

Year 11 Photography Curriculum Rationale

Students choose ONE theme from a range of given themes and develop this independently with one-to-one support from the teacher. This allows students to take ownership of their learning and prepare them for the independent work required for the Externally Set Assignment. Students begin their Year 11 coursework project in term 6 of Year 10. In the past, students have struggled to fulfil the requirements of the course in Year 11, particularly developing ideas to a meaningful conclusion, in the given timeframe. Starting the project early, allows students to complete their outcomes in the December PPE. In January, students can then solely focus on their GCSE Externally Set Assignment.

Unit:	Core knowledge/skill	Sequence:	Assessment	Literacy,	ACP and VAA	Home learning and
	development:			numeracy, PSHE,	development:	enrichment
				FBV, other links		
Develop ideas	Researching and	Title Page -based on	Explicit reference to	Literacy -Students	All or most ACP and	Key Stage 4 after
through sustained	analysing the work of	their theme of choice	HPL.	have to	VAA's are developed in	school/lunchtime Art
and focused	other practitioners,	from several options.	One-to-one	demonstrate	each unit.	Club throughout year.
investigations	cultures etc, which is	Mind Map- Initial	feedback regularly	analytical and	Students to direct HPL	Community projects
informed by	used as the	ideas on the given	given.	critical	focus themselves each	and Art competitions
contextual and	foundation for the	theme	Peer/self-assessment	understanding	lesson with discussion	(throughout year)
other sources,	development of	Preliminary Studies-	(including group	through written	with teacher.	
demonstrating	student ideas.	students choose 3-4	critiques).	annotation.		Homework:
analytical and	Students are able to	lines of enquiry for	Verbal feedback.	Students have to		Title page
critical	demonstrate their	further development	Light touch.	demonstrate use		Mind Map.
understanding	critical understanding.	Contextual research-	Live marking.	of appropriate		Preliminary studies.
		appropriate and	Use of assessment	specialist		Artist research and
		meaningful research	criteria marking grid	vocabulary.		practical responses.
		into practitioners	in lessons whilst	Students		
		relevant to	discussing student	development of		Continuous
		intentions, which will	work.	ideas is both		development of
		aid the student's	Standardization of	visual and written.		independent project
		development of	student work at each	PSHE- contextual		
		ideas	Census point and	research into		Students work
			feedback given with	practitioners,		independently, making
			Working At and	cultures etc.		use of the department
			Predicted Grades.			facilities after
						school/lunch time. They

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Unit	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
						are expected to work at home on their studies and this is checked by their teachers. Students are taken to London galleries for contextual research for their Externally Set Assignment.
Explore and select	Students experiment	From the outset,	Explicit reference to	Numeracy-	All or most ACP and	
appropriate	with a wide range of	students experiment	HPL.	students use	VAA's are developed in	
resources, media,	materials and	with and choose	One-to-one	general	each unit.	
materials,	techniques, gaining a	their own resources,	feedback regularly	mathematics in	Students to direct HPL	
techniques and	greater	materials and	given.	the exploration of	focus themselves each	
processes,	understanding of	techniques in the	Peer/self-assessment	their work,	lesson with discussion	
reviewing and	their appropriate uses	pursuit of the	(including group	especially with	with teacher.	
refining ideas as	in connection to their	development of their	critiques).	the use of a		
work develops.	own work. Students	ideas and work. Skills	Verbal feedback.	variety of		
	demonstrate how	are refined through	Light touch.	techniques,		
	they review and refine	the use of	Live marking.	processes		
	their ideas and work	demonstrations and	Use of assessment			
	as they progress	practise. One-to-one	criteria marking grid			
		discussions take	in lessons whilst			
		place on a regular	discussing student			
		basis with teachers	work.			
		and group critiques,	Standardization of			
		to help review and	student work at each			
		refine ideas.	Census point and			
			feedback given with			

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			Working At and Predicted Grades.			
Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	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	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	Explicit reference to HPL. One-to-one feedback regularly given. Peer/self-assessment (including group critiques). Verbal feedback. Light touch. Live marking. Use of assessment criteria marking grid in lessons whilst discussing student work. Standardization of student work at each Census point and feedback given with Working At and Predicted Grades.	Literacy-Students have to demonstrate analytical and critical understanding through written annotation. Students have to demonstrate use of appropriate specialist vocabulary. Recording of ideas is usually in written annotation. PSHE- contextual research into practitioners, cultures etc.	All or most ACP and VAA's are developed in each unit. Students to direct HPL focus themselves each lesson with discussion with teacher.	
Present a personal	Students understand	Students present	Explicit reference to	PSHE-	All or most ACP and	
and meaningful	the visual journey to	personal and	HPL.	connections with	VAA's are developed in	
response that	its full conclusion,	meaningful	One-to-one	visual and other	each unit.	
realises intentions	which usually takes	responses	feedback regularly	elements	Students to direct HPL	
and, where	the form of an	throughout their	given.		focus themselves each	

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appropriate, makes	outcome or series of	work in the form of	Peer/self-assessment	Literacy- the	lesson with discussion	
connections	outcomes which fully	outcomes and	(including group	realisation of	with teacher.	
between visual and	realises their	eventually arrive at a	critiques).	intentions is		
other elements	intentions.	conclusion which	Verbal feedback.	usually in both		
		realises their	Light touch.	visual and written		
		intentions.	Live marking.	form		
		This should take	Use of assessment			
		place in the	criteria marking grid			
		December PPE.	in lessons whilst			
			discussing student			
			work.			
			Standardization of			
			student work at each			
			Census point and			
			feedback given with			
			Working At and			
			Predicted Grades.			