

## Photography

### Curriculum Principles

#### **By the end of their all-through education, a student of photography at Dixons Kings will:**

To understand in detail the four assessment objectives in Photography; students will be able to list and explain each one in detail, understand what needs to be done to achieve the higher marks for each assessment and will be able to confidently evidence these in their portfolios. I have broken down what students will be able to do and understand into the four assessment objectives:

1. Assessment Objective 1: Students will be able to analyse an Artist or Photographers work confidently using photographic key words and formal elements appropriately. Students will be able to understand how and why they link their own work to their chosen studies artists or photographer's work. Students will also be able to confidently design mood boards and mind maps that are visually pleasing to the eye and introduce their topics and themes.

2. Assessment Objective 2: Students will have worked in a variety of different medias, techniques and creative processes throughout the three-year course. In years 9 and 10 students will experiment with a range of different medias and techniques; the scheme of work is designed to allow students set periods of time to focus on one media at a time, this gives them the opportunity to improve their skillset and develop a greater understanding of the media/process/technique. In year 11 students have a more confident understanding of their chosen materials and media and will be able to create their own work independently and skilfully. Students will understand what the success criteria's are for different types of work, for example for close up photograph, students need to think carefully about lighting and their images should not have any areas of shadow as this effects the quality of the photograph.

3. Assessment Objective 3: Students will be able to follow the guided written evaluation framework independently to write successful evaluations of their own work. Students will understand that they need to include photographic key words in their evaluations, along with written commentary on their process, describe their areas of success and identify and explain any improvements that need making. Students will understand that 'recording ideas' can be evidenced in many forms in their portfolios, students will ensure that all photographs are displayed neatly and, in an order, and work is clearly titled and labelled in their PowerPoints. Images and annotations of how they created their work are evidenced; this can be in a photoshop screenshot grab or images of themselves creating their work.

4. Assessment Objective 4: Students will be able to create a 'final resolution' successfully and skilfully for their chosen projects, students will understand that this piece of work needs to be clearly linked to their chosen photographers or artist studied. These links can be media choices, colours, messages portrayed or composition elements.

#### **In order to truly appreciate the subject and create deep schema, topics within Photography have been intelligently sequenced with the following rationale:**

- The Photography curriculum is built upon the foundation skills taught from the beginning of the course, without the basic knowledge of the formal elements, students will not be able to access any of the higher-level concepts or technical skills in the subject.
- It is imperative that students first understand photographic specific vocabulary and elements before any other techniques and skills are introduced. The building blocks of skill and knowledge can then begin to be built by applying this knowledge to artist analysis and own work. As students have started a new subject that is not taught in KS3, knowledge of subject specific vocabulary is taught at the start of the course, this allows students to gain understanding of the basic skills and apply them confidently throughout the course. The understanding of photographic terminology and forms is taught at the start # as students need to be able to confidently analyse artists and photographers work, this is a skill which is spaced out throughout the course in order to gain marks for Assessment Objective one. This is initially taught through teacher led examples using visual imagery, Q&A and low stakes quizzing Students move on to understanding how photographic formal elements are applied in their own photographs, this is taught by focusing on an individual element per photoshoot, for example students will look at a photographer who focuses on perspective and then take their own photographs in a similar style. This allows students to experiment with how different elements can affect the outcome of a photograph. Photoshop is also introduced at the beginning of the course, short basic skills and tools are introduced first and skills develop throughout the years through introduction and application of more complex tools. This is spaced throughout the course where students apply their knowledge and understanding of photoshop tools in the style of their artists and photographers
- Once the fundamentals of photography have been taught students are then taught more non-traditional and unconventional ways of image making, student refine their skillset even further by the continuation of research, experimentation, and evaluation. Students study a range of different artist and photographers that look at non-traditional ways of image making for example collage, paint pouring and vortographs.



- In cycle 2 of Year 11 students then start Unit two which is their externally set assignment, where students choose a starting point and independently research a create work based on their chosen starting point. These starting points are provided by the exam board.

