the characteristics of Garcin's work: conveying an		Colour balance Crop Transform Rotate Composite Repetition Reflection			

		interesting story with meaning, mood and emotion. Students are to understand and explain <i>photomontage</i> (hand tools and techniques) and <i>compositing</i> (through image-editing software). Experiment with printed photo composite to help students understand the concept of appearing small within a chosen environment.		Layer Mask Command words: Investigate Research Analyse Record Develop Experiment Refine Present Evaluate			
	Topic 3: Photoshop composite						
	How can Photoshop tools be used to create a composite image?	<u>What they must learn/do/understand</u> How to plan and annotate own ideas and photoshoots whilst considering the characteristics of Garcin's work: conveying an interesting story with meaning, mood and emotion. How to use more advanced Photoshop skills in the creation of photomontage - layers, masks, quick selection tool, transform, line, shape, blending modes etc. Use Photoshop to create illusion of being shrunk down to a small size inspired by Gilbert Garcin.		Colour balance Crop Transform Rotate Composite Repetition Reflection Layer Mask Command words: Investigate Research Analyse Record Develop Experiment Refine Present Evaluate			
Term 4 Sustained Project 'Conceal and Reveal' Max Ernst and Liesl Pfeffer Fiction Landscapes 1- Project Aim- Developing ideas from Bill Mangold etc. transforming these Abstract/Macro photographs into surreal landscapes. Taking inspiration from historical and contemporary artists and photographers. More advanced Photoshop skills layers, quick selection tool, transform, line, shape, blending modes etc. Encourage students to develop/expand ideas considering the theme.							

Stretch and challenge- Success criteria-presented every lesson. Teacher demonstrations. Teacher videos demonstrating skills in Photoshop. All photographers' research include videos to play with subtitles. Internet research to read and make notes from. Show examples from previous projects to raise aspirations. Individual feedback.
HPA- Higher questioning techniques. Encourage students to develop/expand ideas considering the theme.

Producing work to a high standard. Encourage students to develop/expand ideas considering the theme. More skilled purposeful and creative outcomes showing stronger meaning of content/story/visual literature. Scaffolding the design process in preparation for the end of the course examination.

AQA	Topic 1: Investigate the work of Max Ernst and Liesl Pfeffer						
Unit 1 Portfolio	How can we identify and analyse the use of visual language in artists work?	<u>What they must learn/do/understand</u> How to identify and analyse the use of the elements and principles of visual language in the characteristics of Max Ernst and Liesl Pfeffer. <u>Activity:</u> Artist sketchbook investigation of Max Ernst and Liesl Pfeffer including textures rubbings and artist sketches Analytic notes including similarities and differences Ppt Slide presentation of both photographers	<u>What they will achieve</u> Sketchbook presentation Ppt slide presentation	Landscape Photography Abstract Semi-Abstract Texture Foreground Background Composition Command words: Investigate Research Analyse Record Develop Experiment Refine Present Evaluate	<u>Homework:</u> One- Hour per week as termly booklets linked to the Project <u>GREEN ASSESSMENT 3</u> AO2- Paper Surgery, developing previous ideas from Bill Mangold transforming macro images into surrealist landscapes using printed images. Understanding the concept of Foreground, Middle ground and Background. Retrieval Practice- Paper surgery techniques T5 Y10. <u>YELLOW ASSESSMENT EXAM</u> AO4- Developing previous ideas from Bill Mangold transforming macro	Artist handout KO with writing support	SMSC: Social/Moral- Sharing opinions about Photography e.g. Turn and Talk, Q & A Spiritual- 'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Cultural- Photography related workshops Careers board Cultural- Investigation of art from other cultures and Britain WPD of the month on display board

					images into surrealist landscapes. Taking inspiration from photographers More advanced Photo Shops skills- layers, quick selection tool, transform, line, shape, blending modes etc.		<i>Art/Photography in the news/ What's on locally</i> Enrichment- <i>Lunch clubs</i> <i>Field trips</i>
AQA	Topic 2: Using advanced Photoshop skills to create landscapes						
Unit 1 Portfolio	How can we use collage to create strange landscapes?	<u>What they must learn/do/understand</u> How to create a photographic outcome using hand-tools and techniques: paper manipulation/collage. Activity: Create strange landscapes from prints of macro textures focusing on perspective e.g. Foreground, Middle ground and Background. Explore Geometric and Organic shapes	<u>What they will achieve</u> Paper based landscape collage showing understanding of perspective				

