

Oasis Media City Subject Curriculum Plan



Subject: Photography

Head of Subject: E Williams

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This document is an overview of the learning that students will experience within their subject area. This is a working document that provides teachers, students and parents with a map of key content that will be delivered during lessons in each year group.

Year 2022-23	1 (7 weeks)	2 (7weeks)	3 (7weeks)	4 (7weeks)	5 (7 weeks)	6 & 7 (7 weeks)
10	Topic(s): Intro and title page Start the GCSE main coursework project					
	<p><u>Nature forms</u> Students will develop their creative and technical skills in preparation for yr11. Students will develop their own personal and original ideas using the collages and Photographers they have researched to inspire them. They will develop their language and understanding trough to development of their own in mages in the style of these photographers.</p> <p><u>Blue-Basic</u> knowledge of what the PPE involves and a basic idea of</p>	<p><u>Nature Forms</u> Students will develop their creative and technical skills in preparation for yr11. Students will develop their own personal and original ideas using the collages and Photographers they have researched to inspire them. They will develop their language and understanding trough to development of their own in mages in the style of these photographers.</p> <p><u>Blue-Basic</u> knowledge of what the PPE involves and a basic idea of</p>	<p><u>PPE</u> Students will develop their skills under exam conditions in preparation for yr11. Students will develop their own personal and original ideas using the collages and Photographers they have researched to inspire them. They will develop their language and understanding.</p> <p><u>Blue-Basic</u> knowledge of what the project involves and a basic idea of what the infinity board will look like Level 3-4 Yellow-good understanding of what the project involves and has starter on their title page. Level 5-6 Green- deep understanding of expectation of the</p>	<p><u>Landscapes</u> Students will develop a booklet and research two photographers. Students will develop their own personal and original ideas using the collages and Photographers they have researched to inspire them. They will develop their language and understanding.</p> <p><u>Blue-Basic</u> knowledge of what the project involves and a basic idea of what the Nature booklet will look like Level 3-4 Yellow-good understanding of what the project</p>	<p><u>Landscapes</u> Students will develop their new skill of creating a piece of digital double exposure photography using Photoleap Students will develop their own personal and original ideas using the collages and Photographers they have researched to inspire them. They will develop their language and understanding.</p> <p><u>Blue-Basic</u> knowledge of what the PPE involves and a basic idea of what the title will look like Level 3-4 Yellow-good understanding of what the PPE involves and has starter on their title page. Level 5-6</p>	<p><u>Landscapes</u> Students will develop the new skill of making an infinity board and complete in-depth research on the photographer Steven McCurry Students will develop their own personal and original ideas using the collages and Photographers they have researched to inspire them. They will develop their language and understanding.</p> <p><u>Blue-Basic</u> knowledge of what the PPE involves and a basic idea of what the title will look like Level 3-4 Yellow-good understanding of</p>

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	<p>what the title will look like Level 3-4 Yellow-good understanding of what the PPE involves and has starter on their title page. Level 5-6 Green- deep understanding of expectation of the PPE and outstanding participation within the lesson as well as strong design skills show in developing title page. Level 7,8,9</p>	<p>what the title will look like Level 3-4 Yellow-good understanding of what the PPE involves and has starter on their title page. Level 5-6 Green- deep understanding of expectation of the PPE and outstanding participation within the lesson as well as strong design skills show in developing title page. Level 7,8,9</p>	<p>project and outstanding participation within the lesson as well as strong design skills show in developing title page. Level 7,8,9</p>	<p>involves and has starter on their title page. Level 5-6 Green- deep understanding of expectation of the project and outstanding participation within the lesson as well as strong design skills show in developing title page. Level 7,8,9</p>	<p>Green- deep understanding of expectation of the PPE and outstanding participation within the lesson as well as strong design skills show in developing title page. Level 7,8,9</p>	<p>what the PPE involves and has starter on their title page. Level 5-6 Green- deep understanding of expectation of the PPE and outstanding participation within the lesson as well as strong design skills show in developing title page. Level 7,8,9</p>
<i>Key Words(1 p/wk):</i>	Exam brief , PPE Title page, Theory, proportion, detail.	Exam brief , PPE Title page, Theory, hand manipulation photography.	Exam brief , PPE Title page, Theory, proportion, detail.	Nature, research, landscape, wildlife, detail, evaluate.	<i>Photoleap, double exposure, mix media, original, personal, creative.</i>	<i>Photoshop, double exposure, mix media, original, personal, creative.</i>
<i>Link to context/Character:</i>	Listening skills, communication skills, independent learning skills and creative skills	Listening skills, communication skills, independent	Listening skills, communication skills, independent	Listening skills, communication skills, independent learning skills and creative skills.	Creative skills, group work, independent learning and listening skills	<i>Listening skills, communication skills, independent learning skills and creative skills.</i>

