

The table below outlines photography topic progression across key stage 4 and key stage 5.

The topics taught in Year 9 enable students to utilise the skills learnt throughout both Year 10 and Year 11 as well as A-Level if pursued at Sixth Form.

Key Stages	What is studied										
Year 9	Composition	Histograms & Exposure	Focus & ISO	Shutter Speed	Lighting Techniques	Colour vs Black & White	Photoshop & File Formats	Collections	Deconstruction	Decay	
Year 10	Identity 1			Identity 2		Identity 3		Identity 4			
Year 11	Develop Identity 1	Develop Identity 2	Develop Identity 3	Final piece/s to be created		ESA (Externally set assignment)				Final piece/s to be created under exam conditions	
Year 12	Composition	Histograms & Exposure	Focus & ISO	Shutter Speed	Lighting Techniques	Colour vs Black & White	Photoshop & File Formats	Personal Project Idea 1	Personal Project Idea 2	Personal Project Idea 3	Personal Project Idea 4
Year 13	Develop Idea x1	Develop Idea x2	Develop Idea x3	Final piece/s to be created		ESA (Externally set assignment)				Final piece/s to be created under exam conditions	

Key photographic skills will be delivered within each topic, rather than as a separate unit. Each topic outline will provide a basic indication of the skills that can be practiced, however these are not exhaustive lists.

The tables on the next seven pages outline the long-term curriculum planning within each year group:

- The key ideas being taught in each unit
- How each unit links to others in a sequenced manner
- How assessment will take place during each AP

AP1 - Autumn				AP2 - Spring			AP3 - Summer		
Composition	Exposure & Histograms	Focus & ISO	Shutter Speed	Lighting Techniques	Colour vs Black & White	Photoshop & File Formats	Collections	Deconstruction	Decay
<p>Key Ideas: At the beginning of Year 9, students encounter a workshop-based learning experience. This is essential so that every student gains the relevant skills required in order for them to be more independent throughout their GCSE course. Photography is a subject whereby individuality and creativity are paramount. We cannot guarantee everybody will be as creative as each other but they need to be armed with the skills necessary to explore photographic key elements in an effective manner.</p> <p>During the early stages of Year 9 Photography, students will learn how to compose photographs (in 14 different ways) as well as understanding the purpose and power of composition. Composition is the easiest way to control what is presented within an image and helps viewers read intended narratives correctly. File formats will be explored so students know how to save and arrange folders (One Drive).</p> <p>Focus is explored in order to teach students how to develop composition and build narratives within their work. Depth of field is a very creative tool that often inspires students as its use results in very dreamy and magical outcomes. Students will explore the work of Andrew Whyte to learn how to vary angles and viewpoints as well as the exploration of a narrow depth of field to isolate the subject of the photo.</p> <p>Shutter Speed can create purposeful chaos in imagery, its exploration develops movement and strengthens narratives. Students will be expected to attempt to capture varying shutter speeds although limited equipment can create a barrier to this. Photoshop can be used to help students understand fast and slow shutter speed and when to use each of these to secure specific meanings and messages.</p>				<p>Key Ideas: Students to construct a visual and written thought-web expressing all the things they can think of with regards to collections.</p> <p>Students will explore the work of Emily Blincoe and or Jim Golden in order to draw inspiration and construct collections of their own. Once collated and presented, students will explore varying compositions to capture their collections effectively.</p> <p>Once captured, students will use these images to learn how to colour pop using Adobe Photoshop. Students will also learn how to make a repeat pattern. By using this technique students will be able to increase their collections, resulting in interesting and exciting outcomes.</p> <p>Through exploration and experimentation students</p>			<p>Key Ideas: Students to construct a visual and written thought-web evidencing ideas surrounding deconstruction.</p> <p>Students will be given the opportunity to explore a photographer of their choice (from a given pool), one who investigates deconstruction in a unique and interesting way.</p> <p>Students will take an initial photo-shoot making visual connections to their chosen source. Students must avoid repeating collection style positioning and to be more creative in photographing composition, developing more complex processes including more difficult techniques e.g. levitation and balancing techniques, Adobe Photoshop can assist with this.</p>		<p>Key Ideas: Students to construct a visual and written thought-web to express the varying ways to photograph decay.</p> <p>Students to take photos each day across a space of a week in order to capture the entire decaying process of a series of fruits and or vegetables. These should be composed effectively, taking into consideration each and every background used and or their locations.</p> <p>Lighting should be considered to ensure students capture more atmospheric outcomes and make stronger connections to the work of Klaus Pichler, Billy Kidd and or Irving Penn.</p> <p>Ornate vessels should be considered where</p>

