

Year 10	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics Studied for AQA Photography</b>	<b>The Basics of Photography and The Self Portrait</b> Students are introduced to the Self Portrait, exploring and creating their own responses by researching, collecting, presenting, and analysing inspirational images linked to the themes of 'The Basics' and 'The Selfie'. Students learn how to take a set of photos linked to the theme 'The Selfie' – using guidelines and props within the department and at home. Students also learn how to present in the House style in google slides	<b>Composition Rules</b> Students begin a process of Information gathering and familiarisation with the Rules of Composition, creating their own personal responses to a selection of stimuli on a series of 'Photographic Safaris' around school and the local area. Students develop by researching, collecting, presenting, and analysing inspirational images linked to the themes of 'The Rules of Composition'	<b>Still Lives/Collections within the Typologies Project</b> Students experiment with still life arrangements alongside lighting within still life. Students learn how to take a set of photos linked to the theme 'Typologies' – using guidelines and space /props within the department, around school and at home	<b>Mini People/Characters in Imaginative, Creative Settings: Slinkachu</b> Students develop knowledge and understand of imaginative and creative photography, researching, collecting, presenting, and analysing inspirational images linked to the themes of Scale 'Mini People': Slinkachu Students learn to plan, set up scenes and work cooperatively to take a set of photos linked to the theme	<b>Light/Shutter Speed/Drawing with Light in Photography</b> Students conduct a purposeful investigation into lighting effects without the use of Photoshop. Students explore the photographic process and present a personal response to the work of selected photographers. Students plan, set up, work cooperatively to take a set of photos using DSLR cameras linked to the theme 'Drawing with Light & Motion Blur' – using guidelines and space within the department, around school and at home	<b>High and Low-Key Lighting in a Studio Setting</b> Students develop independence through individual and group photoshoots. Students' project will begin by looking at the work of a variety of studio photographers and watching mini lectures on technique by Lindsay Adler. Artist research: Students will create a series of personal responses to the work of contemporary photographers using their own photos
<b>Skills and Key Knowledge Taught</b>	-Develop presentation and analytical skills	-Analysing skills when producing a detailed study of a specific type of image	-Creating own responses -Editing images -Analysing their own and others work	-Creating own responses -Editing images -Analysing their own and others work	-Experimenting with lighting; shutter speeds; use of tripods	All four assessment objectives applied

	<p>-Reviewing and refining work as it develops  -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes  -AO3: Record ideas, observations and insights relevant to intentions as work progresses</p>	<p>-Teamwork skills in applying techniques  -Reviewing and refining work as it develops  -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes  -AO3: Record ideas, observations and insights relevant to intentions as work progresses</p>	<p>-Creating a series of contact sheets from which they to develop editing skills  -Reviewing and refining work to develop accuracy and precision  -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes  -AO3: Record ideas, observations and insights relevant to intentions as work progresses</p>	<p>-Creating a series of contact sheets from which they to develop editing skills  -Reviewing and refining work to develop accuracy and precision  -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes  -AO3: Record ideas, observations and insights relevant to intentions as work progresses</p>	<p>and manipulation of light sources  -Creating own responses  -Editing images  -Analysing their own and others work  -Creating a series of contact sheets from which they to develop editing skills  -Reviewing and refining work to develop accuracy and precision  -AO1: Develop ideas through investigations, demonstrating critical understanding of sources  -AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	
<p><b>Links for Support/ Help at Home</b></p>	<p>Use of student resources located within WHS SharePoint for students  Use of YouTube tutorials to develop skills listed above  Introduction to a diverse range of artists and photographers or styles as inspiration from across time and globe  Gallery Visits/Attend artist workshops  Equipment at home to enable greater practise at home  Participating in enrichment opportunities and clubs (in school and out of school)</p>					

