**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 – 27th October | 6th November – 22nd December | 8th January – 9th February | 19th February – 28st March | 15th April – 24th May | 3rd June – 22nd July | |
| **Weeks** | 9 Weeks | 8 Weeks | 5 Weeks | 6 Weeks | 6 Weeks | 7 weeks | |
| **Inset** | 1st September, 2nd October & 8th December | |  | | 6th May (Bank Holiday), Monday 1st July & 22nd July | | |
| **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 11th Jan (3 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 17th 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 | | |
| **Knowledge** | What should students **know**?   * How a camera works and some history of cameras and photography * What settings impact what areas in a photograph and the possibilities and limitations of these * Basic Photoshop terminology relating to the skills taught * How light impacts the quality of and outcome of a photograph and how to use this to create some visually interesting work * When and where to use long shutter speed techniques | What should students be able to **do**?   * Set up a DSLR digital camera * Use different settings on DSLR digital camera to take photographs * ‘Frame’ a photograph correctly * Use some basic Photoshop skills such as; Hue and Saturation, Crop, Levels, Black and White, Polygonal Lasso, Blending modes and layering * Use long shutter speed to take photographs in the style of a particular photographer | What should students **know**?   * What a composite image is and how to begin one in Photoshop * The importance of planning a photoshoot in order to appropriately plan for any changes * How to explain the reasoning and ideas behind their own work and the possible story behind others’ work * How to critically assess their own work in order to refine their work as they go | What should students be able to **do**?   * Use Photoshop tools and techniques to create a ‘final piece’ * Use more advanced Photoshop tools and techniques to create composite images in the style of a photographer or a theme chosen * Set up more advanced and complex photoshoots that relate to their intentions * Use Photoshop to develop ideas and experiment with photographs taken | What should students **know**?   * How to independently critically assess their own work as they go to create a final piece * More advanced terminology of Photoshop tools, techniques and processes and where they are most appropriately used * How to select a final idea, creating a ‘family’ of work | | What should students be able to **do**?   * Independently use Photoshop tools and techniques to appropriately develop their own ideas in relation to their chosen photographer/inspirational images * Create composite imagery that tells a ‘story’ and links to the theme of optical illusions within Covert and Obscure |
| **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. | | |