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	<i>Assessment Type:</i>	Assessment of AO1 and AO2 in student's portfolio Assessment of naturel forms photo's	Assessment of AO3 and AO4 in student's portfolio and their final piece.	Assessment of AO1, AO2 and AO3 in Student's portfolio	Assessment of AO4 focusing on the quality of the final piece/images.	Assessment of AO1, and AO2 in Student's portfolio	Assessment of AO3 and AO4 in Student's portfolio and their final piece.
11		<p>Portraits Students will develop a portfolio of portraits in the style of a photographer of their choice as part of the coursework for yr11 GCSE. Students will develop their own personal and original ideas using the collages and Photographers they have researched to inspire them. They will develop their language and understanding.</p> <p>Blue-Basic knowledge of what</p>	<p>Portraits Students will develop a portfolio of portraits in the style of a photographer of their choice as part of the coursework for yr11 GCSE. Students will develop their own personal and original ideas using the collages and Photographers they have researched to inspire them. They will develop their language and understanding.</p> <p>Blue-Basic knowledge of what</p>	<p>Portraits Students will develop a portfolio of portraits in the style of a photographer of their choice as part of the coursework for yr11 GCSE. Students will develop their own personal and original ideas using the collages and Photographers they have researched to inspire them. They will develop their language and understanding.</p> <p>Blue-Basic knowledge of what</p>	EXAM QUESTION	EXAM QUESTION	EXAM QUESTION

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		<p>the PPE involves and a basic idea of what the title will look like Level 3-4 <u>Yellow</u>-good understanding of what the PPE involves and has starter on their title page. Level 5-6 <u>Green</u>- deep understanding of expectation of the PPE and outstanding participation within the lesson as well as strong design skills show in developing title page. Level 7,8,9</p>	<p>the PPE involves and a basic idea of what the title will look like Level 3-4 <u>Yellow</u>-good understanding of what the PPE involves and has starter on their title page. Level 5-6 <u>Green</u>- deep understanding of expectation of the PPE and outstanding participation within the lesson as well as strong design skills show in developing title page. Level 7,8,9</p>	<p>the PPE involves and a basic idea of what the title will look like Level 3-4 <u>Yellow</u>-good understanding of what the PPE involves and has starter on their title page. Level 5-6 <u>Green</u>- deep understanding of expectation of the PPE and outstanding participation within the lesson as well as strong design skills show in developing title page. Level 7,8,9</p>			
	<p><i>Key Words(1 p/wk):</i></p>	<p>Theory, Portrait proportion, detail.</p>	<p>Exam brief, Title page, Theory, Portrait photography.</p>	<p>Exam brief, Title page, Theory, Portrait photography.</p>	<p>Final piece, Exam brief, Title page, Theory, Portrait photography.</p>	<p>Final piece, Exam brief, Title page, Theory, Portrait photography.</p>	<p>Final piece, Exam brief, Title page, Theory, Portrait photography.</p>

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	<i>Link to context/Character:</i>	Listening skills, communication skills, independent learning skills and creative skills	Listening skills, communication skills, independent learning skills and creative skills.	Listening skills, communication skills, independent learning skills and creative skills.	Listening skills, communication skills, independent learning skills and creative skills.	Listening skills, communication skills, independent learning skills and creative skills.	Listening skills, communication skills, independent learning skills and creative skills.
	<i>Assessment type:</i>	Assessment of AO1 and AO2 in student's portfolio Assessment of portraits photo's	Assessment of AO3 and AO4 in student's portfolio and their final piece.	Assessment of AO1, AO2 and AO3 in Student's portfolio	Assessment of AO4 focusing on the quality of the final piece/images.	Assessment of AO4 focusing on the quality of the final piece/images.	Assessment of AO4 focusing on the quality of the final piece/images.

