**Photography Curriculum Progression Map**

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|  | **BLOCK 1** | | **BLOCK 2** | | **BLOCK 3** | | |
| **YEAR 10** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** | |
| **Dates** | 1st September – 21st October | 31st October – 21st December | 9th January – 10th February | 20th February – 31st March | 17th April – 26th May | 5th June – 19th July | |
| **Weeks** | 8 Weeks | 8 Weeks | 5 Weeks | 6 Weeks | 6 Weeks | 7 weeks | |
| **Inset** | 1st & 2nd September | | 4th, 5th & 6th January | | 1st May (Bank Holiday) | | |
| **Unit Title** | COVERT AND OBSCURE | | | | | | |
| **Sequence** | * Covert and Obscure collage * How to use a DSLR & first photoshoot * Covert and Obscure mind-map * Photoshop skills: Hue, Saturation & Crop Tools * Photoshop skills: Levels & Black and White * Photoshop skills: Polygonal lasso tool * Photoshop skills: Blending images together & using layers | * Long shutter speed techniques research: Light painting * Photoshoot planning * Photoshoot technique: long shutter speed * Photoshop skills: Layering & blending modes * Photoshop skills: Hue & Saturation (recap) * Photographer research (Gunnar Heilmann, Burak Bulut & Patrick Rochon) * Photoshoot in response to chosen photographer * Editing images using Photoshop in the style of chosen photographer | * Practice piece AP1 * **AP1: Beginning 16th Jan (2 lessons)** * Refinement of coursework project so far * Optical Illusion Photography research collage * Optical Illusion Photography research * Optical Illusion Photography photoshoot plan * Optical Illusion Photography photoshoot | * Photoshop skills: Polygonal lasso tool * Photoshop skills: Layering and blending modes * Photoshop skills: Dodge & Burn Tool * Photoshop skills: Vignette * Developing a final outcome * Kevin Corrado photographer research | * Kevin Corrado photoshoot plan * Kevin Corrado inspired photoshoot * Kevin Corrado photoshoot edits * Developing an idea * Additional photoshoot plan * Additional photoshoot inspired by photographer and techniques studied | | * Practice piece for Mock Exam * **AP2 Mock Exam: Beginning 23rd Jun (3 hours) (Provisional date depending on external exams)** * Feedback and refinement of coursework project so far |
| **Key Building Blocks** | * How to use a DSLR camera * Photoshop skills * Responding to a technique * DSLR camera functions * Appropriate research into a theme * Recording ideas | | * DSLR camera equipment * Responding to a photographer * Photoshop skills * Layering and merging photographs * Recording and developing ideas * Refining work | | * 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** | * Key Terms * Equipment names * Photoshop skills * How the work links to the techniques and photographers studied | | * Interleaved key terms * Recap of Photoshop skills * How the work links to the techniques and photographers studied | | * Interleaved key terms * Developed photoshop skills * Linking the work and creating a journey through the work | | |
| **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. | | 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** | Cropping  Rule of thirds  Polygonal Lasso Tool (Photoshop)  Perspective | | Repetition  Polygonal Lasso Tool (Photoshop)  Scale & Proportion | | Scale & Proportion  Rule of Thirds  Composition | | |
| **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) | | Peer & Self-Assessment  Whole-class feedback (once per half term)  Written feedback (once per half term) | | |
| **Summative Assessment** |  | | **AP1** | | **Year 10 Mock Exams** | | |
| **Social** | Students need to work as part of a team as a photographer, lots of photographers studied explore social issues and they also need to talk about their experiences and opinions. | | Students can discuss how covert and obscure photography can bring to light social issues – why would someone wish to hide their true selves? | | Students can use photography as a tool to send important social messages surrounding the theme of covert and obscure. | | |
| **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 must be critical in their response, but also ensure that their peer feels pride in their work too. | | When students create their own ideas, they may need to use each other for help as photographer assistants and models. This helps build their moral skills through team-working. | | |
| **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 must look carefully at themselves and their own work to see what can improve. | | Students now develop their own ideas, thus building their own self-esteem and self-confidence. They are expected to discuss and defend their ideas. | | |
| **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 continue to research photographers from a variety of cultures and explore the theme further. Students are encouraged to delve more into the reasoning behind why someone would need to hide or change their identity. | | 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** | Rule of Law: legal implications of taking photographs.  Tolerance: becoming aware and tolerant of other cultures and social groups.  Individual Liberty: expressing their own opinions, thoughts and feelings creatively through photography. | | Democracy: Students must be democratic in their approach when giving peer feedback to one another.  Mutual Respect: Students will use each other as a tool to bounce their own ideas off, they need to have mutual respect and listen to each other. | | 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** | Through the research of the photographers and techniques used by professional photographers, students are actively looking at potential work they could be producing in the field of Photography. | | Through further research of practicing photographers, students are actively looking at work they could produce within the field of Photography. Students have been exposed to a variety of techniques and processes they are encouraged to research further. | | Students asked to develop their own very personal ideas, in which this is a piece of work that they could create within the role of a photographer. | | |