Without light, photography cannot exist. Students need to be able to explore **lighting** techniques, including capturing hard and soft lighting to help build concepts and express moods/ atmospheres within their work. Our professional photographic studio (installed in 2018) will enable students to explore lighting techniques and express a wider variety of emotions/expressions. Students will explore the work of Edward Weston and Karl Blossfeldt in order to help them to control hard and soft lighting, to secure simplistic backgrounds and to explore black and white photography. They will also learn about **white balance**.

ISO, alongside aperture and shutter speed are the three key elements that make up the Exposure Triangle. Each of these elements are essential in achieving successful photographic outcomes. Most cameras/camera phones control these elements automatically. Teaching students about the individual and technical elements will ensure students understand the impact of each tool and how they work together to achieve the 'bigger picture'.

Histograms help a photographer gauge the **exposure** within images. They help determine the balance of highlights and shadows in an image very quickly, as a result the photographer can correct this to achieve their desired exposure.

Students will also be introduced to the power of **black and white** photography and **colour** photography so they can begin to explore and create imagery that projects deeper and more meaningful messages.

Photoshop will be introduced to students in order to help them enhance and develop images. They will be discouraged to use Photoshop to make images better to avoid poor decision making. Students will learn how to use tools and techniques that will assist them in taking their images on journeys and to make strong connections to their chosen photographic inspirations. They will be able to adapt skills to meet their individual photographic aspirations and experiment with a wide variety of techniques and processes in order to understand the potential and limitations of this images and ideas.

will be able to develop skills in creating narratives. Specific object choices will enable students to send messages to viewers, students will learn how to hold audience' attention through their chosen compositions and the depth of their considerations.

Students will also learn about the impact of colour combinations, the size/ scale of their collections as well as how they can represent groups within society.



Outcomes will be printed and a wider range of edits taught dependent on the photographers chosen. Images will need to be edited where necessary to strengthen connections to sources.



possible and a more sculptural approach to composition.

Outcomes will be printed and edited where necessary to strengthen connections to sources and clean up any unnecessary elements.





LITERACY

- To be able to effectively document ideas and experiences
- To be able to talk about work and share ideas using subject specific vocabulary
- To be able to annotate work in order to record ideas and insights
- To be able to listen to others and learn from them
- To be able to question decisions and justify answers
- To be able to critically analyse the work of professional practitioners explaining how their work relates to specific ideas relevant to intentions

NUMERACY

- Students will gain spatial awareness through understanding compositional rules like the rule of thirds, symmetry and creating balance within imagery
- Students will learn how to create a repeat pattern and develop skills using this technique as the course develops
- Sequencing in Photoshop is key to its success, students will learn that there is logic within being creative

PERSONAL DEVELOPMENT:

- Students will learn how to listen and engage with professional conversations about work
- Students will gain an understanding of how to respect the views and work of their peer group; promoting better team work
- Students will become more responsible, respectful and active citizens. They will learn that their opinion may differ to that of their peers (surrounding the work of past and present practitioners) and that this is ok; they will learn how to justify their responses to work
- To be able to evaluate and analyse creative works using the language of art, craft and design
- Student will respect and value the rules of the department
- Students will learn about resilience, have the opportunity to gain confidence through learning from mistakes, experimenting with new techniques and risk taking, ensuring a positive outlook and therefore supporting positive mental health.
- Students have the opportunity to explore both male and female photographers, while understanding the possibilities and limitations of specific working practices. This will help them understand equality and variation within the art world and that differences between people is what ensures unique outcomes and therefore is positively promoted.
- Students will become proficient in applying the key elements of photography

Assessment:

- Verbal feedback
- Formative assessment (supporting with idea generation, decision making, written annotation and critical analysis)
- Summative written feedback at the end of each section
- A written assessment to test their understanding of the key elements