AQA							
Topic 3: Using Photoshop selection tools							
Unit 1 Portfolio	How can we utilise advances Photoshop skills to create landscapes? What are selection tools and how can we use them creatively?	<u>What they must learn/do/understand</u> How to use more advance Photoshop skills to create a landscape based on multiple photographs of textures taken in previous projects. How to use a variety of selection tools to cut out desired organic and geometric shapes (quick selection tool, rectangular marquee tool, elliptical marquee tool, polygonal lasso tool). Activity: • Create landscape form geometric shapes (Liesl Pfeffer) • Create a landscape from organic shapes (Max Ernst)	<u>What they will achieve</u> Digital landscape showing use of geometric and organic shapes and considered composition.			Photoshop instruction handout	
AQA							
Topic 4: Using Photoshop transform tools							
Unit 1 Portfolio	How can we use Transform tools to create composite images?	<u>What they must learn/do/understand</u> Use transform tools in Photoshop to create composite images from photographs resembling landscapes. Activity: • Create landscape form geometric shapes (Liesl Pfeffer) • Create a landscape from organic shapes (Max Ernst)	<u>What they will achieve</u> Composite landscape images				
AQA							
Topic 5: Using Photoshop to enhance colour							

Unit 1 Portfolio	How can we use blend modes and inversion to enhance the colour of our photographs?	<u>What they must learn/do/understand</u> How to enhance the colour of photographs using blend modes and inversion. Activity: - Create landscape form geometric shapes (Liesl Pfeffer) - Create a landscape from organic shapes (Max Ernst)	<u>What they will achieve</u> Digital landscape demonstrating colour enhancements				
AQA	Topic 6: Using Photoshop tools to develop own ideas						
Unit 1 Portfolio	Why is it important to explore a wide range of ideas, techniques and processes in the development of ideas? How can we be selective with Photoshop tools to refine our photographs and realise intentions?	<u>What they must learn/do/understand</u> Inspired by Ernst and Pfeffer's work, students will explore more advanced Photoshop tools and techniques including: layers, quick selection tool, rectangular marquee tool, elliptical marquee tool, polygonal lasso tool, transform, Brightness and Contrast, Vibrance, Colour Balance, Blend modes. Activity: Edit and refine landscapes selecting a combination of photoshop tools, experiment with both artist styles	<u>What they will achieve</u> A finished landscape inspired by Max Ernst and Liesl Pfeffer				
Term 5 Sustained Project 'Conceal and Reveal' Vilde Rolfsen Fiction Landscapes 2- Project Aim- Students will be creating fiction landscapes. Students will be Photographing plastic bags that appear like ice caverns considering Vilde Rolfsen. More advanced Photoshop skills layers, quick selection tool, transform, line, shape, blending modes etc. Students will be encouraged to develop/expand ideas considering the theme. Stretch and challenge- Success criteria-presented every lesson. Teacher demonstrations. Teacher videos demonstrating skills in Photoshop. All photographers' research include videos to play with subtitles. Internet research to read and make notes from. Show examples from previous projects to raise aspirations. Individual feedback.							

HPA- Higher questioning techniques. Encourage students to develop/expand ideas considering the theme. To be able to merge ideas from previous research and develop outcome(s) to a higher skill. Show strong ideas that portray an interesting story/theme/concept. Confidently refine ideas using appropriate materials and techniques. Extension task, research into symbolism and how objects can represents a meaning or concept.

