Curriculum - Overview

Year 10	Year 11
Students must explore, acquire and develop skills, knowledge and understanding through the application of traditional and or digital techniques and processes specific to their chosen area(s) of study of Photography. Students explore practical and relevant critical and contextual sources such as the work of historical and contemporary photographers and the different purposes, intentions and functions of photography as appropriate to their own work. Students must demonstrate the knowledge, skills and understanding through area(s) of study relevant to Photography.	Students will work on completing their Portfolio. They must produce work in response to the theme 'Commercial Photography' documented on a PowerPoint Presentation. This is a non-exam assessment. It is internally assessed and externally moderated. This component is marked out of 120 marks and contributes 60% to the overall weighting.
Assessment criteria is DEVELOP, REFINE, RECORD, PRESENT.	From January until April students will work on their Externally set task. The exam board will provide students with five themes each with written and visual starting points or stimuli. From these, one option must be selected by the student on which they must base their personal response. From January until April students will prepare for the externally set task by researching artists, taking photographs and experimenting with editing skills on Photoshop. In April students will sit a 10-hour exam over a 2-day period, during this time they will produce their final response. It is internally assessed and externally moderated. This component is marked out of 80 marks and contributes 40% to the overall weighting.
Students are required to develop ideas through investigations informed by selecting and critically analysing sources, they must refine their ideas as work progresses through taking, selecting, editing and presenting a personal outcome. They must record their ideas, observations, insights and independent judgements and use appropriate specialist vocabulary through either visual communication or written annotation, or both, within Photography.	
Students must realise personal intentions, through the sustained application of the photographic process. Ideas and intentions can be communicated through visual and tactile language within the formal elements project, including: colour, line, form, tone, texture & shape.	
Students work on 4 projects in year 10. Within these projects students learn basic photography skills and functions of the camera. They also learn some core editing processes on Photoshop with the use of videos provided by Adobe. The projects are Formal elements, positive &negative/ distortion and 5 day shoot. During the summer term they will start their major project 'commercial photography'.	

Anthony Gell School

Curriculum – Topic Sequencing	
Year 10	Year 11

Year 10

Term 1
Introduction Project- Visual Elements
Added to Teams
Pupils are added to a team's group and shown where to find their PowerPoint, all documentation is reordered digitally, and only final pieces will be printed out.

Download office 365
Students also download office 365 onto their phone to allow photographs to be taken on their phone and uploaded onto the system easily.
Students are introduced to their first project Visual elements. These are Tone, Line, Shape, Colour, texture Pattern.
- ➢ Initial internet research completed for visual stimuli
- ➢ Tone Shoot- focus is black and white. Students are shown physically where buttons, battery's, dials, memory cards are on the camera
- ➢ Documenting tone photography, creating a contact sheet with highlighted images
- ➢ Top 3 aesthetic images & top one including annotation
- ➢ Annotation sheet introduced and explained to students
- ➢ Line Shoot- focus around school on buildings and paths. Students are reminded physically where buttons, battery's, dials, memory cards are on the camera
- ➢ Students are introduced to the idea of PORTRAIT and LANDSCAPE photography and encouraged to turn the camera
- ➢ Documenting line photography
- ➢ Shape photoshoot & documentation
- ➢ Colour photoshoot and documentation

Year 11
(Term 3 of summer plus Term 1 of year 11)
(the commercial photography SoW will start in the summer term of Year 10)

COMMERCIAL PHOTOGRAPHY
>Discussion about what commercial photography is and the plan of the project.
>Students will work through the following areas of commercial photography.
Food Photography, Location Photography, Portrait Photography, Product Photography, then specialise in their favourite area.
- ➢ Mind map
- ➢ Proposal & project plan, students follow this theme but the creative ideas comes from them. Students decide a starting point and plan ideas and a photoshoot from there.
- ➢ Artist link- Artist study using help sheet to link to own work
- ➢ Shoot 1
- ➢ Edit
- ➢ Shoot 2
- ➢ Edit
- ➢ Evaluate

This will be repeated for the 4 sections of commercial, Food, Location, Portrait, Product. The following Artists will be suggested as starting points for their research, but they can also choose their own if they find a better link to their work.

