



# Year 9 Depth Curriculum Sequence: Photography

**Intent:** The curriculum allows for students to experience different art specialisms in depth, in order that they can make better informed choices when selecting their GCSE Options. The Photography curriculum introduces students to the basics of digital photography through the acquisition of knowledge and skills in composition and using a camera. Exploring digital photography, students develop key practical skills both using a camera and digital manipulation in responding to artists/photographers to their own photography outcomes.

<b>HT1 Rotation 1</b> <b>Visual Elements: Shape, Form and Texture</b> Exploring basic photography techniques and using DSLR cameras	<b>HT2 Rotation 1</b> <b>Visual Elements: Colour, Tone, Space and Pattern</b> Further exploration of photography techniques and developing Photoshop skills	<b>HT3 Rotation 2</b> <b>Visual Elements: Shape, Form and Texture</b> Exploring basic photography techniques and using DSLR cameras	<b>HT4 Rotation 2</b> <b>Visual Elements: Colour, Tone, Space and Pattern</b> Further exploration of photography techniques and developing Photoshop skills	<b>HT5</b> <b>Small World: DSLR Workshops</b> Developing photography skills using DSLRs, exploring light, movement, depth of field	<b>HT6</b> <b>Small Worlds</b> Using contemporary artists/photographers to inspire macro-based photography
<b>Why 'Visual Elements: Shape, Form and Texture'?</b> Students explore what makes a 'good' photo in 'alphabet photography'. Leading into the Visual Elements teaches students the fundamentals of photography. Students explore 'Shape and Form' through paper sculptures inspired by France Bruguere and using lighting and viewpoint. This leads into 'Textures' inspired by Aaron Siskind. Students are taught how to document their learning journey.	<b>Why 'Visual Elements: Colour, Tone and Pattern'?</b> Further exploring the Visual Elements; students experiment with complementary colour and then natural forms in the style of Karl Blossfeldt to explore Tone and Space. Students are introduced to digital editing using Photoshop to create pattern-based outcomes inspired by Kate Cledwyn which results in a range of developed and personal outcomes.	<b>Why 'Visual Elements: Shape, Form and Texture'?</b> Students explore what makes a 'good' photo in 'alphabet photography'. Leading into the Visual Elements teaches students the fundamentals of photography. Students explore 'Shape and Form' through paper sculptures inspired by France Bruguere and using lighting and viewpoint. This leads into 'Textures' inspired by Aaron Siskind. Students are taught how to document their learning journey.	<b>Why 'Visual Elements: Colour, Tone and Pattern'?</b> Further exploring the Visual Elements; students experiment with complementary colour and then natural forms in the style of Karl Blossfeldt to explore Tone and Space. Students are introduced to digital editing using Photoshop to create pattern-based outcomes inspired by Kate Cledwyn which results in a range of developed and personal outcomes.	<b>Why 'DSLR Workshops' ?</b> Students further develop their understanding and use of Aperture/ISO/shutter speed. Through a series of workshops students explore these camera fundamentals in a range of teacher-led activities exploring movement, depth of field and lighting.	<b>Why 'Small worlds'?</b> Students use the work of contemporary artists/photographers in the development of ideas based on 'small worlds'. To capture these students apply their acquired photography skills of depth of field, lighting, viewpoint and composition.
<b>National curriculum links Pupils will:</b> -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	<b>National curriculum links Pupils will:</b> -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
<b>Teaching 'Visual Elements: Shape, Form and Texture' Supports:</b> <b>Knowledge</b> of current and historical photographers <b>Understanding</b> of visual elements <b>Skills</b> in using DSLR cameras, lighting and composition	<b>Teaching 'Visual Elements: Colour, Tone, Space and Pattern' supports:</b> <b>Knowledge</b> of current and historical photographers and designers <b>Understanding</b> of visual elements <b>Skills</b> in using DSLR cameras, lighting and composition, Photoshop editing techniques	<b>Teaching 'Visual Elements: Shape, Form and Texture' supports:</b> <b>Knowledge</b> of current and historical photographers <b>Understanding</b> of visual elements <b>Skills</b> in using DSLR cameras, lighting and composition	<b>Teaching 'Visual Elements: Colour, Tone, Space and Pattern' supports:</b> <b>Knowledge</b> of current and historical photographers and designers <b>Understanding</b> of visual elements <b>Skills</b> in using DSLR cameras, lighting and composition, Photoshop editing techniques	<b>Teaching 'Small worlds' supports:</b> <b>Knowledge</b> of contemporary designers <b>Understanding</b> of typography, pattern and design elements <b>Skills</b> in Photoshop and workshop techniques	<b>Teaching 'DSLR workshops' supports:</b> <b>Knowledge</b> of contemporary designers <b>Understanding</b> of ideas development and refinement. <b>Skills</b> in producing a range of final outcomes
<b>Feeds From :</b> Y7 and Y8 Shape, Form and Textures	<b>Feeds From :</b> Y7 and Y8 Colour, Tone, Space and Pattern	<b>Feeds From :</b> Y7 and Y8 Shape, Form and Textures	<b>Feeds From :</b> Y7 and Y8 Colour, Tone, Space and Pattern	<b>Feeds From :</b> Y9 Visual Elements	<b>Feeds From :</b> Y9 Visual Elements