

# Photography

## Curriculum Intent

With advances in digital technology and the growth of social media there has been an explosion in the amount of photographs being taken. Taking a photograph has become particularly ingrained into the lives of many young people. Young people are able to harness the language of photography to tell stories, make sense of and investigate the world around them. Photography develops the ability to make links between a variety of ideas, images, approaches, and cultures preparing our learners for a broad spectrum of careers that include the creative industries, whilst supporting a lifelong love of learning.

Photography has complementary links with many other subject areas - Art and Design, Media Studies, Psychology and Sociology to name a few. Photography encourages independent work and thought. Our students have a strong ethos of working hard and thinking deeply to create work that is truly original. A Photography student is inquisitive, self motivated and filled with the confidence to communicate their ideas, in their own artistic vision- sharing this with the world around them.

Taking photographs allows students to see the world from different perspectives. We aim for students to think creatively, having opportunities to develop their own photo shoot ideas, which they complete independently. This enables the students to establish their own photography style. Using Adobe Photoshop students will learn how to select, edit and present their photographs in a variety of styles, both digitally and manually in sketchbooks. We are able to offer the students the opportunity to use Digital SLR cameras both in school and independently on homework tasks, enabling students to devote time to honing their creative and problem solving skills by working independently outside the classroom.

### *'What sort of Photography curriculum did we want to create'*

- An inspiring, encouraging curriculum where all can find personal success and happiness.
- A KS3 Art curriculum that integrates basic Photography skills and techniques.
- Prior learning from Year 7 and 8 is built upon and developed further in Year 9.
- To challenge students to apply Photographic terminology in their writing, particularly at KS4 and KS5, to develop a richer understanding of the subject.
- To deliver both an academic and practical understanding of Photography that fits into a broad and balanced curriculum.
- To construct a progressive curriculum that builds on prior skills and knowledge and understanding of the subject.
- To prepare for the world of work by working to briefs, deadlines and high expectations.

## Implementation

Where did we start? By picturing our typical KS4 student, and identifying what we would like them *to know* and *to understand* to become our **ideal** student.

Implementation of Curriculum	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Low stakes quizzes at the start of every lesson focus on the knowledge students require before being able to apply the knowledge to more complex questions	X	X	X	X	X	X
Students in all lessons are exposed to high quality modelling from teachers ensuring that they are exposed with the necessary procedures, use of language and metacognitive processes that will be required from them in their independent work	X	X	X	X	X	X
Students are given opportunities to develop their behaviour for learning habits through the integration of the Stoke Damerel 6 principles in lessons	X	X	X	X	X	X
All lessons are planned and executed using the 6 principles of teaching	X	X	X	X	X	X
All students in year 8-13 are supported to work independently through the use of google classrooms to be able to communicate with teachers and find bespoke resources	X	X	X	X	X	X
Students at KS5 are encouraged and supported to continue with Photography					X	X
Students are given timely and regular feedback on their knowledge recall, comparative, insightful, literal and conceptual analyses . Teaching is reactive and DIRT activities and weeks are planned to allow students to improve as well as correct.	X	X	X	X	X	X
Students are made aware of knowledge that must be learned and are given strategies and resources in which to learn key vocabulary, definitions and contextual information relating to texts through the use of knowledge organisers	X	X	X	X		
Students are given regular opportunities to write at	X	X	X	X	X	X

length. Students are given regular opportunities to re-draft extended pieces of work following feedback.						
Students are taught both academic and practical aspects of the subject to develop a full understanding of the subject	X	X	X	X	X	X

**Impact**

- All students are supported in working towards their attainment targets.
- All students are supported to have confidence and high levels of literacy
- Assessments and schemes of learning are refined in light of data analysis, specification reforms and changing needs of particular cohorts.
- Students are assessed following a whole school calendar leading to data collection, distribution and reactive planning on every level (both academic and pastoral)
- Leaders set and meet targets which are realistic and evidenced