Swindon Academy — The best in everyone™ — Part of United Learning

Intent

The purpose of the photography curriculum is students to learn to see the world through different perspectives. It is designed to enable students to build knowledge, understanding and skills whilst experimenting with a variety of different photographic techniques. Exposure to a wide variety of photographers, artists and other contextual sources widens students viewpoints and to develop their own creativity to produce unique, personal photographic outcomes. Students build an understanding of how the development of new technologies has influenced the development of photography, and how photography fits into the wider art world.

Students starting the course in year 10 will have had little to no previous education in photography, so we start with the basics. The curriculum has been designed to gradually build and develop technical skills in both photography and editing, as well as creativity in image making. This is to enable students to build independence, visual communication skills, creativity and problem-solving skills in the execution of their ideas. Over the four years, students encounter the work of a range of historical and contemporary photographers, learning how to analyse imagery and develop their understanding of visual vocabulary. They will learn how to use the work of others to inform and inspire their own ideas and creativity. There is also on ongoing focus on developing their ability to explore and develop their own ideas effectively in order to produce original and personal outcomes.
The photography curriculum is underpinned by the following threshold concepts. These are embedded throughout the curriculum and revisited regularly over the four years:

Enrichment and extra-curricular
Over the course students also build cultural capital by offering a range of trips including a London Galleries trip in year 10 and year 13. There is a photography club after school weekly where students can learn and expand their understanding and knowledge of photographic techniques and processes to build on lesson content. Sixth form students are also able to become involved in teaching younger students.

Implementation – Rosenshine principles of instruction – *please write one or two sentences to describe the implementation for each of the Rosenshine principles below these must be subject specific and observable in lessons.*

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity	Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.	The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.	Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.	Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.	Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.	A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.	Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.	Independent practice produces 'overlearning' - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.'	The effort involved in recalling recently –learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.
Recapping prior learning and previous lessons at key points through do now taks

Repetition of key knowledge and understanding as prep tasks

Learning structured over several lessons, building on previous learning | Complex content is broken down into small steps

Each project/series of lessons builds on the knowledge, skills and understanding acquired previously

Content becomes more challenging as the year progresses | Regular and targeted planned questioning to check understanding at every stage of the lesson/ series of lessons

Recap questioning at start of each lesson to assess retention/ understanding of previous content | Live modelling, narration of thought and demonstrations of skills, techniques, materials and processes

Clear, concise explanations of new techniques, skills and processes using dual coding

Outstanding examples produced by teachers/ high ability students used as model outcomes | Technical skills and processes delivered using the I do we do you do structure

Key skills and techniques are repeated several times in different scenarios over the course | Teachers check understanding of all students each lesson to address misconceptions and give feedback

Where common misconceptions occur, teacher excavate error and remodelling occurs with the whole group | Difficult tasks and techniques broken down into small steps, building up difficulty and differentiated appropriately for student ability

Students practice and succeed at each step before moving on

Teacher demos foster an atmosphere of success and possibility, using students where possible to demonstrate techniques | Live Modelling through demos of practical skills and techniques

Scaffolds for written work, research and annotations planned into templates for work

Outstanding examples produced by teachers/ high ability students used to model outcomes

Differentiated template slides with varied amounts of scaffolding, gradually removed over time | Gradually build up periods of extended independent practice of skills and techniques with teacher monitoring and feedback to build stamina

Practical lessons afford students the opportunity to work independently to practice skills

Levels of difficulty gradually increase

encouraged to reflect on their independent practice through self-assessment, making diaries, evaluations and reflection time | Frequent Repetition of key vocabulary

Learning journey shows big picture

Termly reviews of learning Repetition and interleaving of key skills at various stages throughout the course |

Term	1	2	A s s e	3	4	5	6	A

Year 10						

What is Photography?
What makes an effective photograph?
 	
Exploring composition
*what is composition?
*Basic DSLR functions
Artist Karl Blossfeldt
*Presenting and editing a contact sheet
*Intro to basic photoshop editing - exposure, changing resolution, inversion to black and white, saving as jpeg vs psd
*the difference between using adjusment layers and adjusting an image directly
 	
What is the darkroom?
*learning about the artist Roxanne Worthington
*how to produce an artist research page
* Using the darkroom and producing a photogram
Learning about the artist Ethtan Jantzer colour photogram artist
*digital manipulation of photograms – adding an adjustment layer, hue/saturation slider
 	
FORMAL ELEMENTS in photography
* Learning about the formal elements in photography
Artist inspiration board
*imaginary exhibition
* photo-safari
* Photoshop: changing image scale, cropping to square
*selecting and zooming in to produce an outcome
PHOTOSCULPTURE
	What is a genre?
	PERSONAL PROJECT 1: UNUSUAL PORTRAITS
	1) initial theme exploration
	*mind mapping and mood boarding to explore ideas
	*photographer inspiration page
	
	2)Scannography
	*Learning about photographer D Rae Bass,
	*completing own Scannography
	*digital editing manipulation skills: clone stamp, select tool, hue/ saturation changes, smudge tool, filters
	
	2) Studio lighting and darkroom intro
	*learning about photographer David Bailey
	*using studio lighting to set up and execute a shoot including different angles, profiles and crops
	*photoshop editing – inverting an image
	