AQA	Topic 1: Investigate the work of Vilde Rolfsen						
Unit 1 Portfolio	How can we identify and analyse the use of visual language in artists work?	<u>What they must learn/do/understand</u> How to identify and analyse the use of the elements and principles of visual language in the characteristics of Vilde Rolfsen. <u>Activity:</u> Vilde Rolfsen sketchbook investigation examples, sketches and analytic notes. Also include example on first power point slide.	<u>What they will achieve</u> Sketchbook presentation PPT Slide presentation	Abstract Photography Macro Photography Compositions Texture Observation Fill the Frame Black and white Photograph Paper Manipulation Artificial Lighting Natural Light Landscape Reality Fiction Illusion Command words: Investigate Research Analyse Record Develop Experiment Refine Present Evaluate	<u>Homework:</u> One- Hour per week as termly booklets linked to the Project <u>GREEN ASSESSMENT 1</u> AO1- Vilde Rolfsen Plastic bag shots- Develop observation skills while taking closeup photographs. <i>Retrieval Practice- Using prior knowledge and camera skills from T1 Y9. Using prior knowledge of photographing objects in T6 Y9.</i> <u>GREEN ASSESSMENT 2</u> AO4- Vilde Rolfsen inspired edits- More advance use of Photoshop- Image adjustments, blending modes, cropping, brush tool. <i>Retrieval Practice- Embedding</i>	Artist handout KO with writing support	

					Photoshop techniques learned		
AQA	Topic 2: Manipulation of materials						
	How can we manipulate materials to create the illusion of mountains and caverns?	<u>What they must learn/do/understand</u> How to manipulate and photograph materials to create illusions of mountains and ice caverns. <u>Activity:</u> Photoshoot of plastic bags with light source	<u>What they will achieve</u>			Printed photographs of mountain Plastic bags	
	Topic 3: Using Photoshop tools to enhance colour						
	How can we use photoshop blending modes, hue, saturation curves, levels, exposure and inversion to enhance our photographs.	<u>What they must learn/do/understand</u> How to enhance colour of photographs using blend mode, hue and saturation, curves, levels, exposure and inversion. <u>Activity:</u> Series of abstract landscapes	<u>What they will achieve</u> Ppt presentation of work				
	Topic 4: Refining work inspired by Brendan Austin and Vilde Rolfsen						
	Why is it important to explore a wide range of ideas, techniques and processes in the development of ideas?	<u>What they must learn/do/understand</u> How to develop students' own visual response from the imagery of Vilde Rolfsen. <u>Activity:</u> Explore different compositions through cropping, image adjustments and blending.	<u>What they will achieve</u> Experimental landscapes				
	Topic 5: Realising intentions inspired by Brendan Austin and Vilde Rolfsen						
	How can we be selective with Photoshop tools to refine our photographs and realise intentions?	<u>What they must learn/do/understand</u>	<u>What they will achieve</u> Presented outcome			Photoshop instruction handout	

		How to use skills in Photoshop to create inspired work from Vilde Rolfsen. <u>Activity:</u> Selecting, experimenting and refining work into one or more finished landscapes						
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Term 6 Sustained Project 'Conceal and Reveal' Brendan Austin Fiction Landscapes 3- *Project Aim- Students will be creating fiction landscapes. Students will be creating and photographing paper mountains considering Brendan Austin. More advanced Photoshop skills layers, quick selection tool, transform, line, shape, blending modes etc. Students will be encouraged to develop/expand ideas considering the theme.*

Stretch and challenge- *Success criteria-presented every lesson. Teacher demonstrations. Teacher videos demonstrating skills in Photoshop. All photographers' research include videos to play with subtitles. Internet research to read and make notes from. Show examples from previous projects to raise aspirations. Individual feedback.*

HPA- Higher questioning techniques. *Encourage students to develop/expand ideas considering the theme. To be able to merge ideas from previous research and develop outcome(s) to a higher skill. Show strong ideas that portray an interesting story/theme/concept. Confidently refine ideas using appropriate materials and techniques. Extension task, research into symbolism and how objects can represent a meaning or concept.*

