

“To me, photography is an art of observation. It’s about finding something interesting in an ordinary place... I’ve found it has little to do with the things you see and everything to do with the way you see them.”

— Elliott Erwitt

Photography is taught at KS4 and KS5 by Mr Thurston, a dedicated Photography teacher from within the Art department. The Photography department includes a large Photography classroom complete with PCs with the use of Photo Shop CS4. The department also has a darkroom for film photography and a studio complete with professional lighting.

Through Photography we see the unseen and develop a better understanding of the world we live in. The fascination with imagery has captivated humans from the earliest times and continues to be a source of intrigue and wonder. This desire to create images and record the world around us defines us as a species. We read, respond to and creatively use visual language in our daily experiences.

At the Open Academy the Photography department engages the students with a broad range of themes that will inform their understanding of what makes a good photograph and how to create compelling images. Their practical work is complimented with contextual studies which influences the final work the students create.

At higher levels the students’ work develops beyond the creation of imagery and takes on a deeper meaning. Students’ work is independently developed with greater emphasis on the interests of the students themselves. It is also at this stage that the students’ work moves beyond just class work and develops into refined photography, demonstrating a clear understanding of photographic techniques and a deep contextual awareness, culminating into original and individual final images.

The Photography rooms are open during lunchtime and after school for Photography students to continue their studies or develop their exam preparation work. Students are encouraged to complete their own photoshoots during their free time and visit photography exhibitions throughout the course.

Key stage 4

Students who choose Photography at this key stage will follow the AQA GCSE Photography Course. This is divided into two units:

- Unit 1: Portfolio of Work which accounts for 60% of the final grade
 - Unit 2: Externally Set Task, which accounts for 40% of the final grade
- Students will learn the basics of how to use the camera and will be shown how to manipulate their work with Photo Shop CS4. The students will work through different projects with set themes and will have the opportunity to take part in Photography trips. Year 10 will culminate with an exam with a pre-set theme. The students will be required to develop their work based on the theme and create final images in exam conditions.

Year 11 will be divided between the mock exam and the final GCSE exam. The mock exam is used as excellent practice for the students to prepare for their final exams, with the work they create added to their coursework portfolios. It is important that students remember that the GCSE photography course still expects coursework and as such the mock exam work is added to the students’ final Photography portfolios. The

final section of the course is used for preparation time for the final exam. Students will be expected to begin their work from a starting point selected by the exam board. Students will then have a ten hour exam period to complete final images for their portfolios.

Key stage 5

The structure of the A Level course is similar to the GCSE course, with the quality and knowledge expected from the students far higher. The A Level course is a two year course. Students will follow the AQA A Level photography course which is divided into two components within each year:

- Unit 1: Portfolio of Work which accounts for 60% of the final grade
- Unit 2: Externally Set Task, which accounts for 40% of the final grade

Year 12

Students will begin the course by evidencing their knowledge and understanding of Photography with small photo shoots. Students will be expected to experiment with their cameras and prove their ability to use functions such as: aperture, shutter speed and white density. Students will work through different projects throughout the year culminating with final coursework images. Students will complete the year with an exam with a choice of starting points set by the teacher. The students will have a ten hour exam and will be given a grade at the end of the year based on their course work and exam work.

Year 13

Students will be expected to create their own project title as a starting point. The work they create will be informed by the work they produced in year 12 which should help them develop a thought-provoking title for their personal project. Students will have the opportunity to use some of the work they created in the previous year to compliment the work they produce in year 13. By the end of their personal project students will be expected to produce final images to support their title. The students' exam work will be based on a set of starting points selected by the exam board. At the end of the preparation period students will sit a 15 hour exam. It is this course work and final exam in year 13 that will be used to form the students' final grade for their A Level.

