



Year 12 Curriculum intent - 2022-23 Photography

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Kick-start: Camera Controls and Still Life	Kick-start: Portrait/ Architecture	Kick-start: Documentary/ Surrealism	Kick-start: Surrealism/ Personal project	Personal Project	Personal Project
Knowledge & Understanding	<ul style="list-style-type: none"> Learning how to use the exposure triangle to use the camera manually to produce a wide variety of outcomes in different settings. Use their knowledge and apply it to the 'Still Life' project in a studio-based environment. Studio photography skills; understanding of light sources within a studio setting or experimenting with composition in a more creative outdoor setting using natural light. Reinforce knowledge from KS4 of how to structure a project, for example, research into contextual sources, contact sheets, editing process and personal response, which is linked to the AQA assessment objectives. Students have ownership of the direction of their miniature projects and use planning sheets to decipher which artists to choose. The students build and 		<p>Documentary Photography:</p> <ul style="list-style-type: none"> This leads students into their next project of documentary photography, which covers the same format and builds on the same skills and knowledge. Documentary photography further pushes the students to create a narrative (e.g. event photography, street photography, current affairs). Further experimentation and knowledge of how to use Bridge editing soft wear to make fine adjustments in their work as their photographs will need less manipulation and can be editing in bulk. Further knowledge is built on how to present 		<ul style="list-style-type: none"> Brings together all knowledge and skills that they have learnt in order for them to make an informed choice as to which topic displays their skills and interests the best. They built upon their knowledge of how to construct a project. Students will build on and explore ways in which they can display their outcomes for an exhibit, which links to further education. Students ensure the topic they choose links to the chosen genre whilst experiment and refining their own ideas to produce a unique personal response. 	



	<p>expand on what have learnt at GCSE and explore ways to exhibit their work.</p> <ul style="list-style-type: none">• The students follow the same structure as Still Life, Portraiture allows them to devolve deeper into a topic and a series of genres, which interest them, which leads them into their contextual research choices.• The students begin to build on a message to communicate within their images.• How to use a live subject to create a constructed image or develop the skills to create candid images,.• An introduction to consent forms and regulation when using models.• Explore portraiture in a natural setting using reflectors.• Depending on the artists, they choose this will develop their Photoshop skills.• The students follow the same structure as Still Life and Portraiture; in Architecture, they explore the different genres of Architecture (urban, landscapes, documentary).• Timescale with studio setting - time management.• The students will expand on their knowledge of the rules of	<p>outcomes to tell a story.</p> <p>Surrealism Photography:</p> <ul style="list-style-type: none">• The surrealism project builds knowledge and confidence with thinking in a creative way through abstract thoughts.• They will be researching into artists as well as photographers which creates a wider pool to inspire their personal response which prepare• Surrealism poses more challenging editing.• It opens up scope to explore a variety of genres in order for them to find their interest and niche, which can lead them to personalised outcomes.	
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	photography such as viewpoint, exaggerated angles, rule of thirds etc.).					
Assessment	Still Life Project/Understanding of Camera Controls	Portrait/Architecture	Documentary/Surrealism	Surrealism/Personal project	Continued development of Personal Project.	Continued development of Personal Project.
Why this? Why now?	<p>Kick-start: Still Life:</p> <p>Students explore still life to build on their knowledge of the camera.</p> <p>It is the most effective way for the students to show case, expand their knowledge, and identify any gaps in learning or misconceptions before they move onto more challenging content with live subjects.</p> <p>It builds confidence and professional competence.</p> <p>The editing process is basic; this is intentional as they are focussed on learning about composition, light source and how to use the camera.</p> <p>Portraits:</p> <p>They build and explore on the skills</p>		<p>Documentary Photography:</p> <p>The students have learnt how to adjust camera settings effectively within studio and natural light settings.</p> <p>It is more challenging, problem solving by adapting to the environment e.g. indoors without studio</p> <p>Build on skills of building a narrative.</p> <p>Using the camera to create a high quality photography, become less reliant on postproduction editing. Is more challenging than the previous topics.</p> <p>Surrealism Photography:</p> <p>It is non-literal, more creative abstract thought which they link their skillset and knowledge to.</p>		<p>Personal Project:</p> <p>The students have learnt all the skills and knowledge to form a personal project with responses to artists work linking to a genre of choice.</p> <p>It creates their identity and allows them to hone their skills and become independent learners researching the topic in more depth.</p>	