AQA	Topic 1: Investigate the work of Brendan Austin						
Unit 1 Portfolio	How can we identify and analyse the use of visual language in artists work?	<u>What they must learn/do/understand</u> How to identify and analyse the use of the elements and principles of visual language in the characteristics of Brendan Austin. <u>Activity:</u> Brendan Austin sketchbook investigation examples, sketches and analytic notes. Also include example on first power point slide.	<u>What they will achieve</u> Sketchbook presentation PPT Slide presentation	Abstract Photography Macro Photography Compositions Texture Observation Fill the Frame Black and white Photograph Paper Manipulation Artificial Lighting Natural Light Landscape Reality Fiction Illusion Command words: Investigate Research Analyse Record Develop Experiment Refine Present Evaluate	<u>Homework:</u> One- Hour per week as termly booklets linked to the Project <u>GREEN ASSESSMENT 3</u> AO3- Paper surgery Brendan Austin Paper Mountain shots- Develop observation skills while taking closeup photographs. <i>Retrieval Practice- Using prior knowledge and camera skills from T1 Y9. Using prior knowledge of photographing objects in T6 Y9.</i> <u>YELLOW ASSESSMENT EXAM</u> AO2- Brendan Austin Paper mountain	Artist handout KO with writing support	

					photoshop edits- More advanced Photoshop skills layers, quick selection tool, transform, line, shape, blending modes and paint brush. <i>Retrieval Practice- Embedding Photoshop techniques learned</i>		
AQA	Topic 2: Manipulation of materials						
	How can we manipulate materials to create the illusion of mountains and caverns?	<u>What they must learn/do/understand</u> How to manipulate and photograph materials to create illusions of mountains. <u>Activity:</u> Photoshoot of paper mountains with light source	<u>What they will achieve</u>			Printed photographs of mountain Plastic bags	
	Topic 3: Using Photoshop tools to enhance colour						
	How can we use photoshop blending modes, hue, saturation curves, levels, exposure and inversion to enhance our photographs.	<u>What they must learn/do/understand</u> How to enhance colour of photographs using blend mode, hue and saturation, curves, levels, exposure and inversion. <u>Activity:</u> Series of abstract landscapes	<u>What they will achieve</u> Ppt presentation of work				
	Topic 4: Refining work inspired by Brendan Austin and Vilde Rolfen						
	Why is it important to explore a wide range of ideas, techniques and	<u>What they must learn/do/understand</u>	<u>What they will achieve</u>				

	processes in the development of ideas?	How to develop students' own visual response from the imagery of Brendan Austin. Activity: Explore different compositions through cropping, image adjustments and blending.	Experimental landscapes				
	Topic 5: Realising intentions inspired by Brendan Austin and Vilde Rolfsen						
	How can we be selective with Photoshop tools to refine our photographs and realise intentions?	<u>What they must learn/do/understand</u> How to use skills in Photoshop to create inspired work from Brendan Austin. Activity: Selecting, experimenting and refining work into one or more finished landscapes	<u>What they will achieve</u> Presented outcome			Photoshop instruction handout	

Topics by term	Topic overview for Year 11					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	Conceal and Reveal Nigel Tomm, Mihaela Ivonova, Wes Naman, Frederick Sommer, Rankin Destroy Project	Conceal and Reveal Anna Pantelia, Antonio Mora, Cristoffer Relander	Exam Starting Point	Exam Starting Point		
Pre Requisites						
	Students will draw upon prior learning from Year 9 and Year 10 Photography, including camera skills, photographic techniques, image editing and Photoshop. They should be confident in reviewing and refining their work, developing creative ideas, and communicating meaning through photography. Experience of creating realistic and imaginative photographic outcomes will support students in working independently, making critical decisions, and producing personal, refined outcomes that demonstrate their own ideas and intentions.	Students should build upon the skills and outcomes developed in Y11 Term 1, drawing on their prior knowledge of camera techniques, Photoshop editing and creative photographic processes. They should be confident in working independently to review, refine and develop ideas, communicating personal meanings and intentions through photography. Experience of creating, evaluating and improving outcomes will support students in producing a final, resolved response under mock exam conditions that reflects industry-style working practices.	Students should draw upon the independent working, research, planning, camera skills, editing techniques and outcome development established throughout Years 9 and 10 and Y11 Terms 1 and 2. They should be confident in reviewing and refining ideas, solving creative problems, and communicating meaning through photography. Prior experience of developing personal responses will support students in independently interpreting a starting point and creating thoughtful, purposeful outcomes.	Students should build upon the work developed in Y11 Term 3, using established research, planning, camera and editing skills to progress their project independently. They should be confident in making informed creative decisions, reflecting on and refining their work, and solving problems as they work towards their intended outcome. Prior experience of developing personal ideas, meaning and visual messages through photography will support students in producing a unique and well-resolved final response.		

