

PHOTOGRAPHY CURRICULUM MAP 2025 – 2026

Intent:

- Students have an understanding of contextual studies and theoretical artistic studies alongside exploring and mastering different techniques and materials.
- Students build fine motor skills, technical understanding and application; students are initially introduced to the formal elements and once the basics are acquired, these are then applied to different contexts with growing complexity throughout the curriculum.
- Students develop transferrable skills, which can be used across the curriculum and will serve them well when seeking employment (creativity, communication, critical thought and analysis, cultural/social/historical awareness, perseverance and resilience).
- Students use a range of different processes and techniques from good quality, well-lit standard photographs to printing processes and photographic manipulation. As contextual understanding grows, students are required to consider concept and visual language at a greater level, demonstrating this through the design and creation of personal ideas that explore the society and culture that individuals are immersed in; work often acts as social commentary as students challenge issues which they are passionate about.
- Students understand the role of a contemporary artist and can independently follow the creative process (Research, analyse, experiment, design develop, present, evaluate) to realise their own creative intentions.
- Students can fluently analyse artwork using key artistic terminology.

Implementation:

Year 9

Introduction to Photography

This introductory project aims to introduce students to Photography as an Art form. Students will start to explore the basic practical skills of Photography, whilst developing their understanding of the formal elements and different compositions throughout. Students will be guided through research tasks that teach them how to analyse visual language and understand context. Alongside this, students will replicate and interpret artworks, deepening their understanding of materials and techniques in a context that is increasingly more challenging. By gaining confidence when using a DSLR camera and learning about some of the core skills needed to edit photographs, students will have the knowledge and skills to learn in more depth about Motion within Photography in Year 10.

Areas of focus –

- AO1 – Demonstrate critical understanding (Research)
- AO2 – Review and Refine (Experimentation and development)
- AO3 – Quality of observation
- AO4 – Present and personal and meaningful response (Final outcome)

Year 10 AU1

Objects

Students will build on the knowledge they have generated in Year 9 as they explore the theme of 'Objects'. This project aims to further challenge students' technical ability of using DSLR cameras and image enhancement. Students will explore a range of different photographic approaches and develop a high ability to make well- composed images. Students will explore the basics of photographic composition through practical shoots and critical image selection. Artists examples will be used for reference throughout the project to demonstrate high quality examples.

Areas of focus –

- High quality photography
- Purposeful composition
- Valuable editing

	<p>Key learning components:</p> <ul style="list-style-type: none"> - Develop an ability to effectively control the DSLR camera and to create interesting and unusual compositions that link to the theme of Objects. - Develop knowledge of different camera settings in order to manipulate imagery. - Know and understand the formal elements within Photography.
Year 10 AU2	<p style="text-align: center;"><u>Manipulating Light</u></p> <p>Students will continue to build on their photographic knowledge by exploring the theme of ‘Manipulating light’. This project aims to further challenge students’ technical abilities of using DSLR cameras and image enhancement. Students will begin to advance their understanding of camera settings in relation to light and how it affects photographs. They will explore a range of different approaches to photography, with a focus on high quality images.</p> <p>Students will deepen their understanding of how to present their GCSE coursework, considering the assessment objectives throughout. They will be given more freedom to become creative independent learners and photographers.</p> <p>Areas of focus – High quality photography Purposeful composition Valuable editing</p> <p>Key learning components:</p> <ul style="list-style-type: none"> - Develop ability to effectively control the DSLR camera and create interesting and unusual compositions that creates links to manipulating light - Have knowledge of different settings on the camera to manipulate imagery - Know and understand the formal elements within photography
Y10 SP1	<p style="text-align: center;"><u>Creative Editing</u></p> <p>Students will build on the knowledge they have generated so far this term. This project aims to further challenge students' technical ability of manipulating images for aesthetics and visual language and meaning. Students will explore a range of different editing approaches and purposefully distort or enhance their images. Students will explore manipulating images physically (by hand) and digitally (via Photoshop). Artists examples will be used for reference throughout the project to demonstrate high quality examples.</p> <p>Areas of focus – High quality editing Purposeful manipulation Independent exploration</p> <p>Key learning components:</p> <ul style="list-style-type: none"> - Develop ability to effectively control the DSLR camera and create interesting and unusual compositions that create links to creative editing. - Develop knowledge of different camera settings to manipulate imagery. - Know and be able to use basic tools on Photoshop. - Know and understand the formal elements within photography.

<p>Y10 SP2-SU2</p>	<p style="text-align: center;"><u>Portraiture Photography</u></p> <p>Students will continue to build on the knowledge they have generated throughout Year 10 to complete a full body of work project. They will conduct artist research in more depth and thoroughly analyse artwork in relation to their theme. Students will develop their knowledge of the assessment objectives and aim to meet them throughout the project. Students will be guided through research, photographic shoots and editing in the first part of the SOW. They will then develop more of an independent approach to their photographic practice.</p> <p>Areas of focus – High quality photography Purposeful composition Valuable editing Artist research and analysis Independent photographic practice</p> <p>Key learning components:</p> <ul style="list-style-type: none"> - Develop ability to effectively control the DSLR camera and create interesting and unusual compositions that demonstrate links to Portraiture. - Develop knowledge of different camera settings to manipulate imagery. - Know and understand the formal elements within photography. - Know and understand visual language. - Develop confident editing skills (digital and physical) .
<p>Year 11</p>	<p style="text-align: center;"><u>Mock Exam</u></p> <p>This project mimics the exam as students select one theme from an exam paper which they will then investigate in depth. Knowledge developed in Y10 means that students will be confident in structuring their investigation and will intuitively navigate their way through the artistic process; research, experimentation and development, presenting high quality photographic outcomes and creating a sophisticated final outcome that utilizes visual language to communicate a thoughtful concept.</p> <p>Areas of focus – AO1 – Demonstrate critical understanding (Research) AO2 – Review and Refine (Experimentation and development) AO3 – Quality of observation AO4 – Present and personal and meaningful response (Final outcome)</p> <p style="text-align: center;"><u>Component 2: AQA Externally set task</u></p> <p>Students will use their knowledge and skills to create a body of work that explores a selected theme. They will then independently select a theme within from the exam paper (issued by AQA 02/01/2024) and use the skills that they have developed over the course to explore their theme through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation.</p> <p>Areas of focus – AO1 – Demonstrate critical understanding (Research) AO2 – Review and Refine (Experimentation and development) AO3 – Quality of observation AO4 – Present and personal and meaningful response (Final outcome)</p> <p style="text-align: center;"><u>Marking and moderation</u></p>

Enrichment Opportunities:

Students are invited to attend a range of extra-curricular activities including KS3/4 Photography club, Art History Society and Coursework Interventions.

Additionally, throughout the year we run a range of gallery visits for KS4 students as well as offering photography students the opportunity to explore different photography techniques through location shooting.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.

Verbal feedback is championed within the arts and this is utilised consistently to give students real time, detailed feedback that is a catalyst for progress – all teachers have attended CPD sessions within the art department that focus on quality of assessment and identify how to continuously improve the value of feedback.