

PHOTOGRAPHY CURRICULUM MAP 2024 – 2025

Intent:

- Students have an understanding of contextual studies and theoretical artistic studies alongside exploring and mastering different techniques and materials.
- Students build fine motor skills, technical understanding and application; students are initially introduced to the formal elements and once the basics are acquired, these are then applied to different contexts with growing complexity throughout the curriculum.
- Students develop transferrable skills, which can be used across the curriculum and will serve them well when seeking employment (creativity, communication, critical thought and analysis, cultural/social/historical awareness, perseverance and resilience).
- Students use a range of different processes and techniques from good quality, well-lit standard photographs to printing processes and photographic manipulation. As contextual understanding grows, students are required to consider concept and visual language at a greater level, demonstrating this through the design and creation of personal ideas that explore the society and culture that individuals are immersed in; work often acts as social commentary as students challenge issues which they are passionate about.
- Students understand the role of a contemporary artist and can independently follow the creative process (Research, analyse, experiment, design develop, present, evaluate) to realise their own creative intentions.
- Students can fluently analyse artwork using key artistic terminology.

Implementation:

Year 9

Introduction to Photography

This introductory project aims to introduce students to Photography as an Art form. Students will start to explore the basic practical skills of Photography, whilst developing their understanding of the formal elements and different compositions throughout. Students will be guided through research tasks that teach them how to analyse visual language and understand context. Alongside this, students will replicate and interpret artworks, deepening their understanding of materials and techniques in a context that is increasingly more challenging. By gaining confidence when using a DSLR camera and learning about some of the core skills needed to edit photographs, students will have the knowledge and skills to learn in more depth about Motion within Photography in Year 10.

Areas of focus –

- AO1 – Demonstrate critical understanding (Research)
- AO2 – Review and Refine (Experimentation and development)
- AO3 – Quality of observation
- AO4 – Present and personal and meaningful response (Final outcome)

Enrichment Opportunities:

Students are invited to attend a range of extra-curricular activities including KS3/4 Photography club, Art History Society and Coursework Interventions.

Additionally, throughout the year we run a range of gallery visits for KS4 students as well as offering photography students the opportunity to explore different photography techniques through location shooting.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.

Verbal feedback is championed within the arts and this is utilised consistently to give students real time, detailed feedback that is a catalyst for progress – all teachers have attended CPD sessions within the art department that focus on quality of assessment and identify how to continuously improve the value of feedback.