Year 10 Curriculum - 2022-2023
AQA: GCSE Photography

	Autumn Term		Spring Term		Summer Term	
	1	**2**	**1**	**2**	**1**	**2**
Key Concepts	**Fundamentals of Photography:** How to build a Photography portfolio/ How to use CANON or NIKON cameras / Exposure Triangle / Editing Software / Shutter Speed and Aperture / Artist Research and Analysis /Introduction to AQA AO's	**Fundamentals of Photography:** The rules of Photography (Leading Lines, Rule of thirds, Framing etc). More independent driven tasks to support students in building a portfolio/ Consolidation tasks to deepen knowledge from prior half term. Introduction into 'Broken'.	**Broken:** Contextual / Responses to a range of Photographers work / camera and digital editing skills / Idea development / Outcomes ***Drawing: Idea development through diagrams / sketches***	**Broken:** Contextual / Responses to a range of Photographers work / camera and digital editing skills / Idea development / Outcomes ***Drawing: Idea development through diagrams / sketches***	**Broken:** Contextual / Responses to a range of Photographers work / camera and digital editing skills / Idea development / Independence / Personal Outcomes ***Drawing: Idea development through diagrams / sketches***	**Broken:** Contextual / Responses to a range of Photographers work / camera and digital editing skills / Idea development / Independence / Personal Outcomes ***Drawing: Idea development through diagrams / sketches***
AQA: Specification Knowledge & Understanding	Students should be introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study. Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. Students must learn how sources inspire the development of ideas. For example, drawing on: • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the student in the chosen qualification title and area(s) of study • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: • colour • line • form • shape • tone • texture – these form part of the formal elements within photography. • the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.					
Assessment	The exams and non-exam assessment will measure how students have achieved the following assessment objectives. • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses.					

	• AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.			
Assessment: What is marked?	**Fundamentals of Photography:** Introduction into A0's, however this project mainly focuses on what the skills and knowledge the students need to produce high quality photographs. Shutter speed shoot Aperture shoot Knowledge of the Photography documented visually and through annotation. Editing skills (Adobe Suite) Documentation of the editing process visually and through annotation. Evaluation and refinement of their own work. Artist Research and analysis into contextual sources. Final outcomes. All presented in a digital format.	**Fundamentals of Photography:** Introduction into A0's, however this project mainly focuses on what the skills and knowledge the students need to produce high quality photographs. Photographs showing the rules of photography Knowledge of the Photography documented visually and through annotation. Editing skills (Adobe Suite) More complex editing skills Documentation of the editing process visually and through annotation. Evaluation and refinement of their own work. Artist Research and analysis into contextual sources. Final outcomes. Personal Response showing independent thought. All presented in a digital format.	**Broken:** Contextual / Responses to a range of Photographers work / camera and digital editing skills. ***Idea development through diagrams / sketches / annotation / photoshoot plans and moodboards*** AQA: AO's. Experimentation / Personal responses to contextual sources / annotations / idea development / application of media and techniques. Final experimental outcomes. All presented in a digital format.	**Broken:** Contextual / Responses to a range of Photographers work / camera and digital editing skills. ***Idea development through diagrams / sketches / annotation / photoshoot plans and moodboards*** Experimental and well refined outcomes showing a personal response to the starting point of 'Broken'. AQA: AO's. Experimentation / Personal responses to contextual sources / annotations / idea development / application of media and techniques. Final experimental outcomes. All presented in a digital format.
Why this?	Builds confidence in how to use a DLSR camera in natural and studio light (or using a light box), how to use editing software whilst building the foundations of how to structure a solid portfolio of photography work for GCSE submission.	Continuing to build upon and stretch and challenge the confidence of using a DLSR camera in natural and studio light (or using a light box), introducing more complex editing to build confidence in being able to to respond and experiment in whichever way the student chooses. This enables to student to build foundations of how to structure a solid portfolio of	Broken: The exam style project allows the students to build upon and consolidate their learning from Term 1 whilst going further by choosing their own contextual sources and responding to the starting points independently through experimentation and refinement. This encourages the students to look at the subject in much broader terms than just creating a successful photograph. They record their ideas through a range of ways (sketches, annotation, visual documentation, moodboards and photoshoot plans).	Broken: The exam style project allows the students to build upon and consolidate their learning from Term 1 whilst going further by choosing their own contextual sources and responding to the starting points independently through experimentation and refinement. This encourages the students to look at the subject in much broader terms than just creating a successful photograph. They record their ideas through a range of ways (sketches, annotation, visual documentation, moodboards and photoshoot plans).

		photography work for GCSE submission.	Continued building skill and confidence through materials and techniques. Competence in handling of media and applications. Building up confidence for independent based work (exam structure) and the foundations of a solid portfolio of photography work for GCSE submission.	Continued building skill and confidence through materials and techniques. Competence in handling of media and applications. Building up confidence for independent based work (exam structure) and the foundations of a solid portfolio of photography work for GCSE submission.
Why now?	A structured project to guide and demonstrate good practice, raising expectations and allowing students to gain success. But still allowing independence and personalised approaches whilst gradually introducing the requirements of the A0's.	A structured project to guide and demonstrate good practice, raising expectations and allowing students to gain success. But still allowing independence and personalised approaches whilst gradually introducing the requirements of the A0's.	As the course develops students are often in a stronger position to extend their skill base. Developing on previous experience in creative ways. A structured project with a series of skills and approaches delivered to guide and demonstrate good practice, raising expectations and allowing students to experiment and build skills. But still allowing independence and personalised approaches within this structure, meeting all AO's.	A project that allows a significant element of personal response but immediately focusses pupil's attention to a theme, artist and contextual sources. Emphasis on each of the AO's. Further attention to meeting each AO in depth. Pupil's recognising where marks are awarded in preparation for the mock exam next term in year 11.
Skills & Characteristics	Pupils will build on previous knowledge and skills: Most detail is in previous sections above: Key breakdown: • Use of DLSR Camera • Photography terminology (exposure triangle) • Refinement through digital editing • Annotation • Photography / composition • Contextual sources (artist research and analysis) • Outcomes	Pupils will build on previous knowledge and skills: Most detail is in previous sections above: Key breakdown: • Use of DLSR Camera • Photography terminology (exposure triangle) • Rules of photography • Refinement through digital editing • Annotation • Photography / composition • Contextual sources (artist research and analysis) • Outcomes (more personal reflecting on contextual sources)	Pupils will build on previous knowledge and skills: Most detail is in previous sections above: Key breakdown: • Developing arrange of creative approaches within digital editing techniques and some hands -on practical approaches to photography. • Previous skills are also integrated into this project. • Experimentation • Planning • Contextual sources • Annotation and evaluation of processes • Development • Idea development • Photography / composition • Digital editing • Refinement • Personal response to a starting point	Pupils will build on previous knowledge and skills: Most detail is in previous sections above: Key breakdown: • Developing arrange of creative approaches within digital editing techniques and some hands -on practical approaches to photography. • Previous skills are also integrated into this project. • Experimentation • Planning • Contextual sources • Annotation and evaluation of processes • Development • Idea development • Photography / composition • Digital editing • Refinement • Personal response to a starting point

Aspirations & Careers	**CEIAG** Talks from visiting Practitioners in Art and Design Future college visits / workshops Year 10 6th Form taster sessions. **Cultural Capital** Contextual understanding underpins all future study in any Art and Design related discipline in their current GCSE course and at future A level and Higher Education courses.