Why are we teaching this now?

	Using prior knowledge from Year 9 projects 1, 3 and Year 10 Terms 1, 2, 5 and 6 are a benefit. To enable students to work independently and critically, reviewing and refining to their starting point. To scaffold and support the students to solve, strategise and express their work in a unique way. To encourage creating and refining independent outcomes using prior knowledge. To develop ideas further, especially in ways which meanings, ideas and intentions can be communicated in photography. To explore creating and refining independent outcomes using prior knowledge and techniques.	Using prior knowledge from Term 1. To enable students to work independently and critically, reviewing and refining to their starting point. To scaffold and support the students to solve, strategise and express their work in a unique way. To encourage creating and refining independent outcomes using prior knowledge (camera skills, Photoshop techniques, physical manipulations) in response to their starting point, concluding their coursework by creating outcomes during the mock exam as they would in the real exam and industry.	Working towards a starting point similar to a brief as a professional photographer. To enable students to develop and refine ideas independently. To encourage the students to problem solve to strategise how to reach their intended outcome. To further strengthen opportunities to consider content/meaning/message relating to their ideas, that allows them to express their work in a unique way.	Continue working form starting point. Working independently, making decisions, reflecting on their own progress. To continue to solve to strategise how to reach their intended outcome. To develop content/meaning/message relating to their ideas, that allows them to express their work in a unique way.		
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Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1 Sustained Project 'Conceal and Reveal' Portraiture Nigel Tomm, Mihaela Ivonova, Wes Namen, Frederick Sommer, Rankin Destroy Project - Project Aim- Communicating ideas and intentions, using visual/photographic language expressing emotions and messages. Respond to the characteristics of the photographer. Students are to use the appropriate skills and techniques when developing ideas. Developing Photoshop skills using 'double exposure' To learn how to stage a portrait shot. Stretch and challenge- Success criteria-presented every lesson. Teacher demonstrations. Teacher videos demonstrating skills in Photoshop. All photographers' research include videos to play with subtitles. Internet research to read and make notes from. Show examples from previous projects to raise aspirations. Individual feedback. HPA- Higher questioning techniques. Student should be considering mood/emotion that they are to portray in their portraits. They should be now encouraged to work independently, making their own creative choices.							
	Topic 1: Nigel Tomm						
	How can we identify and analyse the use of visual language in artists work? How can the study of other photographers help you find direction in your own work- What is Crumpletography?	<u>What they must learn/do/understand</u> How to identify and analyse the use of the elements and principles of visual language in the characteristics of Nigel Tomm <u>Activity:</u> - Nigel Tomm sketchbook investigation examples, sketches and analytic notes. - Also include example on first power point slide. - Paper manipulation using crumple method - Photoshoot of crumpled portraits - Photoshop edits- cropping, image adjustments	<u>What they will achieve</u> Sketchbook presentation And ppt slide PPT presentation of crumple work	Portraiture Double Exposure Digital Photomontage Narrative Photography Composition Quick Selection Tool Screen Mode Opacity Tool Portrait Views- Facial view Full face 3/4 view 2/3 view Profile Command words: Investigate Research Analyse Record Develop Experiment Refine Present	Homework: One- Hour per 4 weeks linked to the Project GREEN ASSESSMENT 1 AO1- Artist response- Nigel Tomm GREEN ASSESSMENT 2 Crumpletography AO3- Artist response- Staging a portrait inspired by Frederick Sommer	Artist handout KO with writing support	SMSC: Social/Moral- Sharing opinions about Photography e.g. Turn and Talk, Q & A Spiritual- 'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Photography related workshops Careers board

