

Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Year 10 Photography Introduction: Basic Skills Term 1	This is an introduction to the course; the pupils learn how to use the camera before exploring creative briefs. Presentation: Explain how to layout a sketchbook and give examples/tips. Introduction Task: Title page, Photography Timeline, mind map Camera Breakdown and types of camera Focal lengths: Prime vs Zoom. Talk about focal lengths. File formats: Research and explain the different file types. Exposure: Exposure triangle, underexposed, correctly exposed and overexposed images. Explained and examples given. Exposure composition. Aperture: Working through the different f stops and their effect on a photograph. Shutter speed: Working through examples of fast and slow shutter speeds. ISO: Explain the difference between a low and high ISO Composition: Focal points and directing the eye of the viewer.	- To demonstrate their initial understanding of composition and identify the characteristics of media used. - To be able to use appropriate subject specific language in relation the formal elements of art. - Students will learn the basic elements of photography. - Exploring the different elements needed to create a photograph. First students get to grips with cameras settings as a starting point. This allows pupils to get to grips with using a camera. - To be imaginative with layout and presentation of their work. - To be able to understand that a Lens focal length tells us the angle of view, how much of the scene will be captured, magnification of an image and how large individual elements will be. - To be able to understand that a file format is a standard way of storing data on a computer file and to know when and where to use different file formats.	Weekly homework Classwork Marked Peer and self-assessment Mid Project assessment End of project assessment (Final Piece)

	Rule of thirds: Placement of different elements in the composition. Leading Lines: Using paths and lines to guide a viewer through a picture Framing: Using elements in a scene to create a frame within a frame Evaluation and final prints	• To be able to correctly expose an image and learn how to use the exposure triangle. • To be able to understand the effects of aperture and depth of field. • To understand that shutter speed is the length of time the camera shutter is open, exposing light onto the camera sensor. • To be able to freeze and slow down motion using shutter speed. • To understand that ISO is how sensitive a camera is to light (through film or a camera sensor) and how light or dark it will make an image. First students get to grips with cameras settings as a starting point. This allows pupils to get to grips with using a camera. • To be imaginative with layout and presentation of their work. • To be able to understand that a Lens focal length tells us the angle of view, how much of the scene will be captured, magnification of an image and how large individual elements will be. • To be able to understand that a file format is a standard way of storing data on a computer file and to know when and where to use different file formats. • To be able to correctly expose an image and learn how to use the exposure triangle. • To be able to understand the effects of aperture and depth of field. • To understand that shutter speed is the length of time the camera shutter is open, exposing light onto the camera sensor. • To be able to freeze and slow down motion using shutter speed.	
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Christmas Sustainability Homework	Sustainability explained – Definition Sustainability in photography – Why is it relevant? Key point, how to be sustainable in Photography, Discussion question. Show inspiration – Key photographers – Edward Burtynsky, Sebastião Salgado, Mandy Barker and Chris Jordan. Task – Take a series of photographs and provide a paragraph explaining your series	- Develop observational and recording skills through photography. - Explore how images can communicate environmental messages. - Experiment with composition, lighting, and perspective. - Present a personal response to the theme of sustainability.	Christmas homework Series of photographs on the theme of sustainability
Year 10 Portraiture/Portraits Term 2	Pupils learn the process of taking photographs and photoshoots on school location. This is in preparation for the Landscape section where independence is being introduced. Introduction: Title page, introduction (what is a portrait, mind map Andy Warhol Research Sheet: Research and analysis of his work. Contacts/Wallet prints: Taking own portrait Photographs	The first half of this project is teacher led and the second half is student led. This is to introduce the independence and problems solving. - To learn how to introduce a project and record thoughts and ideas. - To be able to identify the key features of a portrait and different types of portrait composition (portrait, self-portrait, group portrait, family portrait etc.) - To be able to identify relevant areas for research. - To be able to observe and record the work of artists/photographers (Andy Warhol).	Weekly homework Classwork Marked Peer and self-assessment End of project assessment (Final Piece

	Development of ideas: Experimentation and Photoshop step by steps. 14-16 ideas at least. Refinement of ideas: Practicing and refinement of ideas for a final piece. 6-8 pieces and a plan for final outcomes. Andy Warhol Final Outcomes Student Led Section Artist Research Sheet: Research and analysis of artwork. Contacts/Wallet prints: Taking own portrait Photographs Development of ideas: Experimentation and Photoshop step by steps. 14-16 ideas at least. Refinement of ideas: Practicing and refinement of ideas for a final piece. 6-8 pieces and a plan for final outcomes. Final Outcomes	- To be able to work in the style of an artist. - To continue to practice and refine compositional skills taking photographs. - To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop their photographic practice. - To be able to take primary photographs and use these as a basis for a series of pieces. - To be able to refine their ideas and link their choices to the understanding of media, materials and photographers. - To be able to develop their technical camera skills (this builds upon previous work with aperture, shutter speed and iso. Pupils will become familiar with the ISO triangle). - To be able to refine work that leads to a final piece/pieces. - To create final pieces that have been developed and refined from their studies and link to the topic studied. An evaluation at the end is an opportunity for pupils to: discuss their development and final work. It helps examiners understand what they were trying to achieve. Pupils will explain their successes and weaknesses and demonstrate their knowledge and understanding of art and design	
Year 10 Landscapes Term 3	Explain what a landscape is and go through the assessment objectives for the project. Explain tips for taking a good landscape photograph and suggest possible photographers. Pupils working on sheets for this project	- To learn how to introduce a project and record thoughts and ideas. - To be able to identify the key features of a landscape and different types landscape composition (s shape, l shape, X shape etc.) - To be able to identify relevant areas for research. - To be able to observe and record the work of artists/photographers.	Weekly homework Classwork Marked Peer and self-assessment End of project assessment (Final Piece)

