

| | | Term 1, 2 and 3 | | | Term 4,5 and 6 | | |
|--------------|---|--|---|---|--|---|---|
| No. of Weeks | | 8 | 7 | 6 | 6 | 5 | 7 |
| Year 10 | Topic Title and NC link | Manipulating Reality | | | Manchester | | |
| | <i>Pupils should know... (Core knowledge and concepts to be learned)</i> | <p>Know the expectations for producing coursework in Photography, how the course runs and key terminology, such as Primary Studies and Artist Response.</p> <p>Camera handling skills with a DSLR camera, for example, how to open the lens and how to view the photos taken.</p> <p>'Aperture' and 'Exposure'</p> <p>Editing tools using Photoshop such as saturation levels and how to have select areas of an image in colour.</p> <p>The theme Manipulating Reality allows students to learn about different objects that can be used as a subject in their photographs.</p> | | | <p>The title 'Manchester' introduces you to themes such as Memories, Identity, History, Music, students may explore how the city has experienced a great deal of history and take photographs of buildings that have changed over time. Students will add their own opinions to make the project more personal. Students will study the work of Lee Jeffries with a focus on how he raises awareness of homelessness in Manchester.</p> <p>Students will know how to make their journey clear through annotations to explain the decisions made.</p> | | |
| | <i>Pupils should be able to do... (Skills being developed)</i> | <p>Pupils should be able to use all of the basic functions on a DSLR camera. Pupils should understand key photography terminology and techniques, such as composition rules, aperture control and how exposure alters the outcome of a photograph. Pupils will be able to create many different edits, both digitally and physically. Pupils will create projects that enable them to develop their skills and make personal and meaningful connections to an initial project theme.</p> | | | <p>Pupils should make a personal and meaningful connection to the project title 'Manchester. Pupils should explore a theme and build on the skills they have learnt at the start of Year 10 in order to meet the requirements for each Assessment Objective. Pupils will further develop their observational skills and their analysis skills. Pupils will create a final piece that represents the journey they have taken and the influences that they have discovered along the way, in connection to the initial theme 'Manchester'.</p> | | |
| | <i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i> | <p>Pupils will have a variety of knowledge and skills. Pupils must understand the fundamental elements of photography before they are able to develop their skills into a project format, which will then allow them to apply meaning to their work and create exciting and meaningful outcomes. The work that pupils complete in their first project will contribute towards their 60% coursework mark.</p> | | | <p>Pupils explore the theme of Manchester to allow them to make more personal and meaningful connections to a project. Pupils will be able to build on the initial basic skills that they have learnt and begin advanced workshops both digitally and physically. This project will contribute towards their 60% coursework mark.</p> | | |

| | | Term 1, 2 and 3 | | | Term 4,5 and 6 | | |
|--------------|---|--|---|---|--|---|---|
| No. of Weeks | | 8 | 7 | 6 | 6 | 5 | 7 |
| Year 11 | Topic Title and NC link | Paper | | | Externally Set Paper (NEA) | | |
| | <i>Pupils should know... (Core knowledge and concepts to be learned)</i> | Students will know how to create a strong journey, displaying a concise beginning, middle and end. Pupils will make it clear where their influences and inspiration have come from, not just through the outcomes but also through the annotation. The project title 'Paper' will allow pupils to explore 2D work, look at texture and paper folding, but also make the project personal, independent and creative. Pupils will choose their own starting point and make links to the initial theme. Pupils could look at the work of Aaron Siskind and use mixed media to create surfaces that appear weathered or Christiane Feser who makes photographs of folded paper, she goes on to make photographs of those photographs and so on, creating an image that is impossible to distinguish. Merve Ozaslan works with vintage photographs to create layered photographs combining old and new photographs, this could be explored through digital editing or physical edits. There are many more photographers that are inspired by the title 'Paper'. | | | In January students will receive an exam paper with numerous project titles to choose from. Students' journey within a chosen theme should be clear and concise throughout. You will follow the same process and expectations to complete all of the preparation that leads up to your exam. In the exam, students will have 10 hours to complete a final piece. The final piece should showcase students knowledge of photography and display a creative and independent outcome. This final project will contribute to 40% of the overall grade. | | |
| | <i>Pupils should be able to do... (Skills being developed)</i> | Pupils have had limited experience of Photography in Year 10. Pupils will need to revisit some skills such as compositional techniques and Photoshop editing techniques. Pupils will build a project based on the theme of 'Paper'. They will explore their own lines of enquiry, research photographers and artists, experiment with ideas and techniques to create their own outcome. Whilst pupils are on their project journey they will develop skills in lighting, aperture and viewpoint. | | | Pupils should be able to apply all of the prior knowledge towards building a structured and meaningful project in response to the exam question that they choose. Pupils will continue to develop their skills in order to meet all of the Assessment Objectives. Pupils will explore their theme by finding inspiration in artists and the primary research and photographs that they create. Pupils will create a final piece during their 10 hour exam and create an outcome that represents how they have moved through their project, and how collectively it links to the initial theme that they chose. | | |
| | <i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i> | Pupils are working on the last project which will contribute to 60% of their coursework mark. Pupils have good understanding of the key skills such as artist analysis, developing a photo shoot and creating a personal response. They will further develop these skills to create a new journey in response to the theme 'Paper'. | | | This project contributes to 40% of their overall grade. Pupils will now have a thorough understanding of the key skills needed to complete a personal and meaningful response to their chosen exam question. They will develop these skills and cover all the assessment objectives to show a clear journey to create a meaningful response. | | |