



Chellaston Academy

Photography	Year 10 Curriculum
<p>Intent</p> <p>We aim to deliver a Year 10 Art curriculum which is accessible to all students, irrespective of starting points, where students will thrive on their love of creativity. In photography, students will explore a broad range of materials, processes, cultures and concepts that will aid towards the development of their creative, critical thinking. Photography creates opportunities for students to build upon their prior knowledge and the way they see the world. It encourages 'risk-taking' and self awareness and asks them to see not puzzles or obstacles in a black and white, but to have the open-mindedness to approach challenges with a creative mind. In GCSE Photography we aim to support students to develop their knowledge, skills, and understanding, to enable them to express their creativity and imagination through responses to both visual and written stimuli.</p>	
<p>Implementation</p> <p>The Year 10 Curriculum provides an opportunity for students to take a personal interest in why photography matters and to be inspired and changed by studying an exciting and stimulating course of study. Students have the opportunity to gain insight into the practices of individuals, organisations and creative and cultural industries. We expect student to facilitate the learning of others by contributing to class and peer discussions and to work in a productive and ambitious manner. Throughout the Year 10 Curriculum students should become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Students will acquire and develop technical skills through tasks set working with a broad range of media and materials, with purpose and intent. These will be differentiated where necessary to support additional learning and behavioural needs. Thus allowing students to fully develop their knowledge and understanding of photography in historical and contemporary contexts, societies and cultures. We will use agreed pedagogy to help students craft their responses to visual and written stimuli in both a written and visual format. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study and develop their personal Coursework Portfolio.</p> <p>In Year 10 Tasks will be carefully differentiated where necessary to fully support all SEND students with additional learning and behavioural needs. The flexibility of the schemes of work fully support pupils with SEND and allow for a personalised and relevant curriculum. Subject staff will work closely with support staff to ensure work is accessible – including sharing schemes of work, discussing specific needs and sharing best practice. This will then be reinforced with resource differentiation, effective seating plans, effective communication with pupil, parent and the LS Dept and regular feedback (in the most appropriate and accessible format) to ensure progress that is in line or above the students MTG's. Additional intervention would be introduced where evidence suggests it's needed. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources.</p>	
<p>Impact</p> <p>A mature understanding of Photography will enable students to succeed in later life and we envisage them having a thorough understanding of how the curriculum links to potential future careers. We will enable our students to be the best versions of themselves through understanding and appreciating differences in others. Regular monitoring and moderation of coursework will occur throughout Year 10 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into Year 11 being able to actively engage in the creative process of Photography in order to develop as effective and independent learners, and</p>	



as critical and reflective thinkers with enquiring minds.

Links to prior learning

The year 10 curriculum builds on the skills learned in KS3 Art and Design by consolidating and reinforcing the practical and theoretical skills already taught in Year 7, 8 and 9. Students will continue to develop their technical mastery through the study of colour, composition, shape, proportion and continued use of a range of relevant materials. The skills and techniques explored in Year 9 (Observational Drawing Programme of Study) where students were actively encourage to take a set of photographs of their own chosen theme, will be especially useful as students develop and refine their ideas and intentions. Further exploration and experimentation on a more personal level is encouraged.

Links to future learning

The Year 10 Curriculum builds upon the practical foundations of KS3 where students are taught to look carefully and consider the composition of objects and portraits and how the narrative of something can appear different if the colour was to be altered. This creates a substantial and mature framework in preparation for Year 11 and the possible further study of Art in KS5 (Photography is not available to study at KS5 as of yet). Students will develop critical understanding through their chosen area(s) of study, using personal interpretation, considered selection of sources and independent judgements through an active investigation process that can be extended through the final part of the GCSE course. A wide and practical skills set will be developed that students can utilise, along with a greater understanding of techniques, materials and processes and their appropriateness for a task.

Links to other subjects and the wider curriculum

The Year 10 curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. The use and focus on Literacy and Oracy links to English, while the studying of other cultures and viewpoints allows students to access topics from History, Geography and PSHE. Viewing and participating in art helps to build well rounded, caring individuals that bring with them a different view and opinion on the world today. They will have developed their understanding of other cultures in preparation for their journey towards adulthood in a modern day multi-cultural society. They will have learnt how to solve problems, think 'outside of the box' and pay attention to detail. The skills they have learnt will enable them to enter the world beyond the Academy as well-rounded citizens and valued employees.

Students will understand that 'creating photographs' is more in depth than a simple click of a camera but in fact is an innate desire to express ourselves, encompassing a wider range of activities than you might imagine. Students will have technical skills which they can take with them in any career they chose or within their own practice for the love of being creative.



