**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 – 21st October | 31st October – 21st December | 9th January – 10th February | 20th February – 31st March | 17th April – 26th May |  |
| **Weeks** | 8 Weeks | 8 Weeks | 5 Weeks | 6 Weeks | 6 Weeks |  |
| **Inset** | 1st & 2nd September | | 4th, 5th & 6th January | | 1st May (Bank Holiday) |  |
| **Unit Title** | TEXTURE | | EXTERNALLY SET ASSIGNMENT | | |  |
| **Sequence** | * Texture thematic collage * Texture thematic mind-map * Textures inspired photoshoot * Photoshop skills: hue & saturation, black and white, levels & brightness and contrast * Jan Groover research * Jan Groover inspired photoshoot * Additional photographer research | * Additional photographer photoshoot plan * Additional photographer photoshoot * Mock exam practice piece * **Mock exam: Beginning 21st 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 Jan Groover | | * Sequences of tools used in Photoshop * Key vocabulary * Developing a unique idea, rooted in the learning that has taken place so far | | |  |
| **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. | | |  |