KS4 Curriculum Map for Photography:

In a world where the visual imagery is an increasingly important tool for communication, the ability to create and understand photographs is becoming ever more relevant. In short, visual literacy is a life-skill.
Photography is not only about learning the obvious technical skills to produce an image but it also fosters a curious and enquiring mind, encouraging students to be self-motivated and to think creatively about the solutions to particular tasks and projects. The topics that the students are given in KS4 are designed to encourage students to learn to trust their own judgement and decision making. They learn not only to confidently create technically proficient and arresting images but to understand that there is no one right answer, but their answer.
Most students will be new to photography so in the first half of the autumn term they work through a series of tasks that enable them to develop understanding of a variety of techniques and processes, whilst understanding how they can learn from the work of others. They are introduced to various photographers whose work is accepted to be the best exemplars across all the genres of photography.
In the second half of the autumn term they will do their first (teacher chosen) topic which will finish at the end of term 1 (December)
Students will do two further teacher chosen full topics (most of the spring term and from June until December in Year 11). There will be a mini (4-5 week) topic towards the end of the spring term culminating in a 2 -3 hour exam in early May. This designed to familiarise students with the supervised sessions at the end of Year 11.
Lesson work is supported by homework, which present opportunities to extend learning beyond the classroom with self-directed and in-depth explorations of a theme. Sometime there will be teacher chosen artists / photographers to research to assure students have as wide an awareness as possible of themes, genres and styles of the medium as well as conceptual art.
Students have five photography lessons a fortnight. We aim to give every student the widest possible experience of the medium, including analogue work (photograms / cyanotypes), long exposure, conceptual photography, digital post-production (Photoshop), image transfer and time-lapse.
A whole day photography trip in June (yr 10) gives students an opportunity to employ skills they have learnt / are developing. Trips, if possible, to local exhibitions.
Building on the students' experience of assessment at KS3 covering 4 AOs: Developing ideas, refining ideas, recording ideas and presenting ideas. Help-sheets and check-lists with student-speak success criteria accompany each topic. Exemplar work can also be seen on display.
There is a simple themed task set in the summer term before Year 10 starts to help students understand the discipling in photographing to a brief and getting to know their cameras. The expectation is they will spend up to a day in total over the summer on this task.
Throughout both Years 10 and 11 the ethos of independent learning and the 'personal journey' is nurtured

Year 10

Autumn Term:
Component One - Portfolio – 60%
Sept -Oct :
Foundation Skills : Tasks to familiarise students with technical basics, shutter-speed, aperture, ISO and basic camera handling. Early tasks encourage students to see visual potential in the world around them (alphabet task). Basic introduction to core Photoshop skills. Sketchbook layout and development, some student now do digital only presentations. Students develop research skills learnt in KS3
Nov-Dev :
Topic 1 : Teacher chosen (e.g. Natural forms / colour / my city etc)
Students research photographers / artists relevant to topic (help-sheets provided to aid students)
Building on skills learnt in first half of students select their preferred/ most successful idea or media and technique in which to produce their outcomes. Simple drawing skills as required by exam board.
Homework tasks are predominately research-based in order to develop analytical thinking skills and to inform the development of ideas. This includes researching the work of artists and responding to their work practically, which, in turn, helps to inform the development of their own ideas in response to the theme. Some homeworks will introduce 'conceptual art'. 3 hours per fortnight
Context: Cross-curricular Art and social / environmental issues, (sp,m,c,s,bv,ch,ed,CIEAG)
Skills: pencil drawing, camera handling, digital post-production, written analytical skills
Artist/contextual research homework tasks: various artists – changes yearly
Assessment: Verbal feedback, peer/self-assessment in lessons. Mid-point and summative, covering 4 assessment objectives, student photography handbooks.

Spring term:
Topic 2 : teacher chosen – changes each year
The second topic should show deeper research and consists of more highly developed work as experience / confidence grows.
All students will down photograms in the darkroom.
Context: Cross-curricular Art and social / environmental issues,(sp,m,c,s,bv,ch,ed,CIEAG)
Skills: as above, basic analogue darkroom skills, simple studio lighting skills
Artist research: as above, include technical work as required.
Assessment: Verbal feedback, peer/self-assessment in lessons. Mid-point and summative, covering 4 assessment objectives, student photography handbooks.

Year 11

Autumn Term
Component One - Portfolio – 60%

Continuation of Topic 3
5hr mock exam – Completion of Component 1 (December)
Skills : Students develop own skills as required by interpretation of topic
Skills: as above, analogue darkroom skills, studio lighting skills , alternative processes (cyanotype or salt prints)
Context: Cross-curricular Art and social / environmental issues, (sp,m,c,s,bv,ch,ed,CIEAG)

Artist research: as above, include technical work as required.
Assessment: Verbal feedback, peer/self-assessment in lessons. Summative, covering 4 assessment objectives, student photography handbooks.
Homework : 4 – 5 hours per fortnight

Spring / Summer Term (until 2nd Friday in May)
Component 2 Externally Set Task – 40%
7 topics supplied by exam board – students choose one topic
Preparatory period (12/14 weeks) :
Emphasis on students' independent learning skills
Skills : Students develop own skills as required by interpretation of topic. Students will now have full understanding of Assessment objectives.
Skills: as above, analogue darkroom skills, studio lighting skills , alternative processes (cyanotype or salt prints), if required.
Context: Cross-curricular Art and social / environmental issues,(sp,m,c,s,bv,ch,ed,CIEAG)

Artist research: as above, include technical work as required.
Assessment: Verbal feedback, peer/self-assessment in lessons. Summative, covering 4 assessment objectives, student photography handbooks.
Homework : 4 – 5 hours per fortnight

10 hours supervised 'exam' session (divided in 3 or 4 sessions) – very early in summer term

	Mini topic – teacher chosen **Summer term:** **Mini topic concludes with 2-3 – hour supervised 'exam' session** Topic 3 – teacher chosen(changes each year – finishes in December of Year 11 One day trip to develop skills – visit either another town (Oxford / Stratford / Bewdley) or rural environment (Clent / Worcestershire / Warwickshire) **Skills : Students develop own skills as required by interpretation of topic** **Skills: as above, analogue darkroom skills, studio lighting** skills , alternative processes (cyanotype or salt prints) **Context: Cross-curricular Art and social / environmental issues** Artist research: as above, include technical work as required. **Assessment: Verbal feedback, peer/self-assessment in lessons. Mid-point and summative, covering 4 assessment objectives, student photography handbooks.** **Extension : Some students will add their own mini topics. Some students will borrow school film cameras to take film and then make conventional analogue prints in the darkroom.**	