

## Photography

### Curriculum Overview

At Dixons Kings we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in Photography through the below:

#### Knowledge, skills and understanding to be gained at each stage:

		Cycle 1	Cycle 2	Cycle 3
Year 9	<b>Knowledge Introduced</b>	<p>Introduction to the formal elements in photography, Focus, Composition, Perspective, Lighting, Contrast, Depth of field, and Movement</p> <p>In-depth focus on Depth of field, Composition and Focus,</p> <p>Understanding all four assessment objectives.</p> <p>Understanding of key photographic vocabulary</p>	<p>Further and extended knowledge of the formal elements, students focus on Lighting, Movement and Perspective.</p>	<p>Introduction to a new project that focusses on non-traditional and unconventional ways of image making and taking photographs.</p> <p>In-depth focus on 'Texture'</p> <p>Basic rules and misconceptions on using artificial light</p>
	<b>Knowledge Revisited</b>	<p>How to observe the elements accurately and recreate in own work, focussing on Depth of field, Composition and Focus,</p> <p>Understanding of how to evidence the assessment objectives in their portfolios</p> <p>How to use key vocabulary correctly</p>	<p>How to observe the elements accurately and recreate in own work, focusing on Lighting, Movement and Perspective.</p> <p>Understanding of how to evidence the assessment objectives in their portfolios</p> <p>How to use key vocabulary correctly</p> <p>How to use a cameras manual mode</p>	<p>How to manipulate and use artificial light</p> <p>How to observe the elements accurately and recreate in own work</p> <p>Understanding of how to evidence the assessment objectives in their portfolios</p> <p>How to use key vocabulary correctly</p>
	<b>Skills Introduced</b>	<p>How to analyse artists work using photographic vocabulary</p> <p>How to evaluate own work using photographic vocabulary</p> <p>To understand how to take photographs successfully by focussing on the formal elements</p> <p>Introduction to Photoshop; basic tools</p>	<p>How to control manual camera settings.</p> <p>Advanced Photoshop tools</p> <p>Introduction to working independently; students to choose their own photographer to study</p>	<p>How to create texture by manipulation of different materials</p> <p>How to photograph man made and natural textures by focussing on perspective and composition</p>



	<b>Skills Revisited</b>	How to analyse and evaluate correctly work using photographic vocab To understand how to take photographs successfully by focussing on the formal elements Photoshop tools	How to analyse and evaluate correctly work using photographic vocab To understand how to take photographs successfully by focussing on the formal elements Photoshop tools	How to analyse and evaluate correctly work using photographic vocab To understand how to take photographs successfully by focussing on the formal elements Material Manipulation
<b>Year 10</b>	<b>Knowledge Introduced</b>	Continuation with the project that focusses on non-traditional and unconventional ways of image making and taking photographs.  In-depth focus on 'Out of Focus' In-depth focus on 'Distortion'  Understanding of how and why to intentionally blur a Understanding of Vortographs and Kaleidoscopes photograph	Continuation with the project that focusses on non-traditional and unconventional ways of image making and taking photographs.  To understand how to create a final piece/resolution  Focus on collage art and photography  Introduction to making work more personal and meaningful	Introduction to a new project with the theme of 'Identity'  Students research their own artist and photographs as a starting point
	<b>Knowledge Revisited</b>	How to observe the elements accurately and recreate in own work Understanding of how to evidence the assessment objectives in their portfolios How to use key vocabulary correctly How to use a cameras manual focus How to create a Vortographs	How to observe the elements accurately and recreate in own work Understanding of how to evidence the assessment objectives in their portfolios Understanding of how to create a successful final piece How to use key vocabulary correctly	How to observe the elements accurately and recreate in own work Understanding of how to evidence the assessment objectives in their portfolios How to use key vocabulary correctly
	<b>Skills Introduced</b>	How to set up and control manual focus How to create homemade camera filters Photoshop filters How to create own Vortographs using mirrors How to create own Kaleidoscopes using Photopea Introduction to Photopea	How to cut into images successfully How to collage and layer images successfully How to make own work more personal to one's own identity	How to work and run your own projects independently  How to time manage and create checklist based on the assessment objectives
	<b>Skills Revisited</b>	How to analyse and evaluate correctly work using photographic vocab	How to analyse and evaluate correctly work using photographic vocab	How to analyse and evaluate correctly work using photographic vocab



		To understand how to take photographs successfully by focussing on the formal elements Manual Focus	To understand how to take photographs successfully by focussing on the formal elements Manipulation of materials	To understand how to take photographs successfully by focussing on the formal elements Photoshop tools Material Manipulation
<b>Year 11</b>	<b>Knowledge Introduced</b>	Continuation with Identity project  Students continue to develop, refine and experiment with own work	External Exam unit Introduction to Exam starting points.  How to create a body of work that reflects/connects to chosen exam starting point.	External Exam Unit
	<b>Knowledge Revisited</b>	How to observe the elements accurately and recreate in own work  Understanding of how to evidence the assessment objectives in their portfolios  Understanding of how to create a successful final piece  How to use key vocabulary correctly	Knowledge on how to research artists based on chosen starting point.  Understanding all four assessment objectives.  How to observe the elements accurately and recreate in own work	How to create a final piece that evidence refinement from the start of project.  Understanding all four assessment objectives.  How to observe the elements accurately and recreate in own work  Understanding of how to create a successful final piece
	<b>Skills Introduced</b>		How to research multiple starting points	Creation of a final piece in a controlled 10-hour exam
	<b>Skills Revisited</b>	How to make own work more personal to one's own identity  How to analyse and evaluate correctly work using photographic vocab  To understand how to take photographs successfully by focussing on the formal elements  Photoshop tools  Material Manipulation  How to work and run your own projects independently  How to time manage and create checklist based on the assessment objectives	How to analyse and evaluate correctly work using photographic vocab  To understand how to take photographs successfully by focussing on the formal elements  Photoshop tools  Material Manipulation  How to work and run your own projects independently  How to time manage and create checklist based on the assessment objectives	How to analyse and evaluate correctly work using photographic vocab  To understand how to take photographs successfully by focussing on the formal elements  Photoshop tools  Material Manipulation  How to work and run your own projects independently  How to time manage and create checklist based on the assessment objectives

**A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects,**



**a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.**