

Levenshulme High School – Curriculum Map – Photography

		Term 1	Term 2	Term 3
Year 9	Topic Title and NC link	Introduction to Photography (12 lessons: one HT/ 2 lessons per week)		
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> • The definition of exposure and it's significance. • What are meant by the terms aperture and shutter speed, and how to change these in response to different light conditions and environments using a DSLR camera. • How and why photography is considered an art form in its own right. • The similarities and differences between the disciplines of photography and painting. 	<p align="center">Due to subject rotations, students complete one half term of learning Photography in year 9. The other time is spent in Art, Food, DT and Textiles: please see the other ADT curriculum maps for more information.</p>	
	<i>Pupils should be able to do...</i>	<ul style="list-style-type: none"> • Work with 2 or more layers in photoshop to create basic multiple exposures. • Apply basic editing skills using Image-Adjustments-Hue/saturation/brightness/colour. • Create successful examples of selective colour images using Photoshop. • Add text to images independently: freely manipulating scale, colour and direction. • Create their own time lapse/ long exposure photographs by controlling shutter speed settings accurately. 		
<i>Pupils should have remembered...</i>	<ul style="list-style-type: none"> • How to intelligently approach answering key questions such as 'What makes a good 			

		<p>photograph?’ by always considering the intentions of the photographer and the context of the work.</p> <ul style="list-style-type: none"> • The most commonly used framing and compositional techniques, and how to select these in relation to intent. • The names of at least 10 different angles used in photography. 	
Year 10	Topic Title and NC link	Foundations of Photography	Issues-Based Photography
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> • How and why photographers use complex symbolism in their work. • What is meant by depth of field and which settings allow control and manipulation of this. • How to work with multiple layers and double exposures to create special effects photography and photomontage works. 	<ul style="list-style-type: none"> • How photography is applied to different professions for different purposes, and related politics: photojournalism, editorial photography, documentary, campaign imagery etc. • The names, key works, contexts, and applied techniques of a range of the most significant issues-based photographers and works- both historical and contemporary. •
	<i>Pupils should be able to do...</i>	<ul style="list-style-type: none"> • Create simple stop motion animations independently. • Confidently use exposure settings (aperture, shutter speed , ISO) in response to changing conditions and artistic intentions. • How to select and use white balance settings and explain the importance of this. • Apply advanced photoshop skills and techniques in order to create special effects imagery. 	<ul style="list-style-type: none"> • Manage their own workload and weekly progress using personalised feedback from teachers. • Select from a range of core manual DSLR skills in order to take photographic works relevant to intentions independently. • Use and manipulate a range of techniques in order to enhance both the visual and conceptual qualities of their own works. • Compare their work with the work of others, analysing contextual factors thoughtfully.
	<i>Pupils should have remembered...</i>	<ul style="list-style-type: none"> • The technical names for different types and styles of lighting, how they are used as a language for communication, and how to use equipment and settings to recreate these as needed. 	<ul style="list-style-type: none"> • At least some of the most significant contemporary issues-based works created over last decade, and the impact they have had. • How and why issues-based work differs from other photographic disciplines, and how this area of photography has contributed to wider aims/social progress.

		<ul style="list-style-type: none"> The most important rules to be followed in order to create effective stop motion works. 	
Year 11	Topic Title and NC link	Independent Project	Exam Project
	<i>Pupils should know...</i>		
	<i>Pupils should be able to do...</i>	<ul style="list-style-type: none"> Independently source appropriate and well-connected inspiration and references which effectively support the development of their own ideas. Plan their own works using a fluid combination of drawing, designing and writing. Independently select and manipulate camera setting and techniques in order to suit their own personal intentions. Explore a range of creative studio skills, including lighting, as relevant to intentions. 	<p>Students are given an exam paper provided by AQA. This gives them round 7 project themes/starting points to choose from. They then complete a project independently in response to this brief for the duration of the course. This is worth 40% of their final GCSE grade and includes creating a final piece/s as part of a 10 hour (over 2 days) in-class exam.</p>
<i>Pupils should have remembered...</i>	<ul style="list-style-type: none"> How different photographic disciplines and topic areas support the communication of their related subject themes and ideas; taking into account the contexts of historical events and movements. 		