

KS4 Curriculum Overview

Photography Edexcel

Curriculum Intent

Our ambition is for students to be able to express themselves creatively and for them to develop a greater understanding of photography as well as wider arts and culture through exposure to photographers, artists, designers and crafts people from all around the world. We consciously expose students to artists from all around the world to deepen understanding and ignite interest. Students develop their technical knowledge and skills within Photography through both digital and non-digital approaches. This creative practice is also grounded in the real world by making relevant local links to careers within the arts such as workshops from visiting photographers.

How does the KS4 curriculum build on that from KS3?

The formal elements of art provide a fundamental strand within the KS3 curriculum, and this continues into KS4 through further exploration of line, shape, form, texture, tone, colour and pattern which is still relevant within Photography. Our sequenced KS3 curriculum builds skills within a wide range of media to support students undertaking a creative GCSE and this includes photography at various opportunities but primarily within Year 9 Human Form unit. At KS4 students further develop these skills using DSLR cameras and various editing techniques. Students explore a wide range of relevant artists and photographers at KS3. Artist analysis at KS4 builds on this with greater detail in terms of developing a personal response which informs and relates to the students' own developing practice.

What do students *do* with this knowledge or these skills?

We are looking for students to develop their practical skills and knowledge to inform their creative output with increasing independence and over a sustained period of time. Over time students should increasingly be able to:

- Talk confidently about an artist/photographer and describe their work
- Develop their creative ideas independently e.g. design and make a final outcome
 - Select suitable materials
 - Apply skills and knowledge with new media
- Review and reflect on work, understanding how it fits into the wider context of the unit
 - Be able to draw connections between relevant artists and their own practice
 - Develop original ideas in response to unit themes
- Work independently in mock/exam conditions to create final outcomes

How does the KS4 curriculum align to the National Curriculum?

Our Photography curriculum builds on some knowledge, understanding and skills which are developed through KS3 Art as Photography is not a subject specifically taught at KS3. Assessment objectives provide the framework and focus to ensure progression from the KS3 Art national curriculum requirements, and enables the possibility for further student at A Level.

Our Photography curriculum aligns to the national curriculum as it ensures students actively engage in the creative process of photography through exposure to a wide range of media and techniques where they are encouraged to experiment and take risks. This range includes digital photography techniques using DSLRs, different lenses, traditional cyanotypes in a dark room, digital and non-digital editing and more. Students are supported to become effective and independent learners, for example completing 10-hour mock exams. It is important to develop critical and reflective thinkers with probing minds whilst exploring relevant practitioners and movements, from all around the world and from different time periods. This is further supported through workshops and trips such as the Botanic Gardens in Cambridge. Students are taught to develop their personal outcomes, being solution focused whilst refining their ideas with purpose and intent as they progress through each unit of work with increasing levels of independence. For example, choosing their own subtheme and techniques within *The Natural World* unit. There is a creative industries thread running through both the KS3 and KS4 curriculums which includes resources on careers and opportunities; for example, information and interviews with practitioners such as a film and TV Art director.

| Term | Year 10 | Year 11 |
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| Autumn | Introduction to photography <ul style="list-style-type: none"> Students are introduced to Photography through exploring key genres such as still life, portraiture, landscape and narrative. Within these genres knowledge and photography techniques are explored and refined by students. This includes composition, depth of field, viewpoint, different lenses and lighting. Photographers and artists, such as Sharon Core and Wayne Thiebaud, inspire a series of photoshoots. Learning is supported through a trip where students complete a photoshoot inspired by local landscapes and architecture. | The Natural World <ul style="list-style-type: none"> Students decide on a subtheme within <i>The Natural World</i> unit of study, for example, wildlife, plants or weather. Continued study includes a focus on relevant artists/photographers such as Andy Goldsworthy, David Hockney, Ansel Adams and Mika Ninagawa. Techniques covered include cyanotypes on different surfaces, digital and non-digital editing such as double exposure and hand embroidery. A 10-hour mock is completed where students create a final outcome in a technique of their choice, relevant to their own work and ideas. |
| Spring | Introduction to Photography <ul style="list-style-type: none"> The unit continues into the Spring term with an increased focus on chosen areas of study. For example, each student chooses which genre and relevant photographers they would like to inform their own ideas and work. Increasing levels of independence are encouraged and supported through workshops and regular verbal feedback. Students learn how to look at and talk about work, informing their own opinions. | Exam unit <ul style="list-style-type: none"> The theme is set by the exam board and is different each year. Students are introduced to this theme through initial research, photoshoots and workshops. Students are then supported to complete the exam unit in an increasingly independent way through their own choice of subtheme, artists/photographers and techniques. |
| Summer | <ul style="list-style-type: none"> A 10-hour mock exam is completed when students create a final outcome for the <i>Introduction to Photography</i> unit. The Natural World <ul style="list-style-type: none"> Students explore the new theme by looking at traditional camera-less techniques such as cyanotypes and the artists who developed this technique such as Anna Atkins who often worked with elements of nature. This early work is supported by a trip to the Botanic Gardens in Cambridge where a photoshoot is completed. | Exam unit <ul style="list-style-type: none"> A final 10 hour exam is completed for students to create a final piece as part of their exam unit. |

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| Rationale for this sequencing | <i>An introduction to Photography</i> has been consciously planned to expose students to a comprehensive introduction of a subject that is not specifically taught at KS3. This unit has also been planned with GCSE skills in mind, providing a well-structured unit focusing on building key areas such as knowledge of photography genres, key techniques, and tools as well as research and analysis of relevant photographers and artists, all whilst developing their own photography skills. This unit provides a solid foundation before further units of study which feature increasing opportunities of independence for students. <i>The Natural world</i> unit for example, enables students to choose their own subtheme, relevant photographers, and choice of technique for a final outcome. The KS4 curriculum, informed by recurring threads running through the KS3 Art curriculum, has been consciously planning to support students to develop the skills necessary to undertake the exam unit in Year 11. |
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| Additional support at home | |
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| Additional reading for enjoyment, enhancement and extension | <ul style="list-style-type: none"> • <i>Art: a visual history</i> - Robert Cumming • <i>The Art book for children</i> – Phaidon • <i>Steal like an Artist</i> – Austin Kleon |
| Online resources to practice, consolidate and revise | <ul style="list-style-type: none"> • Mrs Way's Art room - YouTube • Art2day - for artist research • Tate learning • The Student Art guide |
| Workbooks & revision guides to practice, consolidate and revise | <ul style="list-style-type: none"> • N/A |