#### **The Photography curriculum at Kings has been influenced by:**

- AQA, the examination board we follow at Dixons Kings allows teachers the flexibility to create and teach their own schemes of work, these can change and adapt as the course develops or new artists are found. Photography teachers carry their own strengths in the field, and this allows us to teach our designed projects more confidently. AQA ask for one sustained project for Component 1, (students' portfolios) there is no set time limit for how long this component should run in schools. At Dixons Kings I designed the course so that students have two sustained units of work to submit, including a Fundamentals project which runs at the beginning of the GCSE course and a second more experimental project which allows students to experiment more with different image making and manipulation of materials.

#### **Our Photography curriculum ensures that social disadvantage is addressed through:**

- Most of our students have had few opportunities in their home lives to access many forms of photography as an art form, as Photography is a new subject at GCSE many are also new to holding a camera. Some students now have smart phones but are not familiar with the different types of photography or careers opportunities out there. Art taught in primary schools has a broad curriculum so students from different primary schools are taught different skills, techniques and depending on their school, access to different medias and materials. As primary schools in more disadvantaged and opportunistic areas will naturally and often prioritise the core subjects at the expense of the arts and creative arts subjects are not taught daily or in some cases weekly in schools' curriculums. Photography in the past has been an expensive hobby, now less so with the advancement of smart phones and filtering apps but not every student has access to one of these smart phones and they tend to only require these once they get to secondary school as they get older. We have around 20 cameras available to use, students do not need to use their phones and high-tech touch screen laptops which provide the students the experience and knowledge of the technical aspects of the course, these skills they can use later in life, at college or in any workplace that uses a computer.
- All Photography tasks in lessons are differentiated to provide challenges to students at all levels, including those who have no previous experience of Photography, this tends to be majority students who have opted to take Photography as a GCSE subject.
- We often find that behaviour in Photography can be different in other subjects such as core, as students have opted to choose the subject and the arts in general can provide a safe environment for students to express themselves through their work.
- Homework tasks that are set on the computer, students are given the option to attend homework club or they can come in one night after school and use the Photography laptops to complete their homework. Students are also given a whole week to complete their homework and know that these options are available to them.

#### **We fully believe Photography can contribute to the personal development of students at Dixons Kings through:**

- Promoting an appreciation and love for the arts in a core heavy curriculum
- Allows students to express their feelings, emotions, and views in a safe and healthy environment
- Students are asked to work collaboratively, often in pairs to support each other in decision making and creative choices
- Developing confidence in their technical abilities; students work with laptops and camera on a weekly basis
- Provides them with the skill set of looking at the world from a different perspective, students can capture ordinary things in different and unusual ways

#### **Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.**

- Many homework tasks that are set focus on meeting assessment objective three which is to 'record ideas', as many students do not have access to a laptop or photoshop at home. It is not always appropriate to set practical homework's and the standard is often not a high as when creating work in class as students tend to rush these homework tasks. Students therefore are asked to upload photographs in a certain order, to evaluate their own photographs using a differentiated writing framework in their knowledge navigators, both these tasks meet the success criteria for assessment objective three and contribute towards marks in their coursework.



- As they become more independent learners, in Year 11 the frequency of homework increases, students are expected to take their own photographs at home using their smart phones and come up with their own ideas. This also helps the students practice their time management for their independently led project for component two.

**Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers:**

- Photography is a quick and now accessible media thanks to smart phones that has helped to preserve and capture our culture and history. There are many areas of history that we might not know or understand without photographs. Students are exposed to many different photographers and different types of photography throughout their three-year course, students not only examine the formal elements and processes of a photo but also its origins and meanings. Art is, historically, a method of expression by presentation; a way of understanding the world and translating it. It has allowed the artist to convey ideas, concepts, and events in ways that they perhaps could not describe. This can be the same for students, photography can be a means of expression that perhaps they could not communicate through speech and writing due to aspects such as poor literacy skills or oracy skills.
- Participating in the arts helps students to develop students independent learning and creative thinking, these skills are transferable and can be used across a broad spectrum of subjects and post-16.
- Students will develop their understanding of art in other cultures around the world and will study Photography in relation to worldwide topics and important social issues. At KS4 students will have the opportunity to select their own theme relating to issues they feel passionately about these can be around the themes of mental and emotional health, relationships and many more.

**Further Information can be found in:**

- Long term plans
- Schemes of work
- Knowledge Navigators
- PowerPoints