

We love the opportunity to be our own creative individuals, express our feelings and emotions and develop our knowledge of media and techniques. As a result, our overriding aim in the Art and Design department is to teach students the necessary skills & tools needed to be able to express themselves in various creative responses. They will learn to think and act as photographers, working imaginatively and intelligently. Students will learn to use various tools and resources to develop and stretch their photographic skills and subject knowledge across their GCSE and/or A Level course.

[Please see our Art and Photography page here.](#)

<p><b>KS3</b></p>	<p>All students have the option to study this subject in year 9. Students continue to study National Curriculum content and develop transferable skills and foundation knowledge in order to support the transition to KS4 and GCSE study. Some appropriate GCSE content will be covered from the spring term of Year 9. They will use a broad range of new techniques and record this in their sketchbooks/ slides. They will explore ideas, techniques and analyse and evaluate their work and others. This year will strengthen their resolve and understanding of the GCSE Photography course. In year 9, students start with a black and white project where they learn about camera control, keywords and concepts and basic photoshop skills.</p>
<p><b>KS4</b></p>	<p>During years 10 and 11 in photography, there are two coursework projects which add up to 60% of the final GCSE grade. The remaining 40% is based on an externally set exam project. For each project students are expected to research a set theme and present this in either a physical sketchbook or a digital sketchbook. Students are taught to look at the work of photographers and artists to influence their own work and. There are a number of key skills that students will learn, this includes: using a digital camera in fully manual mode, introduction into studio lighting, retouching and enhancing on editing software such as photoshop. Students will also be taught how to write about their own work and the work of others. Alongside their studies, students are supported to keep a reflection sketchbook (physical or digital) to support this creative process. In year 10, they move onto a digital portraiture project where they are introduced to using the studio lighting and learn more advanced photoshop skills. Lastly, in year 11, 60% of the work is coursework and then the remaining 40% is an exam. This gives the students the opportunity to work more independently and choose a subject matter they can investigate and produce a photographic response to.</p>
<p><b>KS5</b></p>	<p>In Photography, we follow the OCR two-year A level course. One of our key objectives is teaching how to use a variety of different materials and processes - both digital and physical. We begin Year 12 by exploring the photographic process, using our fully equipped darkroom to chronologically teach darkroom processes in order of development such as cyanotype and photograms, as well as developing photographs. We encourage the building of 3D texture into work, for example transferring photographs onto fabric, and creating relief collages and models that demonstrate different forms of lighting. Photoshop forms a key part of the course, with lessons on digital editing an important part of our student's development. Other themes we explore in Year 12 are Landscape, Still Life, and Commercial photography. Students are given freedom, with guidance where needed, to</p>

choose their own photographers and styles of work as inspiration within each current theme. Throughout the year, the focus on process and refinement of presentation in sketchbooks and online is underlying. Year 12 is a non-examination year. Years 12 and 13 are continually required to link work they create to a range of photographers and artists, using them as a starting point of inspiration and information from which to develop work that evolves into its own. We consistently encourage students to develop ideas for shoots and responses that show a key story and purpose that is unique to them as creatives. A core expectation across the course is that students are increasingly independent in terms of taking photographs outside of school hours, and visiting areas and galleries to enrich their studies wherever possible. We also encourage them to enter their work in our own, and external Photography competitions.