Year 11	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics Studied for AQA Photography</b>	<b>High &amp; Low Key cont'd: Lighting Techniques</b> Students will continue to explore the work of contemporary photographers and the techniques utilised to create effective High Key & Low-Key Lighting techniques. Students investigate both <b>High and Low-key</b> lighting in studio photography (both portraiture and still life objects).	<b>Stranger Things: Mini-Projects</b> Students introduced to Adobe Photoshop and various editing techniques as they begin to develop their creative more personal responses, through several mini projects all on Google classroom. The focus is photocollage collage in a variety of themes. <b>Slicing and Joiners</b> <b>Artists include:</b> -John Stezaker -David Hockney -Jiri Kolar -Brno del Zou	<b>Stranger Things: Explorations in Shape: Geometric Landscapes</b> Students continue to use Adobe Photoshop and other editing techniques as they develop their creative, more personal responses, The focus is the use of geometric shape in landscape collage art. <b>Artists include:</b> -Jelle Martins -Steven Quinn -Other recommended artists <b>Begin: Landscape and the figure; Surrealism</b> Students develop their personal project through purposeful investigation of the selected artists, experiment with different digital and other creative techniques; reviewing and refining their work as it progresses	<b>AQA: Externally set Projects: Component 2</b> Students develop their own personal project through purposeful investigation of given artists, experiment with different digital and other creative techniques; reviewing and refining their work as it progresses	<b>AQA: Externally set Projects: Component 2</b> Students develop their own personal project through purposeful investigation of given artists, experiment with different digital and other creative techniques; reviewing and refining their work as it progresses	<b>Landscape and the figure; Surrealism cont'd</b> Students revisit and further develop their personal project through purposeful investigation of the selected artists, experiment with different digital and other creative techniques; reviewing and refining their work as it progresses <b>Artists include:</b> -Eugina Loli -Tommy Ingberg <b>NB/ A Selection of further artists may be given as students develop their own areas of interest. One to one guidance given for each student.</b>  <b>Consolidation and Exhibition</b> Students will consolidate their

			<b>Artists include:</b> <b>-Eugina Loli</b> <b>-Tommy ingberg</b> <b>NB/ A broader selection of further artists may be given as students develop their own areas of interest.</b> <b>One to one guidance given for each student.</b>			portfolio for exhibition and marking.
<b>Skills and Key Knowledge Taught</b>	-AO1: Develop ideas through investigations, demonstrating critical understanding of sources -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes -AO3: Record ideas, observations and insights relevant to intentions as work progresses <b>-AO4: Present a personal, informed and meaningful</b>	-AO1: Develop ideas through investigations, demonstrating critical understanding of sources -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes -AO3: Record ideas, observations and insights relevant to intentions as work progresses <b>-AO4: Present a personal, informed and meaningful</b>	-AO1: Develop ideas through investigations, demonstrating critical understanding of sources -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes -AO3: Record ideas, observations and insights relevant to intentions as work progresses <b>-AO4: Present a personal, informed</b>	-AO1: Develop ideas through investigations, demonstrating critical understanding of sources -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes -AO3: Record ideas, observations and insights relevant to intentions as work progresses <b>-AO4: Present a personal, informed and meaningful response</b>	-AO1: Develop ideas through investigations, demonstrating critical understanding of sources -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes -AO3: Record ideas, observations and insights relevant to intentions as work progresses <b>-AO4: Present a personal, informed and meaningful response</b>	-AO1: Develop ideas through investigations, demonstrating critical understanding of sources -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes -AO3: Record ideas, observations and insights relevant to intentions as work progresses <b>-AO4: Present a personal, informed and meaningful</b>

	<p>response demonstrating analytical &amp; critical understanding, realising intentions &amp;, where appropriate, making connections between visual, written, oral or other elements.</p>	<p>response demonstrating analytical &amp; critical understanding, realising intentions &amp;, where appropriate, making connections between visual, written, oral or other elements.</p>	<p>and meaningful response demonstrating analytical &amp; critical understanding, realising intentions &amp;, where appropriate, making connections between visual, written, oral or other elements.</p>	<p>demonstrating analytical &amp; critical understanding, realising intentions &amp;, where appropriate, making connections between visual, written, oral or other elements.</p>	<p>demonstrating analytical &amp; critical understanding, realising intentions &amp;, where appropriate, making connections between visual, written, oral or other elements.</p>	<p>response demonstrating analytical &amp; critical understanding, realising intentions &amp;, where appropriate, making connections between visual, written, oral or other elements.</p>
<p><b>Links for Support/ Help at Home</b></p>	<p>Use of student resources located within Google classroom          Use of YouTube tutorials to develop skills listed above          Introduction to a diverse range of artists and photographers or styles as inspiration from across time and globe          Gallery Visits/Attend artist workshops          Equipment at home to enable greater practise at home          Participating in enrichment opportunities and clubs (in school and out of school)</p>					