

## George Stephenson High School Secondary Scheme of Work: Key Stage 4 Photography

Unit	Lessons	Key Progression Indicators Knowledge, Understanding and Skills
Year 10 Structures Project	September - February Half Term	Project units have been designed and managed to meet AO for GCSE Art and Design Specification (Photography). <ul style="list-style-type: none"> <li>• Importance of creative mark making techniques into Photographic outcomes.</li> <li>• Understand how artists and craftspeople work.</li> <li>• The importance of a visual journal (sketchbook)</li> <li>• Creating quality final outcomes that realise intentions.</li> <li>• Develop technical skills to develop photographic outcomes</li> </ul>
Personal Project	February - July	

### Year 10 Photography Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Research into Artist, analysis <b>AO1</b> Technical aspects of camera		Examine brief/topic & 1st photoshoot  Experimental Collage work <b>AO2</b>			Analysis of artists/photographers using Print <b>AO1</b> 2 <sup>nd</sup> photoshoot using 'structures' as theme. Technical on use of colour.  Experimental work based on artists style and using printing methods <b>AO2</b> Students able to show <b>AO3</b> and <b>AO4</b> by progressing with experiments from 1 <sup>st</sup> topic							

Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
3 <sup>rd</sup> photoshoot, technical aspects of composition Looking at experimenting with acetone/transfer printing. <b>AO2</b> Analysis of abstract photographers <b>AO1</b>				4 <sup>th</sup> photoshoot based on Macro photography Brief analysis on photographer <b>AO1</b> Sketchable ideas, using storyboards. Setting up planned shoots <b>AO3</b>				Digital editing/use of Photoshop <b>AO2 &amp; AO3</b> Brief Analysis of Digital editing photographers <b>AO1</b> Refine prior work to presentable responses for assessment <b>AO4</b>				

Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
Personal Project, Following same structure as Project 1												

The Personal Project will be created from a list of Examination board tasks. The students will be guided on which question will best suit their needs and will create the most successful outcome for their skills set.

## George Stephenson High School Unit Overview: Key Stage 4

Unit	Lessons	Key Progression Indicators	Essential Knowledge
<b>Structures</b> (Sept to Dec – whole of Autumn term)	Approx. 50	Project units have been designed and managed to meet AO for GCSE Art and Design Specification (Photography).	Importance of creative mark making techniques into Photographic outcomes.
Reflection Week (Jan to Feb ½ term)	21		Understand how artists and craftspeople work.
Major Project Start (Feb 1/2 term)	Approx. 60 (up to summer hols)		The importance of a visual journal (sketchbook)
			Creating quality final outcomes that realise intentions.
			Develop technical skills to develop photographic outcomes
			<b>Number of Lessons: 50+</b>
<b>Key concepts (GCSE AO1-4)</b> <ol style="list-style-type: none"> <li>1. <b>The Ability to Draw</b> accurately and expressively from observation, imagination and understanding to analyse and record, to communicate and express ideas and to inform design;</li> <li>2. <b>Design and investigation:</b> The ability to use a sketchbook or visual journal approach to organise, develop, improve, and present ideas through investigation, exploration and experimentation. The ability to research and use sources of evidence to inform their imagination, creative actions and design stages, including changes in their work, resulting in improvements in their ideas and designs for making and creating outcomes.</li> <li>3. <b>Knowledge of artists, craftspeople, designers and photographers:</b> The ability to look at, analyse, interpret and respond to works of art, craft, design and photography to inform their own designs. Use of annotation and the recording of ideas and evaluations of artwork.</li> <li>4. <b>Creativity:</b> The ability to speak confidently expressing opinions and ideas, demonstrating an ability to interpret and synthesise from different sources to create original outcomes.</li> </ol>			