Artist links for each area-

➤ Texture photoshoot and documentation
➤ Pattern photoshoot and documentation

Basics and key ideas covered are -
Composition
Simplicity
Geometric shapes-triangle
Lines-repeat lines, dynamic diagonal, S curve
Balance
Framing
Rule of 3rds
Macro
Sport mode

Manual settings
Slow shutter
Aperture
ISO

Term 2
Mini Project 1-Positive vs Negative
➤ Mind map
➤ Proposal & project plan, students follow this theme, but the creative ideas come from them. Example projects could be happy/sad, Male/female, calm/angry, natural/manmade. Students decide a starting point and plan ideas and a photoshoot from there.
➤ Artist link- Artist study using help sheet to link to own work
➤ Shoot 1
➤ Edit- basics focus- crop, saturation, contrast
➤ Shoot 2
➤ Edit
➤ Evaluate

Food Photography- Charlie Bard, Edward Weston, Lenka, Mark Haydon, Radhika Penagonda

Location Photography- Andreas Gursky, Sebastiao Salgado, Benjamin Von Wong, Brian Kosoff, Anselm Adams

Portrait Photography-Annie Leibovitz, Danny Clinch, Richard Averdon, Max Vadukul, Lindsay Alder, David Bailey
Adobe videos- How to create a composite portrait in photoshop (5)

Product Photography- Thomas Rohde, George Kroustallis, Maja Jankowska, Darrin Jenkins

Optional- **Architecture Photography – Location photography unit** (if we can organise a trip)

Final Unit
Students have an opportunity to choose an area of specialism that they have explored during commercial photography. They should choose the area they have achieved the most success and explore it on a deeper level.
>Further Artist study
>Final photo shoot
>Edit with own creativity & ideas
>Print & present the photo/s
>Evaluate

Term 2
Exam January- April
OCR will create 5 starting points and students can choose the most appropriate for them as a photographer.

Introduction to editing techniques on Photoshop.
Adobe has lots of videos we can share with the group.

Introduction videos for basic Photoshop skills-
>What makes a good photo (11)
>Get to know Photoshop (6)
>Essentials for photo editing (9)
>Essentials for creative effects (10)
>How to crop a photo (3)
>Tip 4 reasons to crop your photo (8)
>How to adjust Hue/Saturation (3)
>Crop and straighten an image (1)
>Adjust brightness and contrast (1)
>How to adjust photo lighting with levels (3)
>How to adjust an image size
>How to save a photo in the best format (2)
>Apply filters (6)
>Selection basics (1)
>Work with layers (2)
>Add text to your photos (1)
>How to select objects (2)

Positive Negative specific videos-
>Combine black and white with colour in photos

 Introduction to the photography studio, backdrop, lighting, halo light, product box.

Mini project 2 – Distortion, slow shutter speed focus to distort the images and create movement. Portrait focus. Lighting focus.
  ➢ Mind map

Preparatory work
> Discussion of all starting points as a class
  > Initial internet research
  ➢ Mind map of ideas
  ➢ Proposal & project plan. Students decide a starting point and plan ideas and a photoshoot from there.
  ➢ Artist link 1- Artist study using help sheet to link to own work
  ➢ Artist link 2
  ➢ Shoot 1
  ➢ Edit- basics focus- crop, saturation, contrast
  ➢ Artist link 3
  ➢ Shoot 2
  ➢ Practice edit
  ➢ Final piece plan

Students will sit a 10-hour exam in April and will spend those hours editing their shoots. As part of the 10 hours students will present the images in their chosen manner: Frames, 3D, hanging, sculpture, relief

  ➢ Evaluate

Term 3
Students will create an exhibition of both their coursework and exam work

➢ Proposal & project plan, students follow this theme but the creative ideas come from them. Students decide a starting point and plan ideas and a photoshoot from there.
➢ Artist link- Artist study using help sheet to link to own work
➢ Shoot 1
➢ Edit- basics focus- crop, saturation, contrast
➢ Shoot 2
➢ Edit
➢ Print and stitch into one photograph.
➢ Evaluation

Adobe videos-
>Make a ripped paper edge
>Combine photos to make unique compositions (4)
>Combine images in creative ways (4)

Mini project 3- 5-day shoot
➢ Mind map
➢ Proposal & project plan, students follow this theme, but the creative ideas come from them. Students decide a starting point and plan ideas and a photoshoot from there.
➢ Artist link- Artist study using help sheet to link to own work
➢ Shoot 1
➢ Edit
➢ Shoot 2
➢ Edit
➢ Evaluate

Mini project 4- Artist Response, Amy Friend plus 2 more.
Students study specific artists in more detail and respond to their work to show a direct influence. This is documented on a powerpoint.