



# Year 11 GCSE Curriculum Sequence: Photography

**Intent:** To develop on students experiences from Year 10 in the exploration of contextual references, photography techniques and practical skills. Year 11 is structured to promote students' independence and curiosity in photography so to encourage individual ideas, explorations and outcomes; as required in the exam unit. Emphasis is placed on the value of the creative process itself as well as pride and a sense of satisfaction in the final outcome.

<b>HT1</b> <b>Altered Portraits</b> Exploring portrait photography, photographers and editing	<b>HT2</b> <b>Altered Portraits</b> Developing ideas and outcomes	<b>HT3</b> <b>ESA: Stages 1 and 2</b> Externally set assignment. Research, recording, exploring	<b>HT4</b> <b>ESA: Stages 3 and 4</b> Externally set assignment. Developing ideas and final create outcome (10 hrs)	<b>HT5</b> <b>End of course</b>	<b>HT6</b>
<p><b>Why 'Altered Portraits'?</b>            The theme allows for students to further develop their photography skills, particularly using lighting. Students explore glitch, collage and illustration as part of their edits and explorations, researching relevant photographers and artists for each.</p>	<p><b>Why 'Altered Portraits'?</b>            Students reflect on their project and plan for additional research and photoshoots independently to produce a series of personal outcomes. This promotes independent thought and enquiry whilst also prepares students for the examination.</p>	<p><b>Why 'ESA: Stages 1 and 2'?</b>            Students create a project based on a selected starting point given by the exam board. The stages of this project repeat the stages followed in previous projects to meet the required Assessment Objectives.</p> <p>Stages 1 and 2 focus on students gathering initial ideas, planning photoshoots, initial edits and researching into relevant artists.</p>	<p><b>Why 'ESA: Stages 3 and 4'?</b>            Stages 3 and 4 focus on students exploring a further range of photographers and techniques in the development of ideas. Students evidence ideas and then produce final outcomes in 10 hours under exam conditions.</p>	<p>All Portfolio and ESA work is internally marked and marks sent the exam board by May 31<sup>st</sup>.</p>	
<p><b>AQA Specification links:</b>            Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.</p>	<p><b>AQA Specification links:</b>            Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p><b>AQA Specification links:</b>            Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p><b>AQA Specification links:</b>            Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		
<p><b>Teaching it here supports:</b>            Students knowledge and skills retrieval from project 1 in the further development of photography and editing skills and a more personal creative journey.</p> <p><b>Knowledge</b> of contemporary photographers and Surrealist photography  <b>Understanding</b> of composition, viewpoints, Photoshop editing  <b>Skills</b> in composing photographs, using a DSLR, digital editing techniques</p>	<p><b>Teaching it here supports:</b>            Students knowledge and skills retrieval from project 1 in the further development of skills and a more personal creative journey.</p> <p><b>Knowledge</b> of idea development  <b>Understanding</b> of development, refinement, resolving a creative journey  <b>Skills</b> in student determined ideas and techniques</p>	<p><b>Teaching it here supports:</b>            ESA (Externally Set Assignment) paper is released from 2<sup>nd</sup> January. Students select one question theme from the paper to respond to. Students produce prep work in the form of a project.</p>	<p><b>Teaching it here supports:</b>            As part of the ESA (Externally Set Assignment) students produce outcomes in exam conditions over 10 hours. All prep and the final outcomes are marked as 40% of the final grade.</p>		
<p><b>Feeds from:</b>            Y10 HT2-5</p>	<p><b>Feeds from:</b>            Y10 HT6</p>	<p><b>Feeds From:</b>            Project stages and processes covered in the portfolio projects</p>	<p><b>Feeds From:</b>            Project stages and processes covered in the portfolio projects</p>		