	Sheet 1: Title, what is a landscape, mind map, image bank, photographer analysis and series of photographs. Sheet 2: Photoshoot plan, contacts, wallets, Photoshop step by step and plan for edits. Sheet 3: Development of ideas. 14-16 ideas/experimentations. A mix of photographs and hand edits. Sheet 4: Refinement of ideas. 6-8 pieces and plan for final piece. Final outcomes and evaluation	- To be able to work in the style of an artist/photographers. - To continue to practice and refine compositional skills taking photographs. - To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop their photographic practice. - To be able to take primary photographs and use these as a basis for a series of pieces. - To be able to follow a brief and to work independently. - To be able to refine their ideas and link their choices to the understanding of media, materials and photographers. - To be able to develop their technical camera skills (this builds upon previous work with aperture, shutter speed and iso. Pupils will become familiar with the ISO triangle). - To be able to refine work that leads to a final piece/pieces. - To create final pieces that have been developed and refined from their studies and link to the topic studied. An evaluation at the end is an opportunity for pupils to: discuss their development and final work. It helps examiners understand what they were trying to achieve. Pupils will explain their successes and weaknesses and demonstrate their knowledge and understanding of art and design.	
Year 11 Capturing Motion Term 1	Explain how to capture motion and show examples. Re-cap on the assessment objectives.	- To be able to work under timed conditions. - To be confident in introducing a project and initial ideas.	Weekly homework Classwork Marked Peer and self-assessment

	Introduction: Title, introduction, mind map, image bank, photoshoot plan and initial responses. Initial Responses Photographer 1: Research, analysis, contacts, wallet and edits. Photographer 2: Research, analysis, contacts, wallet and edits. Gallery Section Mid Project review: Reflect on the progress made so far. Photoshoot 3: contacts, wallet and edits. Experimental studies Refinement: Refine your best ideas and explore them to the relevant conclusion in preparation for the final piece. Statement of intentions for final piece Evaluation Mixed Media Mock Exam under controlled conditions (5 Hours)	• To demonstrate their initial understanding of composition and identify the characteristics of media used. • To be able to use appropriate subject specific language in relation the formal elements of art. • To continue to practice and refine compositional skills when developing their practice. • To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop to present photographic work. • To be able to take first hand imagery and use this as a basis to create original responses. • To be able to refine their ideas and link their choices to the understanding of media, materials, photographers, and artists. • To be able to develop their technical skills in camera and with editing programmes. • To be able to refine work that leads to a final piece. • To create a final piece that has been developed and refined from their studies and link to the topic studied. An evaluation at the end is an opportunity for pupils to: discuss their development and final work. It helps examiners understand what they were trying to achieve. Pupils will explain their successes and weaknesses and demonstrate their knowledge and understanding of art and design.	End of project assessment (Final Piece)
Year 11 Term 2 and 3 Exam	Exam Title: TBC Introduction: Title, introduction, mind map, image bank, photoshoot plan and initial responses. Initial Responses	• To be able to work under timed conditions. • To be confident in introducing a project and initial ideas. • To demonstrate their initial understanding of composition and identify the characteristics of media used.	Weekly homework Classwork Marked Peer and self-assessment End of project assessment (Final Piece)

	Photographer 1: Research, analysis, contacts, wallet and edits. Photographer 2: Research, analysis, contacts, wallet and edits. Gallery Section Mid Project review: Reflect on the progress made so far. Photoshoot 3: contacts, wallet and edits. Experimental studies Refinement: Refine your best ideas and explore them to the relevant conclusion in preparation for the final piece. Statement of intentions for final piece Evaluation Final Piece – Completed under exam conditions	• To be able to use appropriate subject specific language in relation the formal elements of art. • To continue to practice and refine compositional skills when developing their practice. • To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop to present photographic work. • To be able to take first hand imagery and use this as a basis to create original responses. • To be able to refine their ideas and link their choices to the understanding of media, materials, photographers, and artists. • To be able to develop their technical skills in camera and with editing programmes. • To be able to refine work that leads to a final piece. • To create a final piece that has been developed and refined from their studies and link to the topic studied. • An evaluation at the end is an opportunity for pupils to: discuss their development and final work. It helps examiners understand what they were trying to achieve. Pupils will explain their successes and weaknesses and demonstrate their knowledge and understanding of art and design.	
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