				Evaluate			Cultural- <i>Investigation of art from other cultures and Britain</i> <i>WPD of the month on display board</i> <i>Art/Photography in the news/</i> <i>What's on locally</i> Enrichment- <i>Lunch Club</i> <i>Period 6</i>
	Topic 2: Mihaela Ivonova						
	How can we identify and analyse the use of visual language in artists work? How can the study of other photographers help you find direction in your own work- How can we use paper manipulation to create interesting portraits?	<u>What they must learn/do/understand</u> How to identify and analyse the use of the elements and principles of visual language in the characteristics of Mihaela Ivonova. To develop a range of Photoshop and paper surgery skills in distorting their portrait. <u>Activity:</u> • Mihaela Ivonova sketchbook investigation examples, sketches and analytic notes. Also include example on first power point slide. • Paper manipulation • Photoshoot inspired by Mihaela Ivonova	<u>What they will achieve</u> Sketchbook presentation And ppt slide Ppt presentation of portrait work				

		Photoshop edits exploring contrast of colour and black and white					
	Topic 3: Frederick Sommer (Wes Namen as homework)						
	How can we identify and analyse the use of visual language in artists work? How can the study of other photographers help you find direction in your own work- How can we experiment with distortion? (Wes Namen homework) How can the study of other photographers help you find direction in your own work- How can we incorporate texture into our portrait work?	<u>What they must learn/do/understand</u> How to identify and analyse the use of the elements and principles of visual language in the characteristics of Frederick Sommer and Wes Namen. To develop a range of Photoshop and paper surgery skills in distorting their portrait. <u>Activity:</u> - Frederick Sommer and Wes Namen sketchbook investigation examples, sketches and analytic notes. Also include example on first power point slide. - Homework- inspired by Wes Namen - Photoshoot outdoors with textures backgrounds - Photoshop edits of Frederick Sommer style portraits - Selecting Macro textures from Y10 begin to explore double exposure	<u>What they will achieve</u> Sketchbook presentation And ppt slide PPT presentation of portrait work				
	Topic 4: Rankin Destroy Project						

	How can we identify and analyse the use of visual language in artists work? How can the study of other photographers help you find direction in your own work- How can we alter and deconstruct our own portrait photographs?	<u>What they must learn/do/understand</u> How to identify and analyse the use of the elements and principles of visual language in the characteristics of Rankin Destroy project. To develop a range of Photoshop and paper surgery skills in distorting their portrait. <u>Activity:</u> - Rankin Destroy project sketchbook investigation examples, sketches and analytic notes. - Also include example on first power point slide. - Deliberately deconstructing printed images e.g. Tearing, cutting and reassembling, tearing and stitching back together, painting, drawing onto photograph etc.	<u>What they will achieve</u> <u>What they will achieve</u> Sketchbook presentation And ppt slide Ppt presentation of portrait work				
Term 2: Double Exposure- Anna Pantelia, Antonio Mora and Cristoffer Relander <i>Project Aim- Communicating ideas and intentions, using visual/photographic language expressing emotions and messages. Respond to the characteristics of the photographer. Students are to use the appropriate skills and techniques when developing ideas. Developing Photoshop skills using 'double exposure' To learn how to stage a portrait shot.</i> Stretch and challenge- <i>Success criteria-presented every lesson. Teacher demonstrations. Teacher videos demonstrating skills in Photoshop. All photographers' research include videos to play with subtitles. Internet research to read and make notes from. Show examples from previous projects to raise aspirations. Individual feedback.</i> <i>HPA- Higher questioning techniques. Student should be considering mood/emotion that they are to portray in their portraits. They should be now encouraged to work independently, making their own creative choices.</i>							
AQA	Topic 1: Introduction to Photographers who use Double Exposure						
Unit 1 Portfolio	How can we identify and analyse the use of visual language in artists work?	<u>What they must learn/do/understand</u> Greater understanding of how portraits can convey hidden meanings to express mood, emotion. Understand aspects if self-identity, barriers and	<u>What they will achieve</u> <u>What they will achieve</u> Ppt presentation of Chosen	Portraiture Double Exposure Digital Photomontage Narrative Photography Composition Quick Selection Tool Screen Mode Opacity Tool	<u>Homework:</u> One- Hour per 4 weeks linked to the Project GREEN ASSESSMENT 3 AO2- Artist		

