

Levenshulme High School – Curriculum Map – Photography

		Term 1		Term 2		Term 3	
No. of Weeks		E.g. 8	7	6	6	5	7
Year 9	<b>Topic Title and NC link</b>	<b>Introduction to Photography (12 lessons: one HT/ 2 lessons per week)</b>		<p><b>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.</b></p>			
	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	<p>The definition of exposure and its significance.</p> <p>What are meant by the terms exposure, aperture and shutter speed, and how to change these in response to different light conditions and environments using a DSLR camera.</p> <p>How and why photography is considered an art form in its own right.</p> <p>The similarities and differences between the disciplines of photography and painting.</p>					
<i>Pupils should be able to do... (Skills being developed)</i>	<p>Work with 2 or more layers in photoshop to create basic multiple exposures.</p> <p>Apply basic editing skills using Image-Adjustments- Hue/saturation/brightness/colour.</p> <p>Create successful examples of selective colour images using Photoshop.</p> <p>Add text to images independently: freely manipulating scale, colour and direction.</p> <p>Create their own time lapse/ long exposure photographs by controlling shutter speed settings accurately.</p>						

		Utilise the most commonly used framing and compositional techniques, and how to select these in relation to intent.	
	<p><i>Why are we doing this now?</i>  <i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>To provide students with the opportunity to develop key/core skills in Photography, in order to inform options choices at GCSE as well as to provide new and exciting learning opportunities which broaden their understanding of Art.</p> <p>To allow for students whose strengths do not lie in more traditional forms of art making to excel and build confidence in Art (avoiding pigeonholing of subject).</p> <p>To make links to relevant career paths and industry fields where photography skills are required and highly valued (graphic design, advertising and marketing etc).</p>	
<b>Year 10</b>	<b>Topic Title and NC link</b>	<b>Foundations of Photography</b>	<b>Issues-Based Photography</b>
	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	<p>How and why photographers use complex symbolism in their work.</p> <p>What is meant by depth of field and which settings allow control and manipulation of this.</p> <p>How to work with multiple layers and double exposures to create special effects photography and photomontage works.</p> <p>The technical names for different types and styles of lighting, how they are used as a language for communication, and</p>	<p>How photography is applied to different professions for different purposes, and related politics: photojournalism, editorial photography, documentary, campaign imagery etc.</p> <p>The names, key works, contexts, and applied techniques of a range of the most significant issues-based photographers and works- both historical and contemporary.</p> <p>How photographs have been used to influence social and political change around the world, citing specific examples of this and the impact this has had.</p> <p>At least some of the most significant contemporary issues-based works created over last decade, and the impact they have had.</p> <p>How and why issues-based work differs from other photographic disciplines, and how this area of photography has contributed to wider aims/social progress.</p>

		<p>how to use equipment and settings to recreate these as needed.</p> <p>The most important rules to be followed in order to create effective stop motion works.</p>	
	<p><i>Pupils should be able to do... (Skills being developed)</i></p>	<p>Create simple stop motion animations independently.</p> <p>Confidently use exposure settings (aperture, shutter speed , ISO) in response to changing conditions and artistic intentions.</p> <p>How to select and use white balance settings and explain the importance of this.</p> <p>Apply advanced photoshop skills and techniques in order to create special effects imagery.</p>	<p>Manage their own workload and weekly progress using personalised feedback from teachers.</p> <p>Select from a range of core manual DSLR skills in order to take photographic works relevant to intentions independently.</p> <p>Use and manipulate a range of techniques in order to enhance both the visual and conceptual qualities of their own works.</p> <p>Compare their work with the work of others, analysing contextual factors thoughtfully.</p> <p>Use a range of Photoshop tools and techniques in order to develop work in ways relevant to intentions.</p>
	<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>	<p>In order to ensure students develop all of the foundation skills they need from a technical perspective in order to be able to explore their own ideas and make informed choices when completing independent projects later on in the year.</p> <p>This builds on the introductory course students had in y9, by now introducing ISO and lighting to enhance and control exposure in addition to their learning about shutter speed and aperture.</p>	<p>The issues-based project facilitates a deeper and meaningful understanding of photography/ photographers' place in the world through the exploration of how photojournalism and art photography has contributed to significant world events and progression.</p> <p>The project provides window into students exploring their own identities and perspectives, giving them a voice and a safe platform through their work.</p> <p>Many issues-based photographers studied in this unit demonstrate advanced editing skills and some innovative use of camera work, so this also allows more challenge and excitement to be build into the curriculum for students to then use and draw upon in later personal projects as well as this one.</p>
	<p><b>Topic Title and NC link</b></p>	<p><b>Independent Project</b></p>	<p><b>Exam Project</b></p>
<p><b>Year 11</b></p>	<p><i>Pupils should know... (Core knowledge)</i></p>	<p>How different photographic disciplines and topic areas support the communication of their related subject themes and ideas; taking into account</p>	

	<p><i>and concepts to learned)</i></p> <p><i>Pupils should be able to do... (Skills being developed)</i></p>	<p>the contexts of historical events and movements.</p> <p>Independently source appropriate and well-connected inspiration and references which effectively support the development of their own ideas.</p> <p>Plan their own works using a fluid combination of drawing, designing and writing.</p> <p>Independently select and manipulate camera setting and techniques in order to suit their own personal intentions.</p> <p>Explore a range of creative studio skills, including lighting, as relevant to intentions.</p>	<p>Students are given an exam paper provided by AQA. This gives them around 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> <p>Students will be required to apply their knowledge, understanding and skills relating to each of the four assessment objectives to the best of their abilities.</p>
	<p><i>Why are we doing this now?</i></p> <p><i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>Allows for practise of working through a project independently, supported by their teacher, in order to prepare them for the exam project.</p> <p>Provides choice and maximises enjoyment.</p> <p>Ensures all students are able to access the most amount of marks possible when these projects come to be marked as part of the NEA1 (60% of their final GCSE grade).</p>	<p>This is decided by the exam board, AQA, and provides students with the opportunity to work through an independent project based on their choice of any of the given starting points over a prolonged period, with the support of their teacher. This allows them the opportunity to access the maximum amount of marks possible.</p>