

## Art and Design Year 10: Photography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Baseline Test</p> <p><b>Photography workshops:</b> Developing photography skills through the development of Knowledge and understanding of the formal elements - Line, tone, shape, texture, pattern and colour</p> <p>Introduction to the OCR GCSE syllabus for Photography <b>Mini project:</b> <b>Genres of Photography</b> Understanding the assessment objectives</p> <p>Various photographers including: Karl Bossfeldt Emily Blincoe Andy Small</p>	<p><b>Mini project: Portraiture</b></p> <p>Exploring and developing studio photography skills, learning to use light effectively to enhance the appearance of objects.</p> <p>Learning a range of photographic techniques and how to set up a studio environment to achieve the desired effects</p> <p>Learning how to plan a shoot</p> <p>Learning how to make a contact sheet</p>	<p><b>Mini project: Portraiture</b> Understanding each AO – AO3 recording, responding, to a theme (portraiture) creatively, through digital portfolios</p> <p>Responding by selecting images and creating a moodboard based on the theme. Collecting and presenting ideas /photographers’ work (AO3/AO1)</p> <p>Exploring the work of various photographers including: Rankin Eric Lafforgue Irving Penn</p>	<p><b>Mini project: Portraiture</b> -Alter -Disguise -Manipulate -Distort Physical and digital manipulation of images – experimental images created in response to the work of Rankin – AO1/AO2</p> <p>Creating a self-portrait based on own identity, using one of the above words as a starting point. (AO4)</p> <p>Exploring the work of various photographers including: Rankin Alana Dee Hayes</p>	<p><b>Introduction to Year 11 project</b></p> <p>Fully develop understanding of each assessment objective.</p> <p>Begin AO3 on a given topic through a series of research pages, shoot plans and photography workshops.</p> <p>Recording to continue at home through a series of homework tasks relating to the theme.</p>	<p><b>Mini project: Architecture</b> Understanding AO2 – developing the project through exploring a range of photography skills and editing techniques</p> <p>Understanding AO4 and how to critically reflect on photoshoots to refine own photography</p> <p>Exploring the work of architecture photographers including: Ted Van Cleave Julius Shulman John Bulmer</p>
Assessment	<p>Baseline drawing test</p> <p>OCR GCSE Photography grading – ‘working at’ grades given to track progress through the course – every three weeks</p>	<p>OCR GCSE Photography grading – ‘working at’ grades given to track progress through the course – digital portfolios marked every two - three weeks – on going teacher assessment</p>	<p>OCR GCSE Photography grading – ‘working at’ grades given to track progress through the course – digital portfolios marked every three weeks – on going teacher assessment</p>	<p>OCR GCSE Photography: Assessment Portfolio – AO1-4</p> <p>Predicted grade based on TA</p>	<p>OCR GCSE Photography grading – ‘working at’ grades given to track progress through the course – digital portfolios marked every three weeks – on going teacher assessment</p>	<p>GCSE Photography: Assessment Portfolio – (total 30 marks per AO).</p>
H/WK	<p>Research the formal elements and how they are used in photography Collecting images Taking own photos with reference to</p>	<p>Various – weekly: Collecting images based on the theme Presenting work on digital portfolio Taking photographs in response to project brief</p>	<p>Various – weekly: Collecting images based on the theme Presenting work on digital portfolio Photographer research</p>	<p>Various – weekly: Refining and developing own photographs  Demonstrating depth of understanding</p>	<p>Various – weekly: Collecting images based on the theme Presenting work on digital portfolio Taking photographs in</p>	<p>Various – weekly: Refining and developing own photographs Demonstrating depth of understanding</p>

	the formal elements	Planning photoshoot Researching photographers	Developing own ideas through photoshoots and analysis	through photography and written analysis in portfolio Realising intentions to produce a final outcome	response to project brief Planning photoshoot Researching photographers	through photography and written analysis in portfolio Realising intentions to produce a final outcome
<b>Arts Mark</b>	Promotes the Arts within the curriculum Explore cultural diversity Offers a diverse curriculum Develop self confidence in creative thinking, problem solving and realisation of intentions Engaging curriculum Self-led opportunities	Promotes the Arts within the curriculum Explore cultural diversity Offers a diverse curriculum Develop self confidence in creative thinking, problem solving and realisation of intentions Engaging curriculum Self-led opportunities	Promotes the Arts within the curriculum Explore cultural diversity Offers a diverse curriculum Develop self confidence in creative thinking, problem solving and realisation of intentions Engaging curriculum Self-led opportunities		Promotes the Arts within the curriculum Explore cultural diversity Offers a diverse curriculum Develop self confidence in creative thinking, problem solving and realisation of intentions Engaging curriculum Self-led opportunities	

<b>Building on prior learning</b>	Students will have acquired some skills during Key Stage 3 which they will revisit, explore and develop in the 'Formal Elements' workshop sessions in YR10. In the workshop's students will learn to photograph with confidence, developing key elements of line, tone, shape and texture. They will apply these skills to the mini Portfolio projects whilst developing a strong knowledge and understanding of the OCR Photography syllabus. Students will work creatively and independently as confidence in their skills develop. They will have been taught how to meet the assessment criteria; the standards expected and how to present work on digital portfolios.
<b>Enrichment within the Curriculum</b>	Photography trip to Botanical Gardens and The Black Country Museum  Looking at the work of other photographers and artists enables students to have greater contextual knowledge and informs their practical work
<b>Extracurricular opportunities</b>	Trip Intervention Sessions after school Exhibitions
<b>Positive impacting on personal development (SMSC)</b>	Students develop a strong knowledge and understanding of the wider world from research into the work of photographers, cultures and historical contexts. This builds up tolerance and understanding of the importance of Art and Photography in a wider context. They also develop their own artistic style and preference of artistic approaches and themes. As Year 10 work develops students are more able to work independently and confidently to explore themes within their course.
<b>Preparing for the next stage of education</b>	Students will work towards achieving a GCSE grade and this will support the next step into Year 11. The skills and knowledge acquired will support the transition from the Photography Portfolio unit to the Set Task (final examination project). Obtaining a good GCSE grade in Photography will support the transition into A level study or any further education course.
<b>Ways to support your child's learning</b>	Investing in a good digital camera

	<p>Investing in 2D materials such as 2B shading pencils and paints          Setting aside an hour a week to complete art-work is essential          Taking them to galleries and museums</p>
<p><b>Visits and trips</b>          Websites / books /papers / magazines          TV/Films          Blogs/ podcasts</p>	<p>Art gallery visits – BMAG, Ikon, Walsall Gallery          Watching art programmes on television can also support contextual knowledge.          Pinterest account – a wide variety of designers and artists share work on this site          Great British Photography Challenge (featuring the work of Rankin) demonstrates how photography can be used in a wider context and highlights possible career paths          Portrait Artists of the year/BBC documentaries on IPlayer about Art or Artists can support better understanding          Grand Designs, George Clarke’s Amazing Spaces, Escape to the Chateau and other TV shows that showcase design, crafts and the visual arts can support an interest and understanding of art and design in the wider world.</p>