The theme of study for Year 13 is independent; throughout the year, students create a series of responses based on a theme they have set themselves. This independent project is accompanied by an essay of between 1500-3000 words based on their personal investigation. This supports them to then complete an external project theme given to them by the exam board in the first week of February (Exam - note, there is no *written* exam). The work of the entire two year course is then handed in in early May for formal assessment.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 9</b>	<b>Black and White</b> <ul style="list-style-type: none"> <li>- Nature shoots</li> <li>- Basic photoshop skills</li> <li>- DSLR camera techniques</li> </ul>	<b>Black and White</b> <ul style="list-style-type: none"> <li>- Basic photoshop skills</li> <li>- DSLR camera techniques</li> <li>- Visual literacy</li> <li>- Exploring processes ie. long exposure</li> </ul>	<b>Black and White</b> <ul style="list-style-type: none"> <li>-Still Life</li> <li>-Studio lighting</li> <li>-Macro photography</li> <li>- Presentation refinement.</li> </ul>	<b>Black and White/Emerging into Colour</b> <ul style="list-style-type: none"> <li>-Collage</li> <li>- Collections - exploring colour collections and collections of belongings linked to identity.</li> </ul>	<b>Black and White</b> <ul style="list-style-type: none"> <li>- Identity - who are you? Ideas of what identifies us aside from our faces.</li> <li>- Photoshop skills 2 based on colour correction and layout.</li> </ul>	<b>Black and White Enhancing photoshop skills</b> <ul style="list-style-type: none"> <li>- Digital photo pattern creation</li> <li>- Symmetry</li> </ul>
<b>Year 10</b>	<b>Digital Portraits</b> <ul style="list-style-type: none"> <li>- Title page, mind map and timeline.</li> <li>- Learning how to analyse the</li> </ul>	<b>Digital Portraits</b> <ul style="list-style-type: none"> <li>- Investing different artists</li> <li>- learning about the</li> </ul>	<b>Digital Portraits</b> <ul style="list-style-type: none"> <li>- The use of photoshop to digitally manipulate</li> </ul>	<b>Digital Portraits</b> <ul style="list-style-type: none"> <li>- Going more into detail on photoshop and learning more techniques for</li> </ul>	<b>Digital Portraits</b> <ul style="list-style-type: none"> <li>- Teaching students to be more independent, they can find</li> </ul>	<b>Natural vs Manmade</b> <ul style="list-style-type: none"> <li>- Introduction to this theme.</li> <li>- Title page, mind map and moodboard.</li> </ul>

	<p>work of other portrait photographers and artists.</p> <ul style="list-style-type: none"> <li>- Going over the camera settings, in particular using the aperture.</li> <li>- Learning how to develop and refine a photoshoot.</li> </ul>	<p>oracy in photography.</p> <ul style="list-style-type: none"> <li>- The use of key words and photographic language.</li> <li>- How to annotate their own work using keywords.</li> </ul>	<p>their photographs.</p> <ul style="list-style-type: none"> <li>- Using inspiration from other photographers to influence their own work.</li> <li>- Introduction to high key, low key and back lighting in the studio.</li> </ul>	<p>students to then use their own work.</p> <ul style="list-style-type: none"> <li>- More advanced studio lighting.</li> <li>- Physical collages and editing techniques.</li> </ul>	<p>artists/photographers that they admire and do photoshoots based on them.</p> <p>Preparation for being more independent in year 11. I expect them to have 4 artist research pages and 4 of their own shoots completed.</p>	<ul style="list-style-type: none"> <li>- Introduction on how to find relevant photographers and how best to respond to them.</li> </ul>
<b>Year 11</b>	<p>Natural vs Manmade</p> <ul style="list-style-type: none"> <li>- I expect 5 shoots and 5 artist research pages to be done.</li> <li>- One off workshops where I teach them new editing skills in photoshop.</li> </ul>	<p>Natural vs Manmade</p> <ul style="list-style-type: none"> <li>- Re-cap on how to analyse photographers' work and how to annotate their own images.</li> <li>- 5 more shoots and 5 more artist research pages.</li> <li>- Evaluation.</li> </ul>	<p>Mock Exam: topic 1</p> <ul style="list-style-type: none"> <li>- Choice out of 6 topics, independent work and research.</li> <li>- Set a minimum of 6 shoots and artist research pages.</li> </ul>	<p>Mock Exam: topic 2</p> <ul style="list-style-type: none"> <li>- Choice out of the remaining 5 topics, independent work and research.</li> <li>- Set a minimum of 6 shoots and art research pages.</li> </ul>	<p>Exam</p> <ul style="list-style-type: none"> <li>- Exam paper is set.</li> <li>- Choice out of 6 topics.</li> <li>- Learning new studio lighting skills and photoshop workshops to enhance their project.</li> <li>- Choice between digital and physical sketchbooks.</li> </ul>	<p>Independent</p> <ul style="list-style-type: none"> <li>- Students need to think of a question that they can make a photographic response to.</li> <li>- This project is the introduction to the A-Level project.</li> <li>- Study leave begins.</li> </ul>
<b>Year 12</b>	<p>Darkroom process</p> <ul style="list-style-type: none"> <li>- Cyanotypes</li> <li>- Photograms</li> </ul>	<p>Landscape</p> <ul style="list-style-type: none"> <li>- Urban</li> <li>- Suburban</li> </ul>	<p>Still Life</p> <ul style="list-style-type: none"> <li>- Black and white</li> </ul>	<p>Portraiture</p>	<p>Digital Skill refinement</p>	<p>Independent</p> <ul style="list-style-type: none"> <li>- Guided into independent</li> </ul>

