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

Intent

Photography runs as a GCSE in Years 10 and 11, and as an A level in Years 12 and 13. These courses sit within the Art and Design suite of qualifications.

The photography curriculum has been devised to be enjoyable, varied and creative. It is designed to enable students to build knowledge, understanding and skills whilst experimenting with a variety of different photographic techniques. Students see the world through different perspectives by investigating a wide range of historical and contemporary photographers, learning how to analyse imagery and develop their visual vocabulary. They are taught how to use research to inform their own ideas and creativity, to enable them to develop their own ideas effectively to produce a range of outcomes. Content has been selected to gradually build and develop technical skills over the course to enable students to build independence, creativity and problem-solving skills in the execution of their ideas.

In Year 10, students are introduced to digital and traditional photography though a series of projects, workshops and activities. Residual knowledge and disciplinary skills are built and developed, building in technical difficulty. Basic skills and knowledge are embedded through deliberate revisiting. Students learn how to present a sketchbook effectively in both paper and digital format. They learn to use Adobe Photoshop and PowerPoint proficiently to edit and develop their work as well as basic darkroom photography processes. Towards the end of Year 10, and in Year 11, students are able to explore and develop their own ideas with growing independence, producing individual, meaningful and personal responses.

In Year 12, students build on and develop the knowledge and skills gained in Years 10 and 11, using more advanced darkroom techniques as well as higher level photoshop. Students work more independently to explore and develop their ideas. Towards the end of Year 12, and into Year 13, students are given high levels of freedom to develop their ideas through their own purposeful investigations.

Over the course of the curriculum students are given opportunities to:
- Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Over the course we offer a range of trips including a London Galleries trip in Year 10 and Year 13. There is a weekly Photography Club after school where students can learn and expand their understanding and knowledge of photographic techniques and processes to build on lesson content. This builds cultural capital.

Implementation – Rosenshine principles of instruction

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.
• Frequent Repetition of key vocabulary • Recapping prior learning and previous lessons at key points • Repetition of key knowledge and understanding as prep tasks • Repetition and interleaving of key skills at various stages throughout the course	• Each project/series of lessons builds on the knowledge, skills and understanding acquired in the previous project/series of lessons • Learning structured over several lessons, building on previous learning • Content becomes more complicated as the year progresses	• Clear and concise explanations of new techniques, skills and processes with visuals (dual coding) • Regular and targeted 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 and demonstrations of skills, techniques, materials and processes along with clear explanations. • Outstanding examples produced by teachers/ high ability students used to model outcomes •	• Building Extended periods of independent practice with teacher guidance and monitoring, building stamina and fostering independence • encouraged to reflect on their independent practice through self-assessment, making diaries, evaluations and reflection time • 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, 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 • Students	• Gradually build up periods of extended independent practice of skills and techniques • Practical lessons afford students the opportunity to work independently to practice skills • Levels of difficulty gradually increase	• Knowledge organisers developed to assist with recall • Learning journey • Prep tasks use knowledge organisers • Weekly reviews of learning • Termly reviews of learning