		invisible masks that people wear. Students start becoming more independent in their choices, selecting which photographers to research further. Students to become confident in selecting appropriate media and techniques. Students to start considering/planning their meaning and concept. Activity: • Think, write, pair share task identifying key characteristics • Select from the 3 photographers • Complete artist investigation to include examples and analytical notes	photographers work	Portrait Views- Facial view Full face 3/4 view 2/3 view Profile Command words: Investigate Research Analyse Record Develop Experiment Refine Present Evaluate	response- Double Exposure Chosen artist <u>YELLOW</u> <u>ASSESSMENT</u> <u>MOCK EXAM</u> AO4- Accordion Booklet		
AQA	Topic 2: Portrait photo shoot						
Unit 1 Portfolio	What does a good portrait photograph look like?	<u>What they must learn/do/understand</u> Students are to know how to take a good portrait. Explain how a portrait can reveal the personality of the person. To use studio equipment such as lighting, backdrop and a tripod. Students are to be able to create a double exposure portrait using Photo Shop. To develop a range of Photoshop and paper surgery skills in distorting their portrait. <u>Activity:</u>	<u>What they will achieve</u> <u>What they will achieve</u> Good portrait shots ready for editing and double exposure techniques				

		• Explain how a portrait can reveal personality of the person. • Portrait photoshoot • To use studio equipment such as lighting, backdrop and a tripod.					
AQA	Topic 3: Backgrounds for double exposure portraits						
Unit 1 Portfolio	How can the study of other photographers help you find direction in your own work- What backgrounds do we need to select for our double exposure portraits?	<u>What they must learn/do/understand</u> Develop ideas especially in ways which meanings, ideas and intentions can be communicated in photography. Broaden students knowledge to research a diverse variety of photographers'/artists' work that have explored aspects of Conceal and Reveal. To explore creating and refining independents outcomes using prior knowledge and techniques. To develop a range of Photoshop and paper surgery skills in distorting their portrait. <u>Activity:</u> Students to collect appropriate backgrounds linked to their chosen photographer- Anna Pantelia- Buildings e.g. School site (broaden as Homework) Antonio Mora- Textures e.g. Macro (Y10 work can be utilised and extended for this)	<u>What they will achieve</u> <u>What they will achieve</u> Appropriate backgrounds for double exposure portraits considering the characteristics of their chosen photographer.				

		Cristoffer Relander- Nature scenes e.g. Trees, flora and fauna					
AQA	Topic 4: Double Exposure						
Unit 1 Portfolio	What is double exposure?	<u>What they must learn/do/understand</u> Respond to the characteristics of the photographer. Students are to use appropriate skills and techniques when developing ideas. Developing Photoshop skills using 'Double Exposure'. To learn how to stage a portrait shot. <u>Activity:</u> - Practice double exposure technique creating multiple portrait edits. - Select, improve and refine double exposure work	<u>What they will achieve</u> <u>What they will achieve</u> Double exposure portrait experiments and refinements				
AQA	Topic 5: Mock Exam- Accordion Booklet						
Unit 1 Portfolio	What is an Accordion Booklet and how can we create one to present our best portrait work?	<u>What they must learn/do/understand</u> Respond to the characteristics of the photographer. Students are to use appropriate skills and techniques when developing ideas. Use photographic techniques and processes appropriate to students intentions. Students to conclude and use previous taught skills and develop final piece(s).	<u>What they will achieve</u> <u>What they will achieve</u> Accordion Booklet				

