

Year 10 Photography Curriculum Rationale

In Year 10, students are given the broad-based theme of "Structures". Student independent learning is encouraged from the outset. The early initial exploration of materials and techniques is adopted to build student confidence through experimentation. Teacher workshops are used to initiate learning of new skills and to embed prior learning. Students acquire a significant set of skills and knowledge for them to draw upon when they begin to undertake much more independent study. Prescriptive teaching is kept to a minimum and students learn to explore, develop and refine ideas independently. The design of the curriculum is intended to prepare students for the rigours of independent work expected in Year 11 (students start their Year 11 project in term 6 of Year 10).

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
STRUCTURES COURSEWORK THEME						
<p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and</p>	<p>Researching and analysing the work of other practitioners, cultures etc, which is used as the foundation for the development of student ideas. Students can demonstrate their critical understanding.</p> <p>Students experiment with a wide range of materials and techniques, gaining a greater understanding of</p>	<p>Title Page-based on the theme of Structures.</p> <p>Mind Map- Initial ideas on the given theme</p> <p>Developing technical knowledge through workshops</p> <p>Explore a range of technical skills/knowledge such as depth of field and shutter speed to enable students to use the equipment effectively .</p> <p>Service corridor photo shoot – Students to</p>	<p>Explicit reference to HPL.</p> <p>One-to-one feedback regularly given.</p> <p>Peer/self-assessment (including group critiques).</p> <p>Verbal feedback.</p> <p>Light touch.</p> <p>Live marking.</p> <p>Use of assessment criteria marking grid in lessons whilst discussing student work.</p> <p>Standardization of student work at each Census point and feedback given with</p>	<p>Literacy-Students must demonstrate analytical and critical understanding through written annotation. Students must demonstrate use of appropriate specialist vocabulary. Students' development of ideas is both visual and written.</p> <p>PSHE- contextual research into practitioners, cultures etc.</p>	<p>All or most ACP and VAA's are developed in each unit.</p> <p>Students to direct HPL focus themselves each lesson with discussion with teacher.</p>	<p>Key Stage 4 after school Art Club throughout year.</p> <p>Opportunity for trip to Kew Gardens (possible residential to Norfolk - dates tbs)</p> <p>Community projects and Art competitions (throughout year)</p> <p>Homework:</p> <p>Title page on structures.</p> <p>Mind Map.</p> <p>Preliminary studies.</p> <p>Artist research and practical responses.</p>

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<p>refining ideas as work develops.</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p>	<p>their appropriate uses in connection to their own work. Students demonstrate how they review and refine their ideas and work as they progress</p> <p>Students make informed decisions as to how they record ideas, observations and insights and what techniques are appropriate to purpose. Students reflect critically on work through one-to-one meetings with teachers and group critiques</p>	<p>photograph the service corridor and create several responses with the images.</p> <p>Contextual research (Structures) - Appropriate and meaningful research into practitioners relevant to intentions, which will aid the student’s development of ideas.</p> <p>Development of Ideas (Structures) – Students will use their contextual research to inspire the development of their work. Students will explore the chosen practitioner’s work and experiment with their style/techniques, selecting and refining work where appropriate.</p>	<p>Working At and Predicted Grades.</p>			<p>Continuous development of independent project</p> <p>Students work independently, making use of the department facilities during lunch times and after school. They are expected to work at home on their studies and this is checked by their teachers.</p>

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<p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p>Students understand the visual journey to its full conclusion, which usually takes the form of an outcome or series of outcomes which fully realises their intentions.</p>	<p>Contextual research (Portraiture) - Appropriate and meaningful research into practitioners relevant to intentions, which will aid the student's development of ideas.</p> <p>Development of Ideas (Portraiture) – Students will use their contextual research to inspire the development of their work. Students will explore the chosen artists work and experiment with their style/techniques, selecting and refining work where appropriate. Techniques will include stitching, collage, weaving, photograms,</p>				

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		<p>cyanotypes and digital manipulation.</p> <p>Skills are refined by demonstrations and practise. One-to-one discussions take place on a regular basis with teachers and group critiques, to help review and refine ideas.</p> <p>Students make informed decisions about how to record their ideas, observations and insights throughout the coursework, from their initial research, through the development of ideas to their conclusion</p> <p>Students present personal and meaningful responses</p>				

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<p>Students begin their Year 11 project.</p>	<p>See Year 11 Rationale</p>	<p>throughout their work in the form of outcomes and eventually arrive at a conclusion which realises their intentions.</p> <p>In term 6, students begin their Year 11 project.</p>				