Topics

<p>Autumn 1 – Coursework intro</p> <p>Practical History of photography 1-2 pages presented in sketchbook. DSLR camera 1-2 pages presented in sketchbook. Composition and aperture 1-2 pages presented in sketchbook.</p> <p>Produce a written and presented artist connection – Jennifer Blakeley (Alphabet series)</p> <p>Learning content:</p> <ul style="list-style-type: none"> • A brief history of photography. • Introduction to DSLR camera with key terminology. • Introduction to composition and aperture and journey theme. • Rule of thirds. 		<p>Writing Written annotation on each page in sketchbook – framework to be provided.</p> <p>Photographer connection and annotation in sketchbook – written framework to be provided.</p>		<p>Home Learning</p> <p>Completion of school based practical tasks – pages completed in sketchbooks.</p> <p>Develop any practical skills learnt in lesson at home.</p> <p>Take a photograph that represents the ‘rule of thirds’.</p>	
<p>Assessment Classwork and homework graded to GCSE criteria. Staff mark and moderate together. Literacy marking in-line with school policy. Ongoing summative assessment.</p>					
<p>Wider curriculum</p>					
<p>Literacy <i>Written annotation in sketchbook</i></p>		<p>Numeracy <i>Composition, rule of thirds</i></p>		<p>British Values <i>History of photography</i></p>	
<p>SMSC <i>Multi-cultural range of photographers studied</i></p>		<p>Cultural Capital <i>Historical and Multi-cultural photographers</i></p>		<p>Employability <i>Time management, practical skill development</i></p>	
		<p>Character Education <i>Confidence, self-awareness, creativity, resilience</i></p>		<p>Personal Development <i>Risk taking, new skills, developing own project theme</i></p>	

<p>Autumn 2 – Studying the work of Jennifer Blakeley/intro to photoshop</p> <p>Practical Take a series of photographs inspired by the work of Jennifer Blakeley with a final outcome (A2 or A3)</p> <p>Students to utilise Photoshop to produce a series of pieces using their Jennifer Blakeley work.</p> <p>Workshops based on taking away, adding to and special placement. Students to present outcomes in sketchbook.</p>		<p>Writing Photographer connection and annotation in sketchbook – written framework to be provided.</p> <p>Annotation added to workshop pages.</p>		<p>Home Learning Initial research into journey theme.</p> <p>Develop any practical skills at home by continuing to experiment with new techniques.</p> <p>Evaluate the strengths and weaknesses of what has been done in school.</p> <p>Completion of school based practical tasks – Artist connection and</p>	
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Learning Content: <ul style="list-style-type: none"> Analyse the work of Jennifer Blakeley. Produce personal response inspired by Jennifer Blakeley. Introduction to Photoshop. 			Photoshop work
Assessment Classwork and homework (Photographer connection) graded to GCSE criteria. Staff mark and moderate together.			
Wider curriculum			
Literacy <i>Artist connection</i>	Numeracy <i>Possible use of symmetry, repeat pattern, rule of thirds</i>	British Values <i>Multi-cultural range of artists studied and study of cultural motifs and patterns</i>	Employability <i>Time management, practical skill development</i>
SMSC <i>Multi-cultural range of artists studied and study of cultural motifs and patterns. Development of Personal Project themes.</i>	Cultural Capital <i>Historical and Multi-cultural artists</i>	Character Education <i>Confidence, self-awareness, creativity, resilience, problem-solving.</i>	Personal Development <i>Risk taking, new skills, developing own project theme</i>



<p>Spring 1 – Techniques</p> <p>Practical Present work produced in shutter speed and light drawing workshop with annotation.</p> <p>Present work produced in Cyanotype workshop with annotation.</p> <p>Present colour theory photography – students to use oil, food colouring and water to present interesting compositional photographs.</p> <p>Learning Content:</p> <ul style="list-style-type: none"> • Shutter speed and light drawing workshop • Cyanotype workshop • Colour theory and photography 			<p>Writing Supporting annotation for workshops.</p>	<p>Home Learning Look at a range of photographers that utilise the techniques learnt in lesson/ Completion of school based practical tasks Develop any practical skills at home by continuing to refine techniques.</p>
<p>Assessment Classwork and homework graded to GCSE criteria. Staff mark and moderate together. Literacy marking in-line with school policy. Ongoing summative assessment.</p>				
<p>Wider curriculum</p>				
<p>Literacy <i>Supporting annotation for workshop pages</i></p>	<p>Numeracy <i>Scaling</i></p>	<p>British Values – <i>responsibility</i></p>	<p>Employability <i>In depth study of different photography skills.</i></p>	
<p>SMSC – <i>Moral – respect of each others work and equipment.</i></p>	<p>Cultural Capital <i>Multi-cultural range of themes studied and own Self-Identified Project themes</i></p>	<p>Character Education <i>Independence, resilience, problem-solving, organisation.</i></p>	<p>Personal Development <i>Learning new skills, self-awareness, self-discipline, open-minded</i></p>	