AP1 - Autumn		AP2 - Spring			AP3 - Summer	
Identity considerations	Idea 1	Idea 2	Idea 3	Idea 4	Selection and development plans	
10	<p>Key Ideas: Students will be issued with a theme entitled 'Identity'. From this, students will need to consider the theme in depth and document as many different ideas as possible that express the theme in a broad way. If narrow, students will not be able to gain high marks in the various assessment objectives as work will be predictable and safe.</p> <p>Their considerations can be displayed in any format on A3 sketchbook paper (within reason) and should be both visual and</p>	<p>Key Ideas: Within each idea, students' must research appropriate photographers (whether historical or contemporary) that link to their work (they could also include other sources) in order to develop ideas. They must be able to comment on how/why these individuals are relevant to their work/ideas, demonstrating critical understanding of their chosen sources.</p> <p>Students must refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. In Photography, this means, students evidencing exploration of appropriate key elements (composition, light, focus etc.), experimenting with a range of digital and physical editing techniques and visiting a series of suitable locations and or using relevant props to execute ideas effectively. Students will be able to take the best from each idea and make connections in order to create final pieces and present a personal and meaningful response.</p> <p>Students will be able record ideas, observations and insights relevant to intentions as work progresses. This will include evidence of photography, contact sheets, annotation, planning, evaluation tasks etc.</p> <p>Students will present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. This will be evidenced by what they have done with the overarching theme, what individual/unique outcomes they have created and the skills they have developed as well as what connections they have made to sources (their photographer inspirations).</p>			<p>Key Ideas: Students will need to consider all of their ideas individually, they need to evaluate the strengths and any weaknesses of these ideas in order to determine which idea would be the best one to take into Year 11 to develop further leading to a final outcome/s.</p>	

written. Ideas should be explained in enough detail to transfer their ideas effectively to the reader.

LITERACY

- To continue to effectively document ideas and experiences
- To develop skills in talking about work and sharing ideas using subject specific vocabulary
- To develop skills in annotation in order to record ideas and insights
- To develop listening skills and learn from their peers
- To develop questioning skills and be able to justify answers
- To develop skills in critically analysing the work of professional practitioners explaining how their work relates to specific ideas relevant to intentions

NUMERACY

- Students will gain spatial awareness through developing compositional rules
- Sequencing in Photoshop is key to its success, students will learn that there is logic within being creative

PERSONAL DEVELOPMENT:

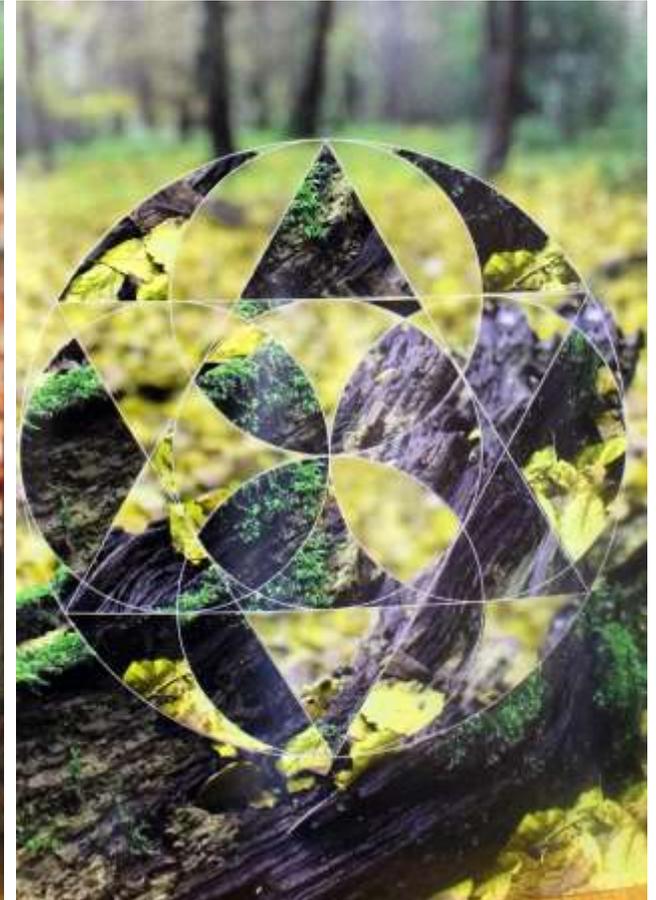
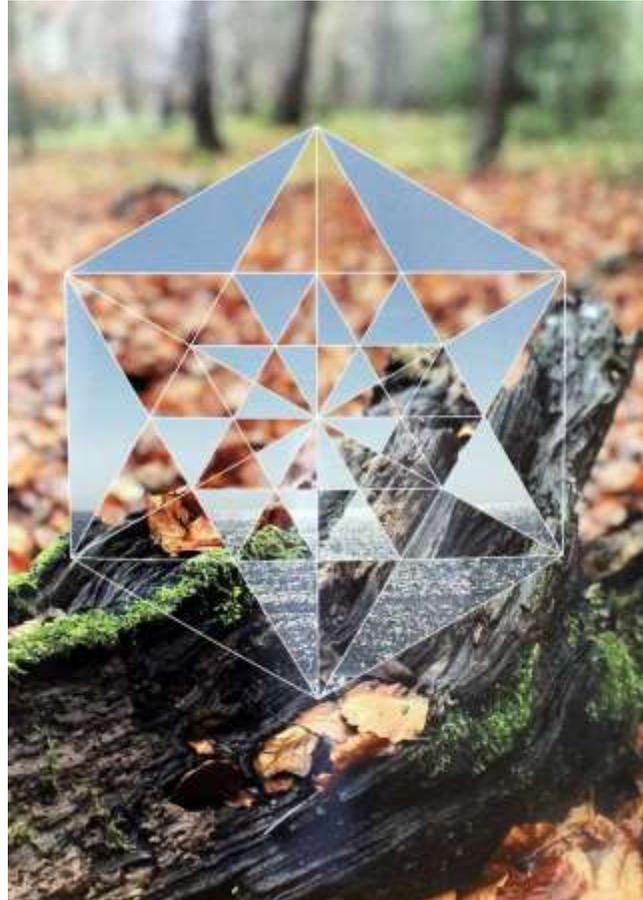
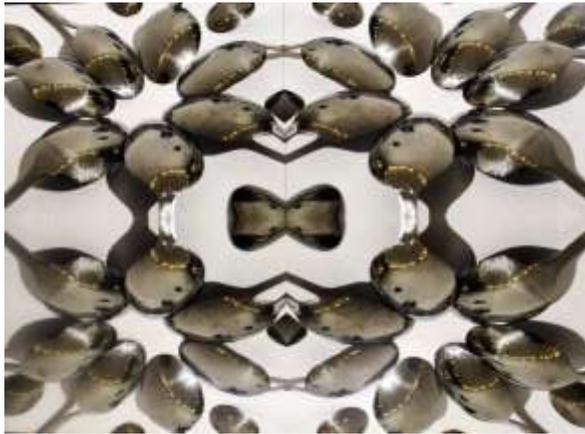
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- To develop evaluation skills analysing creative works using the language of art, craft and design
- Student will respect and value the rules of the department
- Students will develop skills in resilience, having the opportunity to gain confidence through learning from mistakes, experimenting with new techniques and risk taking, ensuring a positive outlook and therefore supporting positive mental health.
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- Students will become proficient in applying the key elements of photography.

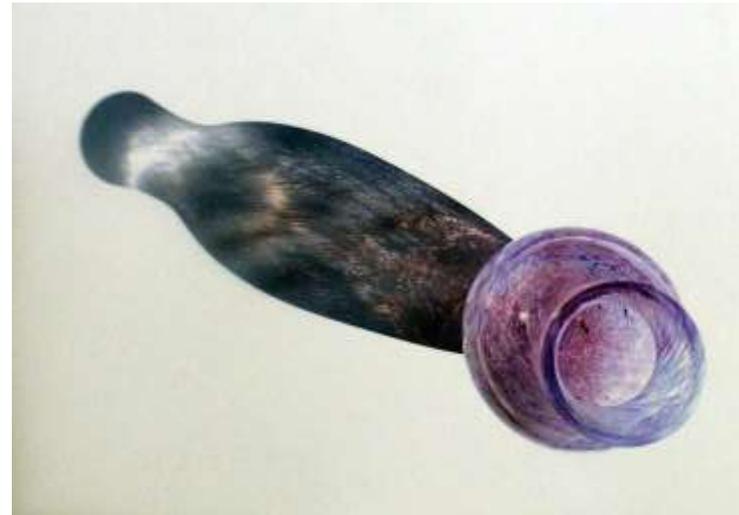
Assessment:

