



Curriculum Summary Document

Year 10 - Photography

Module/Unit of Learning	Taught During	What will students learn?	How does this develop expertise and challenge students?	Links to other Subjects
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Pride

Respect

Success

<p>Portraits</p>	<p>Autumn Term</p>	<p>In Year 10 students will be introduced to the technical equipment and software that will help develop their own work throughout the GCSE course.</p> <p>Portraiture will be the first project; students will learn how different portraits can be portrayed looking at various photography techniques.</p> <p>Students will explore the photography studio with different technical lighting, exploring with Chiaroscuro and black and white photography.</p> <p>Students will be encouraged to develop and express opinions and thoughts about art through debate and conversation as well as through their own creative practice to create Photography with meaning.</p> <p>Students will learn how to be more thoughtful and selective when taking photographs, so they are able to work through creative and technical challenges.</p> <p>Students will build on their photography techniques exploring with hard and soft lighting, photographers such as Nigel Parry will give them ideas of how the body can frame and compose a portrait.</p> <p>Colour gels will be explored within portraits looking at artist such as Dalia Ramos and the Harris shutter speed effect. Students will learn how different identities can be conveyed within photography, student will analyse the work of Cindy Sherman to aid their ideas and development.</p> <p>Students will learn the work of anthropomorphism, by creating a digital collage. They will analyse the work of Miguel Vallinas and Yago Partel to aid their creative ideas.</p> <p>At the end of the project students will develop their own ideas, selecting their own artist, experimenting with techniques and combining and layering</p>	<p>Students will receive on going coaching and feedback throughout their Component 1, with individual personalised guidance and targets given to improve, develop and refine artwork.</p> <p>Students are challenged to become independent learners, be self-motivated and forward thinkers in the development and organisation of their learning process.</p> <p>Students will be challenged to become the instigators of their own learning and chosen disciplines in which they intend to pursue in their work.</p> <p>Students will independently be able to recognise and identify where and how they are experts in area/s of Photography, as they work to their strengths.</p> <p>Oracy will be implemented to develop and deepen student's subject knowledge and understanding to become experts in their subject knowledge, context of work, analytical skills and visual practical application.</p> <p>Component 1 is excellent preparation for students PPE and externally set assignment and the skills needed for further education. Students will be encouraged to visit art galleries, read extended text and interviews linked to their chosen research areas.</p>	<p>Oracy - develop and deepen subject knowledge and understanding through talk in the classroom. To learn the skills needed to talk effectively.</p> <p>History - historical contexts of work studied.</p> <p>Art: artists studied, and photography techniques applied to photographic images, recording, personal response and development of ideas.</p> <p>CLASS - Political, social & personal contexts explored in the development of ideas.</p>
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<p>Component 1 Fragments</p>	<p>Spring Term & Summer Term 1</p>	<p>This project is the final coursework project that concludes at the end of the Autumn term in Year 11. During this term students explore their own interpretation of Fragments and how a variety of photographic genres can be used to express this theme. Students will be expected to develop ideas and themes about fragments using their prior knowledge and skills learnt throughout the course.</p> <p>By the end of Year 10 students will have a clear idea of the theme and direction of their work, ready to develop in Year 11.</p> <p>Students will explore with a variety of media and techniques to experiment with the idea of Fragments, they will analyse the work of Aldo Tolino, Manny Robertson, Antony Gerace and John Clang. Within fragments students will explore Surrealism and ideas around how images are fragmented, artist of inspiration could be Marcelo Monreal, Pablo Thecuadro.</p> <p>In this Fragments project students will learn the process of developing and refining ideas based on personal themes and intentions, introducing new creative and imaginative responses to their design work and outcomes. From this student learn how to create a unit of work to conclusion; combining knowledge, ideas, and skills together to create a practical outcome supported with annotation.</p>	<p>Students will receive ongoing coaching and feedback throughout their Component 2, with individual personal guidance and targets given to improve, develop and refine artwork.</p> <p>Students are challenged to become independent learners, be self-motivated and forward thinkers in the develop and organisation of their learning process.</p> <p>Within the ESA students become experts of their own learning, through chosen contextual studies, disciplines and personalised ideas they intend to pursue in their work.</p> <p>Students will become experts in being able to recognise and identify where strengths are within Photography and how they apply and achieve this in their work.</p> <p>Oracy will be implemented to develop and deepen student's subject knowledge and understanding to become experts in their subject knowledge, context of work, analytical skills and visual practical application.</p> <p>There will be opportunities for students to explore careers linked to the Creative Arts, visit colleges, art galleries and museums to enrich their art knowledge and experience outside of the classroom.</p> <p>Throughout Year 10 attend a weekly after school Open Studio sessions, to refine and extend work. Students will also be invited to attend one day workshops in the holidays.</p>	<p>Oracy - develop and deepen subject knowledge and understanding through talk in the classroom. To learn the skills needed to talk effectively.</p> <p>History - historical contexts of work studied.</p> <p>Art: artists studied, and photography techniques applied to photographic images. recording, personal response and development of ideas.</p> <p>CLASS - Political, social & personal contexts explored in the development of ideas.</p>
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