	<p>they have learnt from Still Life in order to have the confidence to direct a live model and produce an effective photoshoot in the correct timescale.</p> <p>Architecture:</p> <p>Revisit, refine and explore the rules of photography. They have built their confidence of camera use, which ensures when they are taking photographs independently.</p> <p>Ability to organise a photoshoot with confidence</p> <p>Natural light setting using the camera is reinforced and used more frequently.</p> <p>More complex use of the camera e.g. time of day with shutter speed and tripods.</p>		<p>Editing process is more advanced and is more time consuming (time management skills are built upon).</p> <p>Personal Project:</p> <p>The students have learnt all the skills and knowledge to form a personal project with responses to artists work linking to a genre of choice.</p> <p>It creates their identity and allows them to hone their skills and become independent learners researching the topic in more depth.</p>			
<p>Skills & Characteristics</p>	<p>Time management Knowledge of Camera Resilience Creativity Problem solving Analytical skills Post production Editing skills Professionalism</p>	<p>Time management Knowledge of Camera Resilience Creativity Problem solving Analytical skills Post production Editing skills Professionalism</p>	<p>Time management Knowledge of Camera Resilience Creativity Problem solving Analytical skills Post production Editing skills Professionalism</p>	<p>Time management Knowledge of Camera Resilience Creativity Problem solving Analytical skills Post production Editing skills Professionalism</p>	<p>Time management Knowledge of Camera Resilience Creativity Problem solving Analytical skills Post production Editing skills Professionalism</p>	<p>Time management Knowledge of Camera Resilience Creativity Problem solving Analytical skills Post production Editing skills Professionalism Curation skills</p>



Aspirations & Careers	<ul style="list-style-type: none"> • Photographer • Graphic Designer • Digital Design • Architect • Photo journalism • Fine Artists • Education (Teacher) • Advertising • Social Media Marketing • Website Designer 	<div style="text-align: center;">m</div> <ul style="list-style-type: none"> • Photographer • Graphic Designer • Digital Design • Architect • Photo journalism • Fine Artists • Education (Teacher) • Advertising • Social Media Marketing • Website Designer 	<ul style="list-style-type: none"> • Photographer • Graphic Designer • Digital Design • Architect • Photo journalism • Fine Artists • Education (Teacher) • Advertising • Social Media Marketing • Website Designer 	<ul style="list-style-type: none"> • Photographer • Graphic Designer • Digital Design • Architect • Photo journalism • Fine Artists • Education (Teacher) • Advertising • Social Media Marketing • Website Designer
End points	<p>By the end of Year 12, students will have acquired a competent skillset of how to use a camera to create a photoshoot with the appropriate lighting, which reflects the genre and topic chosen. The students will be confident in planning surrounding their shoots. They will have the knowledge of how to construct a project, which reaches all the assessment objectives. To present final outcomes in a professional settings.</p>			



Year 13 Curriculum intent - 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts			Exam Paper	Exam Paper		
Knowledge & Understanding	<p>When needed students are reinforced with the knowledge of camera controls and studio experimentation.</p> <p>Building up confidence with delving into their research for their personal investigation.</p> <p>To construct the main body to the essay component of the personal investigation and fine-tune the introduction to their personal investigation.</p> <p>To fine turn a proposal to outline the direction for their practical exploration of ideas.</p> <p>Developing of their own visual language to clearly realise intentions of their investigation throughout.</p> <p>To show clear progression of ideas and deep thought.</p>		<p>Knowledge and understanding throughout the course has well equipped the students the exam component.</p> <p>Students complete exam project with creative direction from teachers but are in charge of their own learning due to the regulations of the exam criteria.</p>			



	<p>Showing visual communication through their work.</p> <p>To sustain a high level of interest and motivation within the direction they have chosen.</p> <p>Genuine depth of independent curiosity is evident in their development of ideas.</p> <p>Increasing levels of confidence and control with the camera and editing software.</p> <p>A constant self-reflection throughout the creative journey.</p> <p>Evaluating their choices to make informed selection for next steps within their journey of ideas</p>					
Assessment	Personal Investigation	Personal Investigation	Exam	Exam		
Why this? Why now?	<p>Due to the structure of the course, their personal investigation should begin in Term 3 of Year 12 and carry through the February of Year 13 when they receive their exam.</p>					
Skills & Characteristics	Resistance Independence Ambition Drive	Resistance Independence Ambition Drive	Resistance Independence Ambition Drive	Resistance Independence Ambition		



			Drive		
Aspirations & Careers	Visit from University Lecturer. Same as Year 12.				
End points	By the end of Year 13, students will have completed their Component one with the above skills and knowledge from Year 12. In addition, they will have concluded their personal investigation, written content and created a separate investigation for their exam component covering the AQA assessment objectives throughout.				