Term	1	2		3	4	5	6		6
Year 10	**CLOSE UP** ▪ Learning about the photographer Karl Blossfeldt ▪ Basic DSLR functions ▪ Intro to basic photoshop editing - exposure, changing resolution, inversion to black and white, saving as jpeg vs psd ▪ Presenting and editing a contact sheet ▪ Learning about the artist Roxanne Worthington ▪ Intro to darkroom and photograms **SHUTTER SPEED** ▪ Learning about photographer Lois Greenfield and Bill Wadman ▪ Using the Tv setting on a camera ▪ Using a tripod ▪ Learning how to capture and freeze movement ▪ Photoshop: layers and opacity, simple double exposure, transform tool, rotate, using a grid **APERTURE** ▪ Learning about the photographer Dani Diamond ▪ Using Av and multi shot setting ▪ Rule of thirds ▪ Photoshop – select tool, adding blur	**FORMAL ELEMENTS** ▪ Learning about the photographer Paul Strand ▪ Using the manual setting and multi shot setting ▪ Photoshop: changing image scale, cropping to square **PERSONAL PROJECT 1: UNUSUAL PORTRAITS** **1) theme exploration** ▪ Mind mapping and mood boarding ▪ Photographer inspiration page ▪ Learning about photographer D Rae Bass, ▪ 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 and ▪ Using studio lighting	**Assessment 1**	▪ Learning about photographer Timothy Pakron ▪ Darkroom skills: acetate negative using an enlarger ▪ Darkroom drips exposure ▪ Photoshop skills – merging digital with darkroom imagery, blending modes **3) appropriated images and photoshop manipulation** ▪ Intro to artists Helmo, Wanda Walz, miguel vallinas ▪ Using appropriated images ▪ Response to artists ▪ Photoshop: select tools, splitting an image into layers, scale, opacity, adjustment layers, transform, masks, blending modes, changing backgrounds	**UNUSUAL PORTAITS cont.** **4) Physical and digital image manipulation** Intro to artist David Hockney Hockney research page and photoshoot ▪ Contact sheet and editing ▪ Physical image manipulation cutting and layering, ▪ Digital image manipulation Intro to photographer Aliza Razzell ▪ Physical image manipulation – paint and ink **5) independent development of project** ▪ Independent section of project - Independent selection and researching of photographers ▪ Experimenting and developing ideas independently ▪ Developing and producing and individual final piece	**UNUSUAL PORTRAITS cont.** Independent selection and researching of photographers ▪ 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 formal elements (line, shape, tone, colour, pattern and texture) b) The Human Condition c) Me myself and I d) Close up e) Abstraction ▪ Mind mapping and mood boarding ▪ 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	**Assessment 2**	**Review and reteach**
Vocabulary instruction	Photograph, focus, composition, aperture, shutter, opacity.	Exposure, inspiration, unusual, portrait, resolution, saturation.		Manipulation, appropriation, adjustment, transform, negative, positive.	Physical, digital, layering, experiment, collage, research.	Annotate, explore, respond, develop, structure, outcome.	Personal, original, effective, skilful, competent, consistent.		

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	*Exams take place in lessons*	Independent experimentation and development of personal project for coursework unit ▪ development, planning and Production of outcome for coursework unit ▪ mock exam 5 hours	*Mock 1*	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	*Mock 2*	▪ Ten-hour exam (supervised time) ▪ Present and hand in portfolios and exam work	

Term	1	2		3		4	5	6	6
Year 12	**Project 1: The Everyday** **Part a: DARKROOM** ▪ Introduction to the course ▪ Intro to the darkroom and how to research effectively ▪ How to present a sketchbook ▪ Learning about Photographer, Justin Quinnell, and experimenting with pinhole cameras ▪ Intro to artist Angela Easterling and experimenting with Solagrams ▪ Introduction to photographer Man Ray and experimentation with photograms and reverse photogram ▪ Reverse photograms Intro to the photographer Pierre Cordier ▪ Chemigrams ▪ Using a film SLR, ▪ Developing a film ▪ Creating a contact sheet ▪ Printing from negatives ▪ Dodging and burning Learning about the photographer Jerry Ullsman ▪ Double exposure ▪ Physical photo manipulation	**Part b: digital skills** Presenting a digital portfolio ▪ Using a DSLR ▪ Shooting modes, metering, focusing, white balance, ▪ Planning a photoshoot ▪ Digital contact sheet ▪ Basic editing, ▪ Exploring shutter speed, ▪ Exploring aperture ▪ Learning about the work of Edward Weston and experimenting with still life photography ▪ Looking at the work of Nicholsa Goodden and his urban landscape photography, exploring urban landscape photography ▪ Exploring the work of Maggie West & portraiture using lighting ▪ Learning about photographer Alberto Seveso - double exposure including masks and adjustment layers ▪ Barbara Kruger Text in image ▪ Extended photoshop skills ▪ Development of outcome for project 1	*Assessment 1*	**Mock exam project paper released 1st Feb** ▪ Question 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 ideas	*Assessment 2*	▪ Independent development of ideas towards outcome, weekly individual tutorials and target setting ▪ Mock exam in May	▪ Development of final outcome ▪ Mock exam 10 hours ▪ Intro to focus for personal investigation, mind mapping mood boarding ▪ Artist inspiration board ▪ Artist exploration	▪ Initial photographer research and responses ▪ Initial development of ideas ▪ Introduction to personal investigation essay	*Assessment 3* *Review and reteach*
Vocabulary instruction	Photography, solargram, photogram, chemigram, develop, negative, exposure.	Digital, portrait, focus, adjustment, aperture, shutter.		Contextual, conceptual, contemporary, historical, inspiration, respond.		Investigation, explore, develop, meaningful, original, personal.			

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 ▪ 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								

Impact

The Year 13 photography cohort in 2018-19 had 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 is a new course that started in September 2019. Students are making good progress and several showing an interest in progressing onto A Level Photography in sixth form.

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