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Assessment Foci for the Scheme:				Opportunities for Formative Assessments:		Summative Assessment:		
Basic key Photography and creative PPE skills Photographers and digital research skill and technical skills Using resources effectivity				Base line assessment Growth tasks		PPE exam time using the techniques and skills learnt during the project to show progression from course beginning		
Lesson	AO/AF	Learning Objective(s)	Outcome(s)	Lit/ Num	Suggested Activities	Differentiation and Resources	Assessment Strategies	Homework
1	Intro and title page PPE	To be able to develop knowledge on the project and develop a title page	Blue-Basic knowledge of what the PPE involves and a basic idea of what the title will look like Level 3-4 Yellow-good understanding of what the PPE involves and has starter on their title page. Level 5-6 Green- deep understanding of expectation of the PPE and outstanding participation within the lesson as well as strong design skills show in developing title page. Level 7,8,9	Keywords Exam brief PPE Title	Do Now: three questions on PPE knowledge Starter- demo on activity. Main- be able to develop knowledge of PPE tasks and targets and development of title page Plenary- self assessment- what went well and even better if.	Different examples of levelled work PowerPoint Past examples	Self-assessment Group assessment	Title page
2,3,4	Mind map	To be able to develop and mind map of ideas based on the brief	Blue-Basic research developed with in a mind map and a basic level of lesson expectations Level 3-4 Yellow-good understanding of what expectations are for the mind map page are and an interesting page developed Level 5-6 Green- deep understanding of expectation for the research needed for the mind map page and outstanding participation within the lesson as well as strong design skills show in developing research page. Level 7,8,9	Keywords- Research Inspiration	Do Now: three questions on PPE knowledge Starter- demo on activity. Main- To be able to develop and mind map of ideas based on the brief – students will look at, techniques, images, theme and skills. Plenary- self assessment- what went well and even better if.	Demo 1:1 support Examples of artist work PowerPoint Past examples Worksheets	Group assessment	Facts on artist
5,6	Research Page	To be able to create research	Blue-Basic research developed and a basic level of lesson expectations Level 3-4	Keywords- Research Inspiration	Do Now: three questions on PPE knowledge Starter- demo on activity.	Demo 1:1 support	Group assessment	complete

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		on the artist	<p>Yellow-good understanding of what expectations are for the research page are and an interesting page developed Level 5-6</p> <p>Green- deep understanding of expectation for the research page and outstanding participation within the lesson as well as strong design skills show in developing research page. Level 7,8,9</p>		<p>Main- be able to create a research page on artist – students will look at, techniques, images, theme and skills.</p> <p>Plenary- self assessment- what went well and even better if.</p>	<p>Examples of artist work</p> <p>PowerPoint</p> <p>Past examples</p> <p>Worksheets</p>		
7	Title page growth task	To be able to complete growth task lesson	<p>Blue- basic to have tried to develop title page, with some information. Level 3-4</p> <p>Yellow- To have developed some parts of the title page and have a interesting design. Level 5-6</p> <p>Green- To completed a high level title page which shows great facts and outstanding design.</p>	<p>Keywords: Course info Title PPE</p>	<p>Do Now: three questions on PPE knowledge</p> <p>Starter- demo on activity.</p> <p>Main- be able to develop knowledge of PPE and development of title page refine from growth task</p> <p>Plenary- self assessment- what went well and even better if.</p>	<p>Demo</p> <p>1:1 support from teacher and peers</p> <p>Examples of past work</p> <p>Help sheets</p> <p>PowerPoint</p>	Self and group assessment	complete
6	Research page complete assessment	To be able to research page on Photographers	<p>Blue-Basic research developed and a basic level of lesson expectations Using the growth task to improve. Level 3-4</p> <p>Yellow-good understanding of what expectations are for the research page are and an interesting page developed Level 5-6</p> <p>Green- deep understanding of expectation for the research page and outstanding participation within the lesson as well as strong design skills show in developing research page. Level 7,8,9</p>	<p>Keywords: Knowledge Accurate Straight Design</p>	<p>Do Now: three questions on PPE knowledge</p> <p>Starter- demo on activity.</p> <p>Main- be able to create a research page on artists– students will look at, techniques, images, theme and skills.</p> <p>Plenary- self assessment- what went well and even better if.</p>	<p>Demo</p> <p>1:1 support from teacher and peers</p> <p>Examples of past work</p> <p>Help sheets</p> <p>PowerPoint.</p>	Peer and group assessment	complete
8,9,10	Develop contact sheets	To be able to Develop contact sheets	<p>Blue- be able to develop high quality contact sheets and edit them. Level 3-4</p> <p>Yellow- be able to develop high quality contact sheets and edit them to a high standard. Carefully consider your presentation. Level 5-6</p> <p>Green- detailed, creative and original development of high quality contact sheets and edit them. Be able to use</p>	<p>Keywords: Presentation Creative Opinions Inspiration</p>	<p>Do Now: three questions on PPE knowledge</p> <p>Starter- demo on activity.</p> <p>Main- To be able to Develop contact sheets of own images</p> <p>Plenary- self assessment- what went well and even better if..</p>	<p>Demo</p> <p>1:1 support from teacher and peers</p> <p>Examples of past work</p> <p>Help sheets</p> <p>PowerPoint</p>	Self-assessment	develop

