

## St Gabriel's Curriculum Planning September -Photography

INTENT	The Photography curriculum aims to engage, inspire and challenge pupils through a wide variety of themes, preparing them with the knowledge and skills to experiment, imagine, invent and create their own work to express their identity, ideas, beliefs and feelings. Photography contributes to the Catholic ethos of the school in how pupils explore the wonder of God's creation and the details of His work through the investigation and development of their own artwork. Pupils are also encouraged to value other's unique ideas and talents, beliefs and opinions. Pupils discover how Photography both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.						
KS1 & 2	TIME SCALE	YR 9	YR 10	YR 11	KS4	KS5	CAREERS
<b>DECLARATIVE KNOWLEDGE</b> Evaluate and analyse creative works using the language of art, craft and design. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. (KS1) about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (KS2) increasing awareness of different kinds of art, craft and design.  <b>PROCEDURAL KNOWLEDGE</b> Produce creative work, exploring their ideas and recording their experiences. (KS2) to create sketch books to record their observations and use them to review and revisit ideas. (KS2) Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation.	HT1		<b>Introduce the course and cover basic technical skills and formal elements/composition of photography.</b>  <b>BUILDING BLOCKS/CONTRASTS/LIGHT AND DARK</b> AO1, AO2, AO3, AO4 <ul style="list-style-type: none"> <li>• Natural forms</li> <li>• B&amp;W photography</li> <li>• Digital manipulation</li> </ul>	<b>ISSUE IN WEEK 1 MOCK Assessment</b> <b>IDENTITY II</b> AO1, AO2, AO3, AO4 <ul style="list-style-type: none"> <li>• Continuation of identity to provide more sustained, in depth and personal investigation</li> <li>• Digital/hand manipulation</li> </ul>	<b>DECLARATIVE KNOWLEDGE</b> The way sources inspire the development of ideas, relevant to fine art including: <ul style="list-style-type: none"> <li>• how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts</li> <li>• how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.</li> </ul>	<b>AQA A Level Holy Cross courses:</b> <b>Photography, Graphics, Art and Design.</b>  <b>Bury College: A level-Art, Craft and Design:</b> <ul style="list-style-type: none"> <li>• Textile Design</li> <li>• Graphic Communication</li> <li>• <b>Photography, A Level Photography, Foundation Diploma in Art and Design, Creative Media Production &amp; Technology.</b></li> </ul>	There are many careers open to students with a photography qualification, including professional photography (wedding, portrait, still life, fashion, wildlife, landscape, etc), journalism, arts administration, advertising, fashion, television, communications, art direction, interactive design, cinematography, marketing, graphic design, teaching.
	HT2			<b>STRUCTURES – URBAN/ARCHITECTURE</b> AO1, AO2, AO3, AO4 This offers a broad range of themes to allow pupils to develop a more personal investigation and response			
	HT3	<b>OPTIONS LESSON</b> Pupils gain understanding and experience of photography GCSE as part of their Art lessons/assembly	<b>CONT. CONTRASTS/COLOUR</b> AO1, AO2, AO3, AO4 <ul style="list-style-type: none"> <li>• Water droplet photography</li> <li>• Natural forms</li> <li>• Colour splash</li> <li>• Digital/hand manipulation</li> </ul>	<b>EXTERNALLY SET EXAM (ESA) PREPARATION PERIOD</b> ; AO1, AO2, AO3, AO4  <b>STRUCTURES/PERSONAL PROJECT CONTINUED</b> Personal project is a sustained development of structures/ contrasts/ identity projects from the course	The ways in which meanings, ideas and intentions relevant to fine art can be communicated  Develop visual vocabulary to interpret the artwork of others and apply to their own artwork with meaning		
	HT4		<b>IDENTITY-</b> AO1, AO2, AO3, AO4 <ul style="list-style-type: none"> <li>• Portraiture</li> <li>• Still life</li> <li>• Digital manipulation</li> </ul>	<b>EXTERNALLY SET EXAM PREPARATION PERIOD</b> AO1, AO2, AO3, AO4  <b>STRUCTURES/PERSONAL PROJECT CONTINUED</b>	<b>PROCEDURAL KNOWLEDGE</b> <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses. <b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		
	HT5		<b>SURREAL IDENTITY; MANIPULATING REALITY</b> AO1, AO2, AO3, AO4 Assessment	<b>10HR CONTROLLED ESA</b>  <b>PORTFOLIO FINALISATION PHASE</b>  <b>END OF COURSE</b>			
	HT6		<b>CONT. SURREAL IDENTITY</b> AO1, AO2, AO3, AO4 Mock Assessment <b>DIGITAL MANIPULATION FOCUS</b>	<b>ART EXHIBITION/EXPRESSIVE ARTS EXPO</b>			