	<ul style="list-style-type: none"> <li>- Analog camera</li> <li>- Developing photographs by hand.</li> <li>- Sepia toning</li> <li>- Ink painting into photographs.</li> </ul>	<ul style="list-style-type: none"> <li>- Natural</li> <li>- Exploring what we can define a landscape to be through artist's work and personal response.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour</li> <li>- Shutter speed</li> <li>- Water and ink experiment.</li> <li>- Natural objects vs manmade</li> </ul> <p>Commercial</p> <ul style="list-style-type: none"> <li>- Food shoots</li> <li>- Fashion.</li> <li>- What it's like to work as a professional photographer: exploration.</li> </ul>	<ul style="list-style-type: none"> <li>- New lighting techniques in the studio.</li> <li>- Introduction to different photographers and learning how to problem solve with different lighting scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>- Going further with Photoshop.</li> <li>- Personalised guidance linked to individual realised aims.</li> <li>- GIFs and moving image.</li> </ul>	<p>work with experiments within chosen themes for Year 13. Option to change theme within this term.</p> <ul style="list-style-type: none"> <li>- Submission of chosen final theme and plan.</li> <li>- Expectation to work on responses over the summer break.</li> </ul>
<b>Year 13</b>	<p>Independent projects</p> <ul style="list-style-type: none"> <li>- Working on series of responses using a range of artists and photographers as inspiration.</li> <li>- Focus on development and refinement.</li> <li>- Essay title created and essay outline discussed and begun.</li> </ul>	<p>Independent projects</p> <ul style="list-style-type: none"> <li>- Key focus on how ideas develop into an overall series of responses that are clearly linked.</li> <li>- Visit to Bucks New University Photography department.</li> <li>- First draft of Essay completed by the close of term.</li> </ul>	<p>Independent projects</p> <ul style="list-style-type: none"> <li>- Bringing personal investigation project together, identifying key areas to complete.</li> <li>- Essay completed by end of half-term.</li> <li>- Two day mock exam in January.</li> <li>- Exam theme released early February.</li> </ul>	<p>Independent projects</p> <ul style="list-style-type: none"> <li>- Working on exam theme project. Focus on process - both photographic and the process of moving through different ideas in response to the theme.</li> </ul>	<p>Exam and work hand-in.</p> <ul style="list-style-type: none"> <li>-Planning for exam.</li> <li>-Two day exam to create further work within exam theme.</li> <li>- Opportunity for final refinement of personal investigation post exam.</li> <li>- Work hand in early May.</li> </ul>	<p>Course ended.</p>

Subject		FUNCTIONS OF ASSESSMENT		
Photography KS4 & 5		<p><b>FORMATIVE;</b> The instructional guidance that identifies central points of learning and plans for the progression of individuals students.</p>	<p><b>SUMMATIVE;</b> This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)</p>	<p><b>EVALUATIVE;</b> This is about institutional accountability and comes after terminal exams.</p>
<b>TIME SCALE</b>	<b>Annually</b>	Assessed on tracker Feedback sheets Parents evening	Year-end review Mock exams Evaluation end of topic Project evaluations	Results GCSE/A level Data drops Final outcomes  Growth mindset is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils.
	<b>Interim</b> Half termly	Termly units of work  Sketchbook trackers  Photo shoots	One half termly piece assessed ( minimum) When data is collected Every two weeks are either teacher, self or peer assessed. End of unit Tracker filled in to monitor progress. Photo shoots	
	<b>Weekly</b>	Verbal feedback, HL, classwork, self, peer and teacher assessments. Lesson ready HL varied and open ended. Trackers filled in to monitor progress One to ones		
	<b>Hourly</b>	Lesson objectives Critical enquiry Complex questioning		

		Success criteria	
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