THE BARLOW RC HIGH SCHOOL

SERVE · PRAY · ACHIEVE · RESPECT

Rise up, take courage, and do it.

Programme of Study

Subject: Photography

KS2 Underpinning Concepts	Term	Year 10	Year 11	KS5 & CEIAG Opportunities	Links to SMSC
To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting. To increase their proficiency in the handling of different materials. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	***Autumn 1***	**Component 1: Urban Landscapes Project-** Mind map, research of Photographers/artists' work. Analysis of Photographers/artists' work. **Photoshoot 1-** How to use the camera- practical skills and techniques. **Photoshoot plan** Compositional rules. Camera settings. Photographs taken in school. Review and selection of photographs- Contact sheet of selected photographs with annotations.	**Component 1: Texture Pattern, Detail/Identity project-** **Final design development-** further development of most successful photographic edits using photographs and personal research-on the theme **Texture Pattern, Detail/Identity.** **Final designs printed and mounted.** **Written explanation of final designs**	**KS5 Pathways:** **A level courses**; Photography, Fine Art, Graphics **BTECs and Level 3 Diplomas –** Art and Design, Photography **Foundation Diploma**- Art and Design **Links to courses** Media Studies, Film Studies. **Career Pathways:** **Careers in the Creative industries;** Visual arts Advertising Graphic design Digital art Film and Video Photography Television and theatre design Fashion Illustration Animation	**Spiritual Development:** Respect for different views and perspectives when learning about themselves, others and the world around them. Use of imagination and creativity in their Art project work. **Moral Development:** Ability to recognise the difference between right and wrong in a variety of social, moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Classroom Expectations. Working together, mutual respect. School Behaviour Policy implemented and in line with our Catholic ethos. **Social Development:** Use a range of social skills in difference contexts eg; peer and group work, discussions, presentations and evaluations. **Cultural Development:** Understanding and appreciation of the wide range of cultural backgrounds within
	Autumn 2	**Component1:** **Photo Editing techniques**- Edit selected photographs from first photoshoot in the style of the Photographers/artists. Use of Photoshop, PowerPoint and physical editing. Annotation of edits and design Ideas.	**Component 1: Urban Landscape project-** **Final design development-** further development of most successful photographic edits using photographs and personal research-on the theme**.** **Final designs.** **Written explanation of final designs**		
	Spring 1	**Component1:** **Photoshoot 2- Manchester visit** **Photoshoot plan-** Compositional rules. Camera settings. Photographs taken in Manchester. Review and selection of photographs- Contact sheet of selected photographs with annotations. **Photo Editing techniques**- Edit selected photographs from first photoshoot in the style of the Photographers/artists. Use of Photoshop, PowerPoint and physical editing. Annotation of edits and design Ideas	***Component 2:*** **OCR GCSE Externally Set Task- Selection of Starting point from exam paper.** Preparation for the Exam- Research of starting point Mind map, research of Photographers/artists' work. Analysis of Photographers/artists' work. Development of ideas for photoshoots. **Photoshoot plan** Compositional rules. Camera settings. **Photoshoot 1**. Photographs taken in and outside of school.		

About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	***Spring 2***	**Component 1: - Identity project-** Mind map, research of Photographers/artists' work. Analysis of Photographers/artists' work. **Photoshoot 3-** **Photoshoot plan** Compositional rules. Camera settings. Photographs taken in school. Review and selection of photographs- Contact sheet of selected photographs with annotations.	**Component 2:** **Photo shoot 2-** Photographs taken in and outside of school **Photo Editing techniques**- Edit selected photographs from photoshoots in the style of the Photographers/artists. Use of Photoshop, PowerPoint and physical editing. Annotation of edits and design Ideas. **GCSE 10-hour Exam-** **Final design development-** further development of most successful photographic edits using photographs and personal research on chosen **starting point.** **Final design and written explanations**	**Education:** Art/ Photography teacher Art gallery curator Community arts worker Art therapist	school and the wider community. Respect of each other's different religious and cultural beliefs. Study of a range of artists, cultures, styles – historical, modern, contemporary. Design development and creation of individual designs with a personal and meaningful response.
	Summer 1	**Component1: Identity project-** **Photo Editing techniques**- Edit selected photographs from first photoshoot in the style of the Photographers/artists. Use of Photoshop, PowerPoint and physical editing. Annotation of edits and design Ideas. Analysis of photoshoot 1	**Component 1-** Portfolio of work fully completed.		
	Summer 2				