- Verbal feedback
- Formative assessment (supporting with idea generation, decision making, written annotation and critical analysis)
- Summative written feedback at the end of each section

	AP1 - Autumn	AP2 - Spring
	Idea development and outcomes	ESA
	<p>Key Ideas: In order to develop skills and take ideas on a journey of discovery, students will select one of their existing ideas and will have to develop this in a range of ways. Students will have to document their creative journey, making connections to sources and justify their decision-making process.</p> <p>Once complete it is important for students review and refine all work to date in order to select and combine appropriate imagery, techniques and process in to an outcome or a series of outcomes.</p>	<p>Key Ideas: In order to complete the externally set assignment aspect of the course, students must respond to a theme issued by exam board Edexcel. They have 20 hours of assisted learning time (roughly 8 weeks of lessons) in order to create a series of outcomes evidencing the four assessment objectives and present a meaningful response. Evidence should include:</p> <ul style="list-style-type: none"> • Critical analysis • Research imagery • Contact sheets • Self-reflection • Enlarged photos • Edited outcomes • Explanation of editing processes
11	<p>LITERACY</p> <ul style="list-style-type: none"> • To continue to effectively document ideas and experiences • To develop skills in talking about work and sharing ideas using subject specific vocabulary • To develop skills in annotation in order to record ideas and insights • To develop listening skills and learn from their peers • To develop questioning skills and be able to justify answers • To develop skills in critically analysing the work of professional practitioners explaining how their work relates to specific ideas relevant to intentions <p>NUMERACY</p> <ul style="list-style-type: none"> • Students will gain spatial awareness through developing compositional rules • Sequencing in Photoshop is key to its success, students will learn that there is logic within being creative <p>PERSONAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Students will develop listening skills and engage with professional conversations about work • Students will respect the views and work of their peer group; promoting better team work • Students will become more responsible, respectful and active citizens. They will learn that their opinion may differ to that of their peers (surrounding the work of past and present practitioners) and that this is ok; they will learn how to justify their responses to work • To develop evaluation skills analysing creative works using the language of art, craft and design 	

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Assessment:

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- Formative assessment (supporting with idea generation, decision making, written annotation and critical analysis)
- Summative written feedback at the end of each section

	AP1 - Autumn					AP2 - Spring			AP3 - Summer			
	Composition	Focus & ISO	Shutter Speed	Lighting	Exposure & Histograms	Colour vs Black & White	Photoshop & File Formats	Personal Project idea 1	Personal Project idea 2	Personal Project idea 3	Personal Project idea 4	Idea selection and development
12	<p>Key Ideas: The Year 12 course will begin with students submitting a number of personal project proposals to me so we can have professional conversations about their interests in these and their topic possibilities. Will students be able to sustain their chosen topic for two years? After their projects have been selected, students will encounter a workshop-based learning experience similar to the students in Year 9. This is essential in order to ensure all students have embedded knowledge from KS4 so that they can face the creative leap that comes with studying A-Level Photography. These workshops ensure any gaps in knowledge from GCSE are filled and any students studying Photography for the first time at A-Level can succeed alongside their more experienced peers.</p> <p>During the early stages of Year 12, students will learn more about the compositional techniques introduced in KS4 and will have to evidence a wider number of these and in more depth. They will learn how to apply these techniques to everyday situations and how to get the best out of every photograph taken. Students will learn about storing images. They will also learn about file formats will be explored so students know how to save and arrange folders (One Drive).</p> <p>Focus is explored in more depth due to smaller numbers and access to more equipment. Depth of field is a hugely creative tool that inspires students as its use results in very dreamy and magical outcomes; with Year 12 students selecting their own personal projects, studying depth of field early on in the course enables them to capture very appropriate and creative outcomes quickly, helping to spear on creativity and build positive self-confidence within skills.</p>						<p>Key Ideas: Within each idea, students' must research appropriate photographers (whether historical or contemporary) that link to their work (they could also include other sources) in order to develop ideas. They must be able to comment on how/why these individuals are relevant to their work/ideas, demonstrating critical understanding of their chosen sources.</p> <p>Students must refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. In Photography, this means, students evidencing exploration of appropriate key elements (composition, light, focus etc.), experimenting with a range of digital and physical editing techniques and visiting a series of suitable locations and or using relevant props to execute ideas effectively. Students will be able to take the best from each idea and make connections in order to create final pieces and present a personal and meaningful response.</p> <p>Students will be able record ideas, observations and insights relevant to intentions as work progresses. This will include evidence of all photography, contact sheets, annotation, planning documentation, evaluation tasks etc.</p>				<p>Key Ideas: In order to develop skills and take ideas on a journey of discovery, students will select one of their existing ideas and will have to develop this in a range of ways. Students will have to document their creative journey, making connections to sources and justify their decision-making process.</p> <p>Once complete it is important for students review and refine all work to date in order to select and combine appropriate imagery, techniques and process in to an outcome or a series of outcomes.</p>	

