Ted Wragg Trust Curriculum Map: Photography

What do we do?

Our curriculum aims to develop techniques, processes and camera skills as a means of imaginative self-expression, and to allow students to convey their ideas and opinions both visually and in writing. The intent is for all students to become creative individuals, to feel comfortable taking risks and work collaboratively to support each other.

How does Photography equip students with powerful knowledge?

Photography is a combination of visual, linguistic, emotional and physical intelligences, which makes the subject such an important part of the curriculum. Photography students must find ways to combine their knowledge, technical understanding, imagination, physical and emotional control and personal values in order to succeed.

What skills and cultural capital do students gain in Photography?

Students are encouraged to think, act and speak like a photographer as they explore and respond to given stimuli. They learn how sources relate to historical, contemporary, social, cultural and issue-based contexts. Photographs can make students think about social and cultural issues, giving them a different perspective and widening their knowledge.

How do we support literacy in Photography?

Students need to have a strong grasp of subject specific vocabulary to discuss their own and others' photography and processes. Vocabulary words, their meaning and usage, are such an important part of learning and communicating. Students are encouraged to 'talk like photographers' through exposure to key terms, structuring their written work using sentence starters and improving their language through recall silent starters.

How is the Photography curriculum designed?

During Y9 and Y10 students develop their ideas and skills through a series of workshops, followed by a longer, personal sustained project. Students are introduced to a variety of learning experiences which encourage the development of skills through the use of appropriate media, processes, techniques and technologies. Students are encouraged to be creative and independent in developing their own intentions.

How do you use spaced practice / retrieval practice?

Photography is built on the formal elements of photography, compositional knowledge and an understanding of exposure. Students revisit and build on this knowledge each term, alongside developing essential camera and editing skills. This develops into more focused study at KS4 allowing for interests and specialisms to become more diverse and focused through sustained study. The language of photography is continually used through discussion, Do Now tasks, writing about artists and explaining their own work.

What content do you cover and how is this delivered over time?

Starting in Y9, students learn where modern digital photography fits within the timeline of the history of photography. They further explore old processes, some with and without cameras. Following this students will learn to recognise, discuss and master camera skills such as depth of field, aperture, shutter speed and exposure. The formal elements of Photography and compositional rules are taught throughout; with students demonstrating their understanding through a final project on architecture. In Y10 the assessment objectives are embedded through workshops based around natural forms and portraiture & identity. At the end of Y10 students will be given a theme to centre a sustained project around which will continue into Y11. Throughout this project students bring together their wealth of knowledge from the course to find their photographic voice. Teachers get to know students' strengths quickly, constantly monitor portfolios and give feedback for development.

What content do you not cover (that others might) and why?

Photography students do not complete Cornell Notes or take part in retrieval testing at the end of each cycle. Students are not required to remember knowledge, but rather create final pieces which demonstrates the historical and contextual understanding behind the artists they have studied; their understanding of visual language and how well they have been able to select and purposefully experiment with media, materials, techniques and processes.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

KS3 Art develops the understanding of the visual elements of art and photography and introduces learners to different types of art, craft and design, 2D and 3D, international works, painting, drawing, printmaking and mixed media processes and techniques. Students begin to develop evaluation and annotation skills. They begin to understand and question the place and purpose of art, craft and design and photography in our global society allowing opportunities for them to form their own opinions in the value of the visual arts. It gives students the foundation they need to further develop these skills in a more individual way through the GCSE Photography course. Work explored within KS3 will ensure that students can confidently approach their GCSE option.

CYCLE 2

Externally Set Task Exam paper issued and

theme chosen Approximately 12 weeks to develop project and gather evidence. Followed by the controlled assessment. Component 2 submission.

CYCLE 3

Component 1 submission

CYCLE 1 **Coursework Completion** Enhance and develop work using new skills and processes. 11 Refinement of sustained project followed by mock exam. Opportunities to review

industry.

CYCLE 1

10

CYCLE 3 The Sustained Project Preceded by 6 week of creative development. Choice of theme from a past AOA paper. Personal investigation. Support/feedback given throuahout.

Natural Forms

Review of light qualities,

camera skills, assessment

objectives, artist research &

photography. Abstraction

analysis. Formal elements and

understanding the language of

KS3 Art: Pop Art Food

Researching and learning

about the Pop Art movement

Creating assemblages with

bold colours and simple

Qualifications in Photography are

fields, involving working as a

as well as in the fashion or film

desirable in arts-based and creative

Freelance or Corporate Photographer,

working in publishing or production

CYCLE 2

Potential Future careers in SUBJECT

Portraits & Identity Genres of portraiture Understanding context behind photos documentary/self portraiture/abstra ction. Exploring

lighting for

portraiture.

CYCLE 2

Camera Skills Adjust aperture and depth of field through creating a miniature world. Explore shutter speed through movement; frozen, blurred and night photography.

KS3 Art:

CYCLE 3 Architectural Photography

and refine component 1

Introduction to compositional elements and context in photos. Cubism. Working with paper versus digital files. Creating a 'sense of place'

CYCLE 1

The History of Photography The development of photography, processes in camera and out of camera. Introduction to the formal elements and Pictorialism as a movement.

CYCLE 2

Portraits Learning about the proportion of the faces and techniques for facial structures. Alongside exploring the Fauvism art movement and

CYCLE 3

KS3 Art: World Patterns Observing patterns from around the world and their different cultural meanings. Developing the use of line.

CYCLE 1 KS3 Art: Tone Exploring tone through still life drawing. Gaining an understanding of composition.

CYCLE 1 KS3 Art: Elements of Art

CYCLE 3

Exploring all seven elements of art through different mediums.

CYCLE 2 KS3 Art: Monochrome

Landscapes

Developing the use of mixing and observing tone through one colour. Referencing artists that have used the theme of landscapes. making.

Key concepts



colour theory.





Discussion









discovery

Practical skills

Collaboration

Creativity