**Photography Curriculum Progression Map**

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|  | **BLOCK 1** | | **BLOCK 2** | | | **BLOCK 3** | |
| **YEAR 11** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | | **Term 5** | **Term 6** |
| **Dates** | 1st September – 27th October | 6th November – 22nd December | 8th January – 9th February | 19th February – 28st March | | 15th April – 24th May |  |
| **Weeks** | 9 Weeks | 8 Weeks | 5 Weeks | 6 Weeks | | 6 Weeks |  |
| **Inset** | 1st September, 2nd October & 8th December | |  | | | 1st May (Bank Holiday) |  |
| **Unit Title** | PORTRAITS | | EXTERNALLY SET ASSIGNMENT | | | |  |
| **Sequence** | * Portraits thematic collage * Portraits thematic mind-map * Portraits inspired initial photoshoot * Chosen photographer research * Chosen photographer inspired photoshoot * Chosen photographer edits/experiments | * Additional photographer photoshoot plan * Additional photographer photoshoot * Additional photographer edits/experiments * Mock exam practice piece * **Mock exam: Beginning 20th November (3 hours)** * Responding to feedback * Refinement of work | The nature of the externally set assignment changes each year, students are given the assigned questions at the beginning of Term 3, students analyse and select a question and produce a third and final project based on this starting point. Students will be expected to complete the following tasks as part of this. The exam is 10 hours, and normally takes place in April/May, depending on whole-school calendar. | | | |  |
| * Collage * Mind map * Initial photoshoot * Initial photoshoot edits | * Photographer research * Photographer inspired photoshoot * Photographer inspired edits * Experimental edits | | * Preparing and planning a final idea * Additional photoshoots * Practice piece |
| **Key Building Blocks** | * Photoshop skills * Responding to a theme * Responding to a photographer * DSLR camera functions * Appropriate research into a theme and photographer * Recording ideas | | * Seeing an idea through to the end, developing their work in the style of a photographer * Photoshop skills * Creating a thorough body of work that shows a clear journey from initial research to final outcome * Creating a personal response to the photographers and techniques learnt | | | |  |
| **Retrieval Practices** | * Sequences of tools used in Photoshop (repeated from Year 10 learning) * Key vocabulary * How the work links to the work of chosen photographers and developing their own idea | | * Sequences of tools used in Photoshop * Key vocabulary * Developing a unique idea, rooted in the learning that has taken place so far | | | |  |
| **Knowledge** | What should students **know**?   * Some history of portrait photography and how the discipline has changed over time * How to manipulate lighting in order to achieve desired effects when taking photographs * A more developed understanding of Photoshop tools, techniques and processes | What should students be able to **do**?   * Take good quality portrait photographs that respond to a photographer of their choice * Appropriately visually research the theme and chosen photographer * Develop their own ideas from the inspirational images and photographers the student has responded to * Independently create a final piece based on the theme of ‘portraits’ | What should students **know**?   * How to select an appropriate ‘question’ that will allow them to show off the skills they have learnt over the duration of the course * How to appropriately begin research * How to select a photographer/s for contextual purposes * The process of working in which they can successfully embark on a ‘journey’ through the project, in order to allow them to create a final piece * How to critically assess their own work, explain their choices and reasoning behind their work in order to refine their work as it progresses. | | What should students be able to **do**?   * Present their research in a visual format * Show their understanding through use of presentation, layout and annotation * Plan photoshoots, take photographs and create edits/experiments that link to the photographer of their choice and also the question of their choice. * Create a final piece that showcases their knowledge and understanding from the course so far and that also reflects clearly the aims and objectives of the chosen question. | |  |
| **Literacy** | Students develop literacy skills through their annotation of their work, research into photographers and techniques. Termly reading materials are also used to bring on students’ reading skills. | | Students develop literacy skills through their annotation of their work, research into photographers and techniques. Termly reading materials are also used to bring on students’ reading skills. | | | |  |
| **Numeracy** | Move Tool (Photoshop)  Scale and Proportion (Photoshop)  Cropping (Photoshop)  Composition (Camera-skills) | | Scale and Proportion (Photoshop)  Presentation (Photoshop and Drawing)  Composition (Photoshop and Camera-skills) | | | |  |
| **Formative Assessment** | Peer & Self-Assessment  Whole-class feedback (once per half term)  Written feedback (once per half term) | | Peer & Self-Assessment  Whole-class feedback (once per half term)  Written feedback (once per half term) | | | |  |
| **Summative Assessment** | **Year 11 Mock Exams** | | **Year 11 ESA Assessed Time (normally mid-April)** | | | |  |
| **Social** | Students will need to work together, thus developing their social skills. | | Students can use photography as a tool to send important social messages surrounding the chosen theme or question. | | | |  |
| **Moral** | We look at understanding when to take and not to take a photograph, we understand the moral implications that some photographers capture rough and raw material. | | Students will be expected to (throughout the course) provide peer feedback, they have to be critical in their response, but also ensure that their peer feels pride in their work too. | | | |  |
| **Spiritual** | Students get a sense of wonder and awe from exemplar work, as part of their journey in Photography, students experience the ability to express themselves creatively. | | Students are expressing themselves creatively, and in this term, they develop their ideas with much more refinement. They have to look carefully at themselves and their own work to see what can improve. | | | |  |
| **Cultural** | Students research photographers from different cultures and we also touch on how photography and art is perceived in other cultures and how this differs from our own culture. | | Students must be sensitive towards the social and cultural messages and symbolism they use within their final pieces and be sensitive to these messages. | | | |  |
| **British Values** | Tolerance: becoming aware and tolerant of other cultures and social groups.  Individual Liberty: expressing their own opinions, thoughts and feelings creatively through photography. | | Tolerance: Students are expressing their own individual ideas and they therefore need to justify choices made within their work. It is important that students have tolerance of the different viewpoints that other people have. | | | |  |
| **Gatsby** | Students now begin to consider what their future options will be ahead of completing their final exams. Conversations with students regarding options post-16. | | Students are taking part in a very “real” brief, in which this is a piece of work that they could create within the role of a photographer. | | | |  |