Shutter Speed is investigated more proficiently during the Year 12 workshop. Students will be expected to attempt more dramatic outcomes that express fast and slow shutter speeds. They will have to explain the power of this process and when both fast and slow shutter speeds are necessary, making links to more complex issues.

Students will spend time in our professional photographic studio (installed in 2018) working independently and in pairs to experiment with a wide range of **lighting techniques** to secure different atmospheres/meanings within their imagery. They will also learn about **white balance**.

ISO, aperture and shutter speed are the three key elements that make up the Exposure Triangle. Each of these elements are essential in achieving successful photographic outcomes. Most cameras/camera phones control these elements automatically. Teaching students about the individual and technical elements will ensure students understand the impact of each tool and how they work together to achieve the 'bigger picture'. Students will need to analyse imagery that expresses higher and lower ISO values, explaining the pros and cons of each.

Histograms help a photographer gauge the **exposure** within images. They help determine the balance of highlights and shadows in an image very quickly, as a result the photographer can correct this to achieve their desired exposure. Students will need to be able to distinguish between under and over exposed images and the ways they can ensure they do not face these concerns within their own work.

Students will also be introduced to the power of **black and white** photography and **colour** photography so they can begin to explore and create imagery that projects deeper and more meaningful messages.

Photoshop will be introduced to students in order to help them enhance and develop images. They will be discouraged to use Photoshop to make images better to avoid poor decision making. Students will learn how to use tools and techniques that will assist them in taking their images on journeys and to make strong connections to their chosen photographic inspirations. They will be able to adapt skills

Students will **present** a personal and meaningful response that realises their intentions and where appropriate demonstrates understanding of visual language. This will be evidenced by what they have done with the overarching theme, what individual/unique outcomes they have created and the skills they have developed, as well as the connections they have made to sources (their photographer inspirations).



to meet their individual photographic aspirations and experiment with a wide variety of techniques and processes in order to understand the potential and limitations of this images and ideas.



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- Student will respect and value the rules of the department

- Students will develop skills in resilience, having the opportunity to gain confidence through learning from mistakes, experimenting with new techniques and risk taking, ensuring a positive outlook and therefore supporting positive mental health.
- Students will explore both male and female photographers, understanding the possibilities and limitations of specific working practices. This will help them understand equality and variation within the art world and that differences between people is what ensures unique outcomes and therefore is positively promoted.
- Students will become proficient in applying the key elements of photography

Assessment:

- Verbal feedback
- Formative assessment (supporting with idea generation, decision making, written annotation and critical analysis)
- Summative written feedback at the end of each section
- A written assessment to test their understanding of the key elements

	AP1 - Autumn	AP2– Spring
	<p align="center">Idea development and outcomes</p>	<p align="center">ESA</p>
	<p>Key Ideas: In order to develop skills and take ideas on a journey of discovery, students will select one of their existing ideas and will have to develop this in a range of ways. Students will have to document their creative journey, making connections to sources and justify their decision-making process.</p> <p>Once complete it is important for students review and refine all work to date in order to select and combine appropriate imagery, techniques and process in to an outcome or a series of outcomes.</p>	<p>Key Ideas: In order to complete the externally set assignment aspect of the course, students must respond to a theme issued by exam board Edexcel. They have 20 hours of assisted learning time (roughly 8 weeks of lessons) in order to create a series of outcomes evidencing the four assessment objectives and present a meaningful response. Evidence should include:</p> <ul style="list-style-type: none"> • Critical analysis • Research imagery • Contact sheets • Self-reflection • Enlarged photos • Edited outcomes • Explanation of editing processes
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