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			a range of skills to develop a final image from the contact sheets to a high standard own image included Level 7,8,9					
11	Research Page	To be able to create research on the photographer	Blue-Basic research developed and a basic level of lesson expectations Level 3-4 Yellow-good understanding of what expectations are for the research page are and an interesting page developed Level 5-6 Green- deep understanding of expectation for the research page and outstanding participation within the lesson as well as strong design skills show in developing research page. Level 7,8,9	Keywords- Research Inspiration	Do Now: three questions on PPE knowledge Starter- demo on activity. Main- be able to create a research page on photographer – students will look at, techniques, images, theme and skills. Plenary- self assessment- what went well and even better if.	Demo 1:1 support Examples of artist work PowerPoint Past examples Worksheets	Group assessment	complete
12	Research Page	To be able to create research on the photographer	Blue-Basic research developed and a basic level of lesson expectations Level 3-4 Yellow-good understanding of what expectations are for the research page are and an interesting page developed Level 5-6 Green- deep understanding of expectation for the research page and outstanding participation within the lesson as well as strong design skills show in developing research page. Level 7,8,9	Keywords- Research Inspiration	Do Now: three questions on PPE knowledge Starter- demo on activity. Main- be able to create a research page on photographer – students will look at, techniques, images, theme and skills. Plenary- self assessment- what went well and even better if.	Demo 1:1 support Examples of artist work PowerPoint Past examples Worksheets	Group assessment	complete
13	Growth task lesson	To be able to complete growth task	Blue-Basic research developed and a basic level of lesson expectations Level 3-4 Yellow-good understanding of what expectations are for the research page are and an interesting page developed Level 5-6 Green- deep understanding of expectation for the research page and outstanding participation within the lesson as well as strong design skills	Keywords- Research Inspiration	Do Now: three questions on PPE knowledge Starter- demo on activity. Main- To be able to complete growth task Plenary- self assessment- what went well and even better if.	Demo 1:1 support Examples of artist work PowerPoint Past examples Worksheets	Group assessment	complete

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			show in developing research page. Level 7,8,9					
14, 15, 16	3 Ideas for final outcome	To be able to create 3 Ideas for final outcome linked to the PPE	Blue- basic understanding shown of how to develop a idea page limited skills shown. Level 3-4 Yellow- good standard shown on how to develop idea pages good creative skills used Level 5-6 Green- outstanding standard of developing idea pages creative skill shown, outstanding example of a story board example of strong design skills being used. Level 7,8,9	Keywords Ideas Research Media Materials	Do Now: three questions on PPE knowledge Starter- demo on activity. Main – To be able to create 3 Ideas for final outcome linked to the PPE Plenary- self assessment- what work well..	Demo 1:1 support from teacher and peers Examples of past work Help sheets PowerPoint	Peer assessment	complete
17, 18, 19	Final piece	To be able to create a final piece from ideas	Blue- basic understanding shown of how to develop a final piece from a basic plan limited skills shown. Level 3-4 Yellow- good standard shown on how to develop a final piece from an idea good creative skills used Level 5-6 Green- outstanding standard of developing a final piece creative skill shown, outstanding example of a final piece example of strong design skills being used. Level 7,8,9	Keywords: Ideas Research Media Materials	Do Now: three questions on PPE knowledge Starter- demo PPE standards. Main – To be able to create a final piece from ideas Plenary- self assessment- what .	Demo 1:1 support from teacher and peers Examples of past work Help sheets PowerPoint	Peer assessment	complete
20	Evaluation	To be able to complete the evaluation template	Blue –to be able to complete the template to a basic level. level 3-4 Yellow –developed a deeper understanding of the project as well as original and interesting outcomes level 4-5 Green- original and knowledgeable written evaluation	Keywords: Knowledge Skills	Do Now: three questions on PPE knowledge Starter- demo on activity. Main – students are to complete their evaluation template based on their PPE Plenary- self assessment- what .		Teacher Assessment	Contact sheet images hand in

