



# Year 10 GCSE Curriculum Sequence: Photography

**Intent:** Using student prior knowledge and skills from Year 9, the GCSE Photography curriculum introduces students to further contextual references, photography skills and editing techniques while nurturing students' passion for Photography. Year 10 is structured to ensure a range of experiences in Photography using light, composition, DSLR functions and editing techniques, as well as reviewing, researching, analysing and presenting, ensuring that these skills are embedded. Students place value on the creative process itself as well as pride and a sense of satisfaction in the final outcomes.

<b>HT1</b> <b>Out of Place</b> Exploring Surrealist Photography through workshops	<b>HT2</b> <b>Out of Place</b> Exploring Surrealist Photography through workshops	<b>HT3</b> <b>Out of Place</b> Developing ideas and outcomes based on Surrealist Photography	<b>HT4</b> <b>My World</b> Exploring architecture, linking to contemporary photographers	<b>HT5</b> <b>My World</b> Exploring mixed media and digital editing techniques	<b>HT6</b> <b>My World</b> Developing independent ideas and outcomes
<b>Why 'Out of Place'?</b> The theme allows for students to explore experimental photography techniques evident in current photography styles. Emphasis is on photoshoot planning to capture surrealist images as well as digital editing. Students begin with Tommy Ingberg photomontages, Paperboyo paper cutouts and Sebastian Magnani reflections.	<b>Why 'Out of Place'?</b> A continuation of the Surrealist themes sees students exploring 'invisibility' and narrative linking to Shaina Sterrett and Christopher McKenney. Emphasis is on idea and photoshoot planning. Photoshop skills are further developed in the creation of outcomes.	<b>Why 'Out of Place'?</b> Students reflect on their project and develop a series of design ideas based on the theme 'fairy tales' for a personal outcome. Additional photoshoots are required in developing personal outcomes. This promotes independent thought and enquiry.	<b>Why 'My World'?</b> Students begin by photographing the school buildings, demonstrating understanding of composition through 'leading lines', 'rule of thirds' and 'viewpoint' Students are encouraged to do shoots at home. They then explore a number of fine art photographers and editing techniques; this includes artists Idris Khan, Stephanie Jung and David Hockney joiners, for students to use critical studies in developing own responses.	<b>Why 'My World'?</b> Continuing with an architecture and structures theme, students further develop digital editing skills using Photoshop making links to photographer David Copithorne. They also explore physical edits using collage techniques when working in the style of Abigail Reynolds and Steven Quinn.  Students further explore art mixed media and develop their digital editing skills when working in the style of Sven Pfrommer.	<b>Why 'My World'?</b> Students reflect on their project and now choose how to develop their work in an independent way. They have a selection of photographers/artists to research and work in the style of including Tyhe Reading, Doug Aitken, Traci Griffin, Zsolt Hlinka, Gina Soden. Photo shoots outside of school are encouraged and students work towards developing a series of individual outcomes.
<b>AQA Specification links:</b> Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<b>AQA Specification links:</b> Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<b>AQA Specification links:</b> Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<b>AQA Specification links:</b> Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<b>AQA Specification links:</b> Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<b>AQA Specification links:</b> Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
<b>Teaching it here supports:</b> <u>Knowledge of fine art and surrealist photographers Tommy Ingberg, Paperboyo, Sebastian Magnani</u> <b>Understanding</b> of compositions in photography. Photoshop layers and basic edits <b>Skills</b> in composing photographs, using a DSLR, digital editing techniques	<b>Teaching it here supports:</b> <u>Knowledge of fine art and surrealist photographers Shaina Sterret and Christopher McKenney</u> <b>Understanding</b> of compositions in photography. Photoshop layers and basic edits <b>Skills</b> in composing photographs, using a DSLR, digital editing techniques	<b>Teaching it here supports:</b> <u>Knowledge of fine art photographers Abigail Reynolds, Tyhe Reading, Doug Aitken and Sven Pfrommer</u> <b>Understanding</b> how art media can be used to edit images. Photoshop layers and transform tools <b>Skills</b> in composing photographs, using a DSLR, digital editing techniques, physical editing including collage	<b>Teaching it here supports:</b> <u>Knowledge of fine art photographers Idris Khan, Stephanie Jung, David Hockney</u> <b>Understanding</b> of compositions leading lines, balance, viewpoint. Photoshop layers and basic edits <b>Skills</b> in composing photographs, using a DSLR, digital editing techniques	<b>Teaching it here supports</b> <u>Knowledge of fine art photographers David Copithorne, Abigail Reynold, Steven Quinn, Sven Pfrommer</u> <b>Understanding</b> of compositions in photography. Photoshop layers and basic edits <b>Skills</b> in composing photographs, using a DSLR, digital editing techniques	<b>Teaching it here supports</b> <b>Knowledge</b> of idea development, refinement, resolving a creative journey <b>Skills</b> in student determined ideas and techniques
<b>Feeds from:</b> Y9 Photo HT6	<b>Feeds from:</b> Y9 Photo HT1, HT2, HT6	<b>Feeds From:</b> Y9 Photo HT6	<b>Feeds From:</b> Y9 Photo HT6 Y10 HTHT2, HT3	<b>Feeds From:</b> Y9 Photo HT5, HT6	<b>Feeds From:</b> Y9 Photo HT5