The course is assessed in four areas, as follows:

- A01 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- A02 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- A03 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- A04 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Photography Curriculum Sequencing Rationale

1a.	<p>What are the key topics taught in Year 7?</p> <p>We teach the core elements of Art in year 7: Line, Form, Tone, Colour, Space. These are taught through a variety of tasks and projects throughout the year such as the Green Man and Perspective landscape.</p>
1b.	<p>Why is this?</p> <p>The core elements of Art are the foundation skills that students need to learn in order to be successful in Art. Practice and repetition of these tasks is necessary to embed the skills and allow students to progress.</p>
2a.	<p>What order is this taught in and why?</p> <p>Year 7 start with the basics of drawing:</p> <p style="padding-left: 40px;">Look closely. Press Lightly Keep your head still.</p> <p>This is followed by work on colour theory and how to show tone and perspective in their art work. The Green Man is the first project they do and is designed to bring together a number of these skills and put them into practice in a larger piece of work. This is followed by Perspective landscape which uses space and colour.</p>
3a.	<p>How do we build on these topics and rationale in Year 8?</p> <p>We revisit the core elements of Art at the start of Year 8 as repetition is necessary to remind the students of the basics after the summer break. However, we use more challenging resources to encourage progression in using techniques such as upside-down drawing. After this the students tackle their first Artist based project on Van Gogh where they discuss and learn about his life and work before creating a piece of artwork in his style using the Norwich skyline. They do a second project on eyes that draws together skills they have been using to do with tone.</p>
3b.	<p>What order is this taught in and why?</p> <p>The projects taught in Year 8 are designed to cover and build on the skills learnt earlier in the year such as tone, form, colour, perspective, composition. For example, the Van Gogh project builds on learning about composition and colour and then the Eye project builds on prior learning about tone and form.</p>
4a.	<p>How do we build on these topics and rationale in Year 9?</p> <p>Year 9 the students begin with reminders on the core skills as in Year 8 and an assessment is done to ascertain progress made in their drawing skill. After this the students study the Art movement Pop Art and its significance to the modern world. They look at the historical context of this style of Art and recreate their own piece using modern objects. They then move onto a unit based on the human figure and learn about a new Art skill: proportion. This is designed to stretch the most able students who are considering taking the subject for GCSE, and to support the less-able in their development.</p>
4b.	<p>What order is this taught in and why?</p> <p>The art work taught in year 9 is designed to cover all of the formal elements studied up until this point and bring together most of these skills. The drawing assessment is intended to show the students the progress they have made since Years 7/8. The project on human figure that is taught later in the year is designed with GCSE in mind and has elements of more difficult skills whilst still being accessible for less confident students. For example, the more able students will most likely work on a larger scale to provide extra challenge.</p>

5a.	<p>Select one concept/theme you teach in your subject across more than one key stage How is this taught in each year? <u>Contextual Study</u></p> <p>KS4 students within Photography complete contextual studies throughout the course. Students look at artists' work in KS3 Art, and pick out how the work is made and why the artist creates the piece. Students are guided through this stage with teacher led discussions about the work with students contributing verbally. The skills they learn are then developed at KS4. The students will build on their ability to talk and write about artists' work and use them to produce a detailed piece of writing to show they have a clear understanding of their chosen photo and why the photographer created it.</p>
5b.	<p>How does this become progressively more challenging?</p> <p>At KS4 students will be given the choice of which image to write about from a selected photographer. The students will be expected to use a contextual study guide to help them write their response. Students are expected to use key words and use key photographic terminology. Students are expected to give detailed and personal responses to their chosen photograph.</p>
6.	<p>What exam boards do you use in KS4 and KS5 and why? How does this link to your KS3 curriculum?</p> <p>AQA. The marking matrix is clearly explained and is easy to transfer into 'student speak', meaning students have a clear idea of what is expected of them. The exam papers are also very student friendly. The starting points for the students to choose from have a list of photographers to choose from and possible starting themes.</p>
7.	<p>What career opportunities does the study of your subject bring?</p> <p>There are multiple areas to go into for a career within photography. In today's modern world imagery is all around us. Images are used to inform, scare and sell. Photography allows you to record the world around you and create images that force us to see what is really happening. Photography can challenge us to think about what is real or manufactured, forcing us to challenge what we see. After completing a photography course student could have a career in Art director, CGI artist, Picture researcher, Photo Journalist etc.</p>