<p>Spring 2 – Techniques/Self identified project (based on journey)</p> <p>Practical Using the cyanotype and colour theory imagery students will further explore the use of Photoshop and present their work in sketchbooks.</p> <p>Complete brainstorm and mood board for Journey project.</p>		<p>Writing Written annotation to support Photoshop work. Key words on brainstorm.</p>	<p>Home Learning Develop any practical skills at home by continuing to experiment with new techniques. Completion of school based practical tasks – Photoshop pages, brainstorm and mood board.</p>
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Learning Content: <ul style="list-style-type: none"> Advanced use of Photoshop. Launch of self identified project based on the theme of Journey. 			Initial artist/photographer connection research.
Assessment Classwork and homework graded to GCSE criteria. Staff mark and moderate together. Literacy marking in-line with school policy. Ongoing summative assessment.			
Wider curriculum			
Literacy <i>Written annotation</i> <i>Keywords on brainstorm</i>	Numeracy <i>Rule of thirds</i> <i>Scaling</i>	British Values <i>Multi-cultural range of artists and themes studied</i>	Employability <i>In-depth study of photographers in vocational context when looking at practising artists.</i>
SMSC <i>Multi-cultural range of themes studied and own Self-Identified Project themes</i>	Cultural Capital <i>Multi-cultural range of photographers and themes studied</i>	Character Education <i>Creativity, problem-solving, cultural understanding, empathy</i>	Personal Development <i>Independence, organisation</i>

Summer 1 – ‘Journey project’			Home Learning
Practical The study of 3 artist/photographer connections – including work ‘in the style of’ presented in sketchbooks with annotation.	Writing Supporting annotation in sketchbooks – writing frame provided.	Develop any practical skills at home by continuing to experiment with new techniques. Take photographs to support artist/photographer connections. Complete written annotation in sketchbook.	
Learning Content: <ul style="list-style-type: none"> Developing ideas through investigations (AO1) Studying the work of Artists (AO1) Record ideas, observations and insights relevant to intentions as work progresses. (AO3) 			
Assessment Classwork and homework graded to GCSE criteria. Staff mark and moderate together. Literacy marking in-line with school policy. Ongoing summative assessment.			
Wider curriculum			
Literacy <i>Written annotation</i> <i>Artists/photographer connection.</i>	Numeracy <i>2D to 3D, Scaling</i> <i>Rule of thirds</i>	British Values <i>Tolerance – students are taught to respect the work and culture of others.</i>	Employability <i>Evaluating</i>
SMSC <i>Cultural – studying the work of others.</i>	Cultural Capital <i>3D Artist Connection influence</i>	Character Education <i>Creativity and perseverance.</i>	Personal Development <i>Time management, attending Ceramics Club</i>



<p>Summer 2 – ‘Journey’ project</p> <p>Practical The study of 2 artist/photographer connections – including work ‘in the style of’ presented in sketchbooks with annotation.</p> <p>Further exploration of photographs using image manipulation.</p> <p>Year 11 project plan (summer homework)</p> <p>Learning Content:</p> <ul style="list-style-type: none"> • A03 – Recording from Observation. • A01 – Exploring the development of their project. • Developing the use of materials, techniques and processes (A02) • Complete Year 10 Art PPE. • Presenting 2 A3 photographs mounted (A04) 		<p>Writing Supporting annotation in sketchbooks – writing frame provided.</p>	<p>Home Learning Take photographs to support artist/photographer connections.</p> <p>Visits to Museums and Art Galleries (Derby City Museum, Quad, Birmingham Art Museums).</p> <p>Start to plan Year 11 project direction – look at the work of other artists (A01, A02) to inform and inspire.</p> <p>Completion of school based practical tasks and presented sketchbook pages.</p>
<p>Assessment PPE – timed exam – marked to GCSE criteria. Classwork and homework graded to GCSE criteria. Staff mark and moderate together. Literacy marking in-line with school policy. Ongoing summative assessment.</p>			
<p>Wider curriculum</p>			
<p>Literacy <i>Supporting annotation in sketchbooks.</i></p>	<p>Numeracy <i>Scaling, rule of thirds</i></p>	<p>British Values <i>Multi-cultural range of artists and themes studied</i></p>	<p>Employability <i>Photography in context – visit to galleries/museums</i></p>
<p>SMSC <i>Multi-cultural range of artists studied and own Self-Identified Project themes</i></p>	<p>Cultural Capital <i>Multi-cultural range of artists and themes studied and own Self-Identified Project themes</i></p>	<p>Character Education <i>Independence, self-awareness, resilience, problem-solving, organisation</i></p>	<p>Personal Development <i>Creativity, risk-taking, critical thinking</i></p>