Themes and Key Learning Points	Skills	Prerequisites
<ul style="list-style-type: none"> <li>• To be able to develop ideas through investigations.</li> <li>• To be able to research and collect information about the style and context in which an artist/photographer works in</li> <li>• Use knowledge and understanding to record observations and insights through drawing, mark making and annotation.</li> <li>• Demonstrate an ability to present meaningful responses/final outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret photographic inspired artwork from variety of sources.</li> <li>• Analyse and evaluate work from a variety of artists/photographers, comparing work.</li> <li>• Sketch, draw, and mark make (specifically collage/layering, printing methods, image transfer, macro photography). Possibly digital editing if applicable.</li> <li>• Develop photographic skills in relation to technical aspects (layout/composition/framing)</li> <li>• Understand and research sources to further develop work.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Key words unit specific vocabulary</li> <li>• Writing frames and extended writing tasks within the analysis of artist's work</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Measuring and application of math's when creating a practical outcome.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Critique of work</li> <li>• Ability to discuss, evaluate and self-reflect on own work and that of others (including peers)</li> </ul>	<p>Mature approach to artistic studies within KS3.</p> <p>Ability to analyse and be aware of creative artwork (using photography as a basis) through own and prompted research.</p> <p>Awareness of what photography and creative photography/mixed media outcomes are and that all artists, craftspeople, and designers are inspired by the world and culture around us.</p>

Subject Specific Language/Artists	Pedagogical Notes	Make it Stick Activities
<ul style="list-style-type: none"> <li>• Collage/Layering</li> <li>• Printing – Lino/Mono/Gelli plate</li> <li>• Image transfer</li> <li>• Macro Photography</li> <li>• Digital Editing</li> </ul> <p>Artist/Photographers:</p> <ul style="list-style-type: none"> <li>• Abigail Reynolds (Architectural/layering/collage)</li> <li>• Victor Enrich (Digital editing/3D elements)</li> <li>• Ola Kolehmainen (Abstract)</li> <li>• Nick Albertson (Abstract)</li> <li>• Slinkachu (Macro)</li> </ul>	<p>Rationale behind ‘Structures’ scheme of work is to create an ‘aide memoir’ to support and guide students throughout Year 10 and to support their studies within Year 11. This will allow students to develop a wide range of creative key skills that they can draw upon and also allow them insight in how to produce, present and maintain a sketchbook.</p>	<ul style="list-style-type: none"> <li>• Students to develop key experimental skills (A02) to aid their technical ability and creativity in meeting exam board criteria.</li> <li>• The body of work created will support their Year 11 studies and develop independence.</li> <li>• Continuous critique and feedback both in formal and self/peer review will allow for reflection and progression</li> </ul>
Reasoning opportunities and probing questions	Suggested Activities/ Challenge/Cognitive load	Possible Misconceptions
<ol style="list-style-type: none"> <li>1. How do artists and photographers interpret a ‘message’ or ‘ethos’ across in their work?</li> <li>2. Students will be asked regularly to analyse paintings/artwork, the meaning behind them, what makes the art work? What is the artist trying to say? Do?</li> <li>3. Students will be asked to compare and contrast art work and be able to justify their findings.</li> <li>4. Students will be asked to further develop their work using skills established to link, abstractly, to their chosen artist and photographer. How have they shown this?</li> </ol>	<ul style="list-style-type: none"> <li>• Research on theme.</li> <li>• Extended writing...analysing and evaluating existing photographic artwork and providing an in-depth evaluation of completed pieces.</li> <li>• Development of individual pieces, synthesising skills they have learnt alongside their own visual interpretation of chosen photographers’/artist work.</li> <li>• Ability to critique own examples of work produced in a responsible and mature way.</li> <li>• Use of HOT to enable interpretations and developing creative outcomes.</li> <li>• Demonstrations/Mind maps/Chunking of activities/knowledge organisers.</li> </ul>	<p>Students must understand they are working through a design process than involves the development of pieces using various factors and the process is not necessarily and linear approach.</p> <p>Understanding tone, line and form.</p> <p>That mark making and drawing can be done not just by hand but with a sewing machine, camera, computer and mixed media.</p>