

## Yardleys Curriculum Aims

- To achieve academic excellence
- To educate the 'whole child' so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

## PHOTOGRAPHY – KEY STAGE 4

| Curriculum Overview   |  |   |  |
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| <b>INTENT:</b> To develop <b>creative learners and thinkers</b> who are prepared for life beyond Yardleys School ready to individually <b>express themselves</b> and give <b>personal responses</b> to concepts and themes. A key aim is to ensure that students are able to self-reflect and experience a feeling of being <b>proud</b> and have a sense of <b>accomplishment</b> in the work they produce. Students will also be able to appreciate the <b>cultural</b> and <b>therapeutic</b> benefits of Photography. |  |   |  |
| Year 10   |  |   |  |
| Year 10 complete a Supporting Studies project based around 'The basics of Photography', digital skills and hand-manipulated skills. Year 10 students are introduced to photographers who use either traditional or modern techniques. Students will create their own responses to these photographers, photographing and editing in their style throughout. All of Year 10 coursework is worth 60% of the student's overall grade.  |  |   |  |
|   | The Basics of Photography  | Digital & Hand Manipulated Techniques   | Portraiture  |
| <b>SUBSTANTIVE KNOWLEDGE</b>  | <ul style="list-style-type: none"> <li>• Students are introduced to 'depth of field' and 'rule of thirds.'</li> <li>• Students will use a range of digital processes to edit their photographs.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will create their own responses to chosen photographers.</li> <li>• Photographers: Maria Puentes, David Hockney, Ross Jukes, Idris Khan, Enrico Becker, Carl Warner &amp; Cristoffer Relander.</li> </ul> | <ul style="list-style-type: none"> <li>• Exploration of individual expression to create outcomes in response to chosen Portraiture photographers.</li> <li>• 'Final Piece' development.</li> </ul> |

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| <b>DISCIPLINARY KNOWLEDGE</b> | <ul style="list-style-type: none"> <li>• 'Macro setting'</li> <li>• Framing</li> <li>• Photoshop tools (brightness, contrast, hue/saturation, crop)</li> </ul> | <ul style="list-style-type: none"> <li>• Photoshop processes such as collage, hue/saturation, little planets, opacity &amp; double exposure.</li> <li>• Hand manipulated techniques such as stitching/sewing, collage &amp; weaving.</li> </ul> | <ul style="list-style-type: none"> <li>• Editing techniques such as brightness, contrast, hue/saturation, crop etc.</li> </ul> |
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## Year 11

During the Autumn Term, Year 11 students begin their smaller project, known as a 'sustained focus' of 'Light Drawing'. During this time, students work more independently using an SLR camera. The focus of the Year 11 Light Drawing project is personalisation and making the project reflect their individuality & independence. At the beginning of January, the exam paper (worth 40% of the overall grade) is released by the exam board where students select one 'title'/'starting point'.

|                               | <b>Sustained Focus: Light Drawing</b>   | <b>Component 2: Externally Set Assignment</b>  |  |
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| <b>SUBSTANTIVE KNOWLEDGE</b>  | <ul style="list-style-type: none"> <li>• Exploration of individual expression to create outcomes using 'light drawing' processes.</li> <li>• This term students spend their time making the Sustained Focus project more relevant to their own personality.</li> <li>• Students are to edit their photographs using knowledge learnt in Year 10.</li> </ul> | <p>This topic is set by the exam board and released to students in January of Year 11. Depending on the theme of the paper sent by the exam board; the department respond with a scheme of work intended to cover all 4 assessment objectives to ensure students meet the criteria for the component. Students are expected to respond much more independently with this project, which has been sequenced throughout Year 10 and 11 to ensure students can respond well to the brief. Teaching support is robust and ensures progression but there is a heavy focus on individuality and independence when responding to this project, drawing upon all prior knowledge an understanding about Photography, mapped through KS4.</p> |  |
| <b>DISCIPLINARY KNOWLEDGE</b> | <ul style="list-style-type: none"> <li>• SLR camera settings and processes.</li> <li>• Independent brainstorming of ideas.</li> <li>• Independent, creative thinking.</li> <li>• Analysis skills.</li> <li>• Responding/working in the style of chosen and relevant artists and photographers</li> </ul>  |  |  |