	3) Developing manipulation skills
	*Learning about photographer Timothy Pakron
	* physical ink drips experimentation
	*photoshop skills – merging digital with physical drips imagery, blending modes to create unique images
			4) Physical and digital image manipulation
			* Intro to artist David Hockney
			* Physical image manipulation cutting and layering,
			Digital image manipulation
			* The art of destruction – learning about the artist Rankin and physical manipulation of photographs
			*producing physically manipulated original outcomes
			
			5) Using appropriated imagery
			* Intro to artists Helmo, Wanda Walz, Miguel Vallinas
			*what is an appropriated image?
			* Response to artists
			* Advanced Photoshop: select tools, splitting an image into layers, scale, opacity, adjustment layers, transform tool, masks, blending modes, changing backgrounds,
				5) independent project development
				* independent selection of theme and exploration of themes to incorporate into 'unusual portaits':
				a) reflection
				b) light
				c) water
				
				*independent researching of photographers
				
				*planning and executing Photoshoots
				
				*experimenting and developing ideas independently
				
				*developing and producing and individual final piece
					Unit 1: start of controlled assessment (independent project)
					*independent theme selection from given choice
					  a) The Human Condition
					  b) Me myself and I
					  c) Close up
					  d) Abstraction
					  e) The formal elements
					* initial reactions to the theme - Mind mapping and mood boarding
					* initial photoshoot responding to initial ideas
					*Photographer inspiration pages and initial research exploration
					
					*Independent selection and research of photographers including analysis of work Planning of response photoshoots
					
					*initial photoshoots responding to photographers plus editing and evaluation
						Independent development of personal project for coursework unit.
						Students will research, record and develop their ideas independently with teacher guidance and support.
						
						All students projects will be different at this point and investigating different themes/ concepts

Vocabulary instruction	photograph					

Term	**1**	**2**	**3**	**4**	**5**
Year 11	Independent development of personal project for coursework unit. Students will research, record and develop their ideas independently with teacher guidance and support. All students projects will be different at this point	Independent experimentation and development of personal project for coursework unit *development, planning and Production of outcome for coursework unit *mock exam 5 hours	Unit 2: Exam paper released January 1st – *introduction to exam unit *Mind mapping, mood boarding, *photographer inspiration pages *Photographer research and responses * record and experiment, *development towards outcome production *outcome production	Ten-hour exam (supervised time) Present and hand in portfolios and exam work	

Exams to take place in lesso (Mock 1 — between Term 1 and 2)

Mock 2 (between Term 3 and 4)

Vocabulary instruction	n/a		n/a		n/a		

Term	1	2	3	4	5	6	6
Year 12	**Project 1: Introduction to photography** Introduction to the course, expectations and structure. Introduction to the Threshold Concepts A) what is photography? What is photography? The meaning of photography The Ethics of photography The Photograph as evidence Index vs Trace The Decisive Moment B) CAMERA-LESS PHOTOGRAPHY Camera Obscura Photographic firsts intro to the darkroom Pinhole camera Solagrams, photograms and chemigrams	C) Working with analogue photography Day in the life of Using a film camera, Developing a film Creating a contact sheet Printing from negatives Double exposure using negatives and film D) The Everyday - Working with digital image making • Seriously absurd – intro to surrealism • Human sculpture • The Art of illusion • Table sculptures • Intro to semiotics **Assessment 1**	E) What is genre? Exploring genre and challenging perceptions • Portraits – beyond face value F movement • exploring shutter speed, • learning about photographer Alberto Seveso and his ink drop portraits • Moving image • Digital Double exposure including masks and adjustment layer • MOVING IMAGE • G) Science and Photography • H) Abstraction • Flatten • Black LIght **Assessment 2**	I Text in image • Alphabet Project • Typographies **J) Made up** • Imaginary place • Believable Fictions	**Project 2:** **Component 1:** **Personal investigation)** *theme selection and initial exploration of ideas *Mind map, mood board, initial online research of photographers *photographer inspiration page *Photographer research and response x 3 including detailed analysis *Development and experimentation of idea Development of final outcome Mock exam 10 hours Intro to focus for personal investigation, mind mapping mood boarding Artist inspiration board Artist exploration	Independent development of own ideas for personal investigation Independent development of ideas towards outcome, weekly individual tutorials and target setting Production of personal investigation essay **Assessment 3** **Review and reteach**	
Vocabulary instruction	Photograph Ethics disclosure	Digital portrait Focus adjustment Aperture ABSTRACTION	GENRE Contextual Conceptual Contemporary historical inspiration respond	Investigation Explore Develop Meaningful Original personal	Contextual Experimentation Investigation Inspiration Exploration development		

Term	1	2	3	4	5
Year 13	Independent development of own ideas for personal investigation Independent development of ideas towards outcome, weekly individual tutorials and target setting Production of personal investigation essay **Exams to take place in lessons**	Independent development of project and development of own ideas for personal investigation Production of outcome. **Mock 1**	**Component 2: Exam project** A Level exam paper is released on February 1st. Students choose preferred question Initial responses, Mind mapping, mood boarding and artist inspiration pages Photographer research and responses Development of ideas **Mock 2**	Finalisation of ideas and preparation for 15-hour exam to take place in May	
Vocabulary instruction	n/a	n/a	n/a	n/a	

Impact
Year 13 photography students consistently leave with a 100% pass rate achieving grades of As, Bs and Cs.
A level photography is a popular subject with increasing numbers of students choosing to study it in year 12, many of whom have studied GCSE Art.

GCSE photography started in September 2019.
Many students have stayed on to study A Level Photography in sixth form.

All groups of students tend to perform well including boys/girls, most able, SEND and pupil premium.