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Key Questions:

1. What is the overarching intent for your curriculum?

To develop Students confidence and skills throughout the Photography curriculum to build their creativity and enthusiasm for the subject. Students will have the opportunity to explore a range of Photographers, media, and techniques throughout the course. This will be developed and built upon year on year with the core foundations and principals running throughout each project to ensure a deeper level of understanding and the development of skill. During year 11 pupils will have the opportunity to develop their own personal project to become independent learners.

2. How does this curriculum build student's knowledge of the world around them both locally and nationally?

Students research a range of Photographers from different cultures, eras and areas including Photographers who are local. Topics at KS4 enable students to look at current affairs and news from around the world to draw inspiration for a personal response. Gallery visits are organised to give students the experience of visiting an art gallery and to inform their own ideas.

3. How is this curriculum designed to engage students and develop a passion for the subject?

Students are able to explore a variety of techniques and media's throughout the curriculum with engaging and challenging projects that are designed to give a wide variety of experiences. They are able to be creative and encouraged to develop their own style and work through experimentation of digital processes. Students work is celebrated with praise postcards, group assessments and is used for displays and examples, which motivates and inspires them.

4. How does this curriculum cater for the needs of our students?

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The curriculum has a wide variety of digital and hand manipulation styles and activities, which all students are able to access and engage with. Within the schemes of learning individual lessons are structured with a learning scaffold so every student can access the curriculum. Each project follows the same structure so students are aware of the work they need to produce. This is developed from KS3 to KS4 to enable students to reach the 4 assessment objectives.

5. *How is assessment used to improve learning?*

Base line assessments are used to level student's photography skills and show the progress they have made. Students will always create a final piece for an assessment demonstrating the knowledge, skills and techniques they have learnt during the project. Growth tasks and self/peer assessment are planned into each project with an extended piece of feedback which is given at the end of each assessment for the pupils to improve further.

6. *What skills will students develop that can be used in other subject areas and beyond their school life?*

Students will develop their listening skills, communication skills, teamwork skills, self-reflection skills and creativity skills throughout the curriculum. This is embedded into each project and each year group throughout the curriculum. Students are encouraged to express themselves and to be creative when producing their own individual pieces of artwork and are taught to use create specific language when describing the work of others. Cross curricular links in KS3 include subjects such as Textiles, Product Design, Art and Maths where pupils can further develop their skills. GCSE topics enable students to look at current affairs and issues from around the world to inspire their personal response.

7. *How is learning planned to progressively develop pupil's knowledge and understanding over time?*

All tasks are used to develop the student's knowledge and understanding and build on from each other to reach the end of the project for their assessment. Students work independently to complete their final piece showing their development of practical and theoretical skills within their digital photography and application of Photoshop.

8. *How learning is sequenced over time to ensure students retain knowledge and are more successful at recalling?*

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Each project from year 10 to 11 follows the same pattern and sequence of work so this is embedded by the time the students reach GCSE final year. Key topics such as colour theory on Photoshop and observational landscape photography are repeated and developed with further depth throughout the curriculum to embed the core knowledge.

9. *How is this curriculum adapted to cater for the needs of students with different starting points?*

Each piece of work has a levelled outcome to cater for the less able and to challenge the more able. Extra resources and visual aids as well as the use of the visualiser to enable the “I do, we do, you do” method, are available for the less able students and the curriculum is designed to engage all students by covering a range of topics and projects.

10. *How will you ensure teachers have the relevant knowledge, expertise and practical skills to deliver your curriculum effectively?*

The majority of staff teaching the subject have an artistic based background. The PPT’s and resources have all be planned together and JPPA time is used to quality assure the work produced and also to show none specialists the PPT and previous examples.