

GCSE Curriculum Photography	Module 1 & 2 (year 10)	Module 3 (year 10)	Module 3/4 (year 10)	Module 5 (year 10)	Module 6 (year 10)
Knowledge	The 8 Rules of Composition Awareness of the alphabet photography of Jennifer Blakeley Understanding of the photojoiners of David Hockney, the linear style of Kyle Henderson. Appreciation for the creative contemporary work of Ben Heine & Paperboyo	What is still life? What is a pattern? What is symmetry? The 8 Rules of Composition Understanding of distortion and refraction Understanding framing and macro compositions	Analysing the photographic work of others using key vocabulary and being able to identify rules of composition. Applying photoshop knowledge independently to work.		
Skills	Ability to see shapes within surroundings Ability to compose an effective photograph Use of basic cropping, editing and layer work in Photoshop	Applying the 8 Rules of Composition to photographs and still life set ups (background, viewpoint, rule of thirds, odd numbers, framing, cropping, balance and symmetry/patterns) Use of macro function on camera	Applying the 8 Rules of Composition to portrait photography Using manual creative skills such as sewing, folding, collage, weaving to develop responses. Building on digital editing ability – use of Adobe Illustrator to draw on top of photographs digitally, use of Photoshop to create double exposure work.		
Topic	Alphabet project Places	Objects	Identity – sustained project for component 1 which must have a personal response		
Contextual study AO1	Jennifer Blakeley David Hockney – photo joiners Kyle Henderson Ben Heine – combines drawing and photography Paperboyo	Emily Blincoe Adam Hilman Suzanne Saroff	Brn del Zou, Manny Robertson, Joe Ramussi, Aldo Tolino, Adam Gotts, Caroline Grohs, Nevess (plus one other double exposure photographer of students choice)		
Exploring materials AO2	<p>Creating cropped monotone and duotone Alphabet poster and using filters to create words. Students will know how to use tools and menus to adjust the contrast in photoshop. They will work with layers to position each letter which will have been cropped, transformed, rotated and resized.</p> <p>Students will use both manual and digital methods to create photo-joiners to reinforce their knowledge of layers and their basic editing skills. They will adjust the contrast, hue and saturation to define the rectangular selections.</p> <p>Creating drawings and silhouettes to photography in a place. Creating the above as a post card held by another hand.</p> <p>Annotated screenshots using key vocabulary (glossary provided for students to refer to)</p>	<p>Students will change the background colour of their photograph and create a piece of repeat pattern (like giftwrap) from their work.</p> <p>Selected areas of distorted photographs will be edited by drastically changing the colour and through super imposing a fish swimming in one of the vessels.</p> <p>Annotated screenshots using key vocabulary (glossary provided for students to refer to)</p>	<p>Manual and digital collage work Stitching Tearing, cutting, screwing up, folding, weaving Digital application of line drawing Double exposure work using masks, layers and opacity</p> <p>Annotated screenshots using key vocabulary (glossary provided for students to refer to)</p>		
Observing & recording AO3	<p>26 photographs of letter forms within the natural environment (Eg – a plughole being a letter O)</p> <p>6-10 photographs of local church from different viewpoints 12 photographs of interesting architectural elements</p> <p>Several photographs of a drawing & silhouette forming part of the landscape</p> <p>A tonal pencil drawing 2-3 cut silhouettes from black card A photograph of a hand holding a blank card</p>	<p>A series of photographs taken with DSLR cameras of still life compositions in response to the first 2 artists studied.</p> <p>Photographs of distorted refracted imagery shot behind vessels of water with a neutral background.</p> <p>Annotated screenshots using key vocabulary (glossary provided for students to refer to)</p>	<p>A series of portrait photographs Re-photographed woven, torn and folded work</p> <p>Annotations using key vocabulary (glossary provided for students to refer to)</p>		
Presenting a personal response AO4	A3 prints of full alphabet A3 print of digital photojoiner A4 print of response to Ben Heine and Paperboyo	Best 3 photographs printed for display Piece of repeat pattern Edited distortion photograph	Created in year 11		
Assessment	All work produced has verbal/responsive teaching feedback.		All work produced has verbal/responsive teaching feedback.		
Careers	Graphic Design, Advertising, Web Design, Film Graphics, Illustration, digital art As well as a range of photographers – weddings, baby, portraits, journalism, sport				

GCSE Curriculum Art, Craft & Design	Module 1 (year 11)	Module 2 (year 11)	Module 3 -5 (year 11)	Module 6 (year 11)
Knowledge	To select a direction to inspire a personal response to the theme. Students will consider who their model will be and the meaning they wish to convey through their photography. A graphics outcome is also encouraged for maximum marks and sense of purpose. To connect ideas and work studied to a personal and meaningful response to the topic	To apply knowledge gained on the course and from previous projects to a given theme ‘Abstract’. Students will be provided with a choice of photographers and artist to consider and study.	A choice of 8 Starting points from AQA Component 2 External Task paper. Students develop this as a project enabling them to produce their personal response in 10 hours of the Exam.	COURSE COMPLETE
Skills	To explore a range of ideas through materials and techniques To produce a personal and meaningful response to the topic	To explore a range of ideas through materials and techniques To produce a gallery exhibition poster for the Tate Modern and a set of souvenir postcards. Students must work to a given brief.		
Topic	Identity (Main project Component 1)	Abstract (Mock exam)	Component 2 – Exam (40%)	
Contextual study AO1	Students can select their own photographer to link with their chosen direction. They already have 7 to inspire them. Students are directed to the Pinterest board created to support this project – lots of photography choice on there.	Students can select their own photographer to link to the given theme.	Student choice based on their chosen starting point – there is a Pinterest board full of photography links and related imagery to assist students in this AO. (2-3 artists preferably)	
Exploring materials AO2	Individual choice depending on personal response/outcome student wants to produce. Ideas and explored media should be refined and annotated to show improvements and development. A list of editing techniques and guidelines is provided	Individual choice depending on personal response/outcome student wants to produce. Ideas and explored media should be refined and annotated to show improvements and development. A list of editing techniques and guidelines is provided	Students are encouraged to demonstrate their use of a range of editing techniques relevant to their intended outcome. Manual and Digital work.	
Observing & recording AO3	At least 30 photographs of chosen model from a range of viewpoints, expressions and places (a list of ideas/poses is provided to support students) Links to AO2.	At least 30 photographs of chosen ‘abstract’ direction from a range of viewpoints. Links to AO2.	Photographs taken by students relating to their chosen starting point as they explore the theme and respond to chosen contextual links. At least 30 photographs for final piece/idea development	
Presenting a personal response AO4	Students are producing a range of personal responses in a variety of ways, ensuring ideas link to contextual sources and have shown refinement before execution.	Students will produce an A3 poster and set of A6 postcards for an exhibition called ‘ABSTRACTION@ for the Tate Modern. Information and logos will be provided to include. Exemplar will be shared so they can identify good design.	Done at start of Module 5 in exam	
Assessment	All work produced has verbal/responsive teaching feedback.	All work produced has verbal/responsive teaching feedback. GCSE Grade given for all work so far – component 1 is now complete.	The externally set task may only allow verbal feedback	
Careers	Graphic Design, Advertising, Web Design, Film Graphics, Illustration, digital art As well as a range of photographers – weddings, baby, portraits, journalism, sport			