		Students are to combine/merge ideas from their research. Select appropriate materials techniques. Make creative decisions. Refine and develop their outcomes considering characteristics from the photographer research. Produce a series of outcomes that have meaning/concept. Students can print images on cardboard and display as a triptych panel, panel etc. During the mock exam students are to know that: No internet access during the exam, Students are to show a starting point. Show evidence of research, investigation and developing ideas. Evaluations are to be completed during time assessment-this is optional. Activity: Create an accordion booklet of 7 portraits.					
Term 3-4: Exam Starting Point- Researching and exploring lines of enquiry from an exam board given project starting point. Communicating and developing ideas and intentions, expressing emotions and messages in the formulation of photographic imagery.							
AQA	Topic: Chosen exam starting point						

Unit 2 Controlled Assessment	What exam question have I chosen and how can I mind map the theme? What are the characteristics of my chosen photographer? What photographs do I need to take? How can I develop my own ideas in response to the theme and my chosen photographer? How can I experiment with my ideas? How can I prepare for my 10 Hour exam?	<u>What they must learn/do/understand</u> Respond to the characteristics of the photographer. Students are to use appropriate skills and techniques when developing ideas. Photoshop or paper manipulation, Camera modes are students' decision. Students to decide on one starting points. Students are not to use their coursework photographs. Students are to show a starting point. When the exam starts, students are no longer working on their prep. Show evidence of research, investigating and developing ideas. No longer continue working on this components, after 10 hours of supervision has finished. Content should not be shared with others by hard copy or online. No internet access during the exam, Evaluations are to be completed during time assessment-this is optional.	<u>What they will achieve</u> <u>What they will achieve</u> Prep work evidencing AO1, AO2 and AO3 Sustained outcome competed in 10-hours of supervision AO4	Command words: Investigate Research Analyse Record Develop Experiment Refine Present Evaluate	<u>GREEN ASSESSMENT 1</u> AO1- I have developed ideas through investigations, demonstrating critical understanding of sources: At least 5 examples of the artist's/Photographer's work An artist evaluation-identifying key characteristics and expressing opinions X6 or more ideas of my own (this is your own artwork and composition planning) linked to the theme and chosen artist <u>GREEN ASSESSMENT 2</u> AO3- I have recorded ideas, observations and insights relevant to my intentions as my work progresses: 30 or more of your own photographs Drawing e.g. Sketches of subject,		

					story boards, light drawing etc. Secondary sources (work of others) where appropriate Annotation of your own work (What, How and Why) <u>GREEN</u> <u>ASSESSMENT 3</u> AO2- I have refined work by exploring ideas, selecting and experimenting with media, materials, techniques and processes: Select at least 3 ideas to improve further / make even better. Try out at least 3 types of media e.g. Photo Shop Tools, Props, Equipment <u>YELLOW</u> <u>ASSESSMENT</u> <u>EXAM (10-HOURS)</u> AO4- Plan for final Piece in chosen media		
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AQA GCSE Art and Design- National Assessment Criteria

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
MARKS & Approx. Grades	Develop their ideas through investigations demonstrating critical understanding of sources. Candidates evidence:	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Candidates evidence:	Record ideas, observations and insights relevant to their intentions as work progresses. Candidates evidence:	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Candidates evidence:
24 Convincingly 23 Clearly 22 Adequately 21 Just Y11 7-8	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.
20 Convincingly 19 Clearly 18 Adequately 17 Just Y11 5-6	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.
16 Convincingly 15 Clearly 14 Adequately 13 Just Y9 4-5	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.

12 Convincingly 11 Clearly 10 Adequately 9 Just Y8 3-4	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
8 Convincingly 7 Clearly 6 Adequately 5 Just Y7 2-3	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
4 Convincingly 3 Clearly 2 Adequately 1 Just 1	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.

