Curriculum Map- GCSE year 10 Photography

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1/2/3 **AQA– Still life and portraiture component – mini projects before beginning the fully sustained.** Key skills that are covered: • Photography compositional skills. • Use photographic techniques and processes such as lighting, viewpoint, depth of field, shutter speed and digital processes • Media and materials. Using photographic paper. Using digital media programmes such as Photoshop, Photopea and Powerpoint. • Learning how to sequence work, through storyboard, planning and constructing shoots	• Link in KS3 –SOW portraiture where students apply some digital editing knowledge. Taking photographs in up-close natural form project • Able to research contextual studies – looking at 'who, what, how and why' but expanding to GCSE level. • Principles and elements of art and design • Compositional studies covered in KS3, more focused in year 9	• Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources • Demonstrate the characteristics, properties and effects of using different media, materials, techniques and processes	• To use drawing skills for different needs and purposes, appropriate to context. • To record their ideas, observations, and insights • To apply effective and safe use of media, materials, techniques, processes and technologies. • To select and research contextual studies appropriate to theme.
Term 4/5 **Introduction to AQA fully sustained project component 1 – Layers** • Understanding Artist research that helps build upon artist skills • Building an Artist bank. • Application of skills and knowledge applied to new theme – supporting independent learning.	• Introduction in KS3 to Artist research and Art movements in each SOW. • Mind maps and Title pages covered in KS3.	• Knowledge and understanding of the work and approaches of artists, Photographers, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures.	• To develop their ideas through investigations informed by selecting and critically analysing sources • To apply an understanding of relevant practices in the

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		• Through visual language demonstrate critical and analytical understanding	creative and cultural industries to their work
Term 6 **AQA Fully sustained project** **Component 1 – Layers** • Presentation • Analysis through annotation • Present an outcome (AO4) to support Component 1 - Students will use skills learned in year 10 and create an outcome to support their fully sustained project.	• Planning for final outcomes in KS3 – Responding to Artist/Contextual studies. • Keywords and vocabulary used throughout KS3 to help pupils with annotation in GCSE.	• Showing the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions in Fine Art • Demonstrating the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.	• To realise personal intentions through sustained application of the creative process • To document visually and through written annotation, using appropriate specialist vocabulary, as work progresses

Resources and/or activities to support learning

Using Pinterest website to help you see visually how to present a page – artist research and how art work is applied - Pinterest

Youtube – to break down steps as a refresher on how to use camera settings/ techniques, editing, artist interviews etc.

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Teams teacher videos on editing process on Loom.

Top tips for success

- AQA photography website AQA | Art and Design | GCSE | GCSE Art and Design (Photography)
- Tate website - Tate Art
- BBC Bitesize - Photography - Photography - Higher Art and Design Revision - BBC Bitesize
- Student Art Guide - studentartguide