## Teign School Curriculum Overview





**PHOTOGRAPHY**

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| **Year** | **Cycle 1 -12 Weeks****(10 weeks teaching, 1 week assessment, 1 impact week)** | **Cycle 2 -12 Weeks****(10 weeks teaching, 1 week assessment, 1 impact week** | **Cycle 3 -12 Weeks****(10 weeks teaching, 1 week assessment, 1 impact week** |
| **7/8/9** |  |  |  |
| **10** | **INTRODUCTORY PROJECT****AQA Assessment objectives:**Develop, Refine, Record and Present.History of photography, How a camera works, 10 Rules of Composition, Plan a Photoshoot and contact sheet.Research/Critical study skills. Develop a sketchbook**.** Home learning tasks.**PSHE**H2 L1,10,12 | **NATURAL FORMS OBJECTS PROJECT****AQA Assessment objectives:**Develop, Refine, Record and Present.Develop and refine ideas**.** Develop a sketchbook. Critical study work and personal responses. Photoshoots and contact sheets. Home learning tasks.**PSHE**H2 L1,10,12 | **PORTRAITURE PROJECT****AQA Assessment objectives:**Develop, Refine, Record and Present.Develop and refine ideas**.** Develop a sketchbook. Critical study work and personal responses. Photoshoots and contact sheets. Home learning tasks.**PSHE**H2 L1,10,12 |
|  | **Competent Skills:**How to use a camera. Technical skills, Observation skills, Digital media skills, Presentation skills and Written analysis skills | **Competent Skills:**How to use a camera. Technical skills, Observation skills, Digital media skills, Presentation skills and Written analysis skills | **Competent Skills:**How to use a camera. Technical skills, Observation skills, Digital media skills, Presentation skills and Written analysis skills |
|  | **Formal Elements:**Line, Colour, Composition, Tone, Form, Depth, Pattern, Texture, Shape, Perspective, Viewpoints. | **Formal Elements:**Line, Colour, Composition, Tone, Form, Depth, Pattern, Texture, Shape, Perspective, Viewpoints. | **Formal Elements:**Line, Colour, Composition, Tone, Form, Depth, Pattern, Texture, Shape, Perspective, Viewpoints. |
|  | **LITERACY:** Research different historical and contemporary photographers and photographic movements.**NUMERACY:** Measurement and calculations of darkroom chemicals. Depth of field. **Mid and End of Cycle Common Assessments**. | **LITERACY:** Research different historical and contemporary photographers and photographic movements. **NUMERACY:** Measurement and calculations of darkroom chemicals. Depth of field.**Mid and End of Cycle Common Assessments**. | **LITERACY:** Research different historical and contemporary photographers and photographic movements.**NUMERACY:** Measurement and calculations of darkroom chemicals. Depth of field. **Mid and End of Cycle Common Assessments**.**.** |
| **11** | **LANDSCAPE PROJECT****AQA Assessment objectives:**Develop, Refine, Record and Present.Develop and refine ideas**.** Develop a sketchbook. Critical study work and personal responses. Photoshoots and contact sheets. Home learning tasks.**PSHE**H2 L1,10,12 | **AQA EXTERNALLY SET ASSIGNMENT****AQA Assessment objectives:**Develop, Refine, Record and Present.12 week research and 10 hours final assignment. Home learning tasks.**PSHE**H2 L1,10,12 |  |
|  | **Proficient Skills:**How to use a camera independently. Technical skills, Observation skills, Digital media skills, Presentation skills and Written analysis skills | **Proficient Skills:**How to use a camera independently. Technical skills, Observation skills, Digital media skills, Presentation skills and Written analysis skills |  |
|  | **Formal Elements:**Line, Colour, Composition, Tone, Form, Depth, Pattern, Texture, Shape, Perspective, Viewpoints. | **Formal Elements:**Line, Colour, Composition, Tone, Form, Depth, Pattern, Texture, Shape, Perspective, Viewpoints. |  |
|  | **LITERACY:** Research different historical and contemporary photographers and photographic movements.**NUMERACY:** Measurement and calculations of darkroom chemicals. Depth of field.**Mid and End of Cycle Common Assessments**. | **LITERACY:** Research different historical and contemporary photographers and photographic movements.**NUMERACY:** Measurement and calculations of darkroom chemicals. Depth of field. |  |
| **12** | **INTORDUCTORY PROJECT****AQA Assessment objectives:**Develop, Refine, Record and Present.History of photography, How a camera works, 10 Rules of Composition, Plan a Photoshoot and contact sheet.Research/Critical study skills. Develop a sketchbook**.** Home learning tasks. | **STILL LIFE PROJECT****AQA Assessment objectives:**Develop, Refine, Record and Present.Develop and refine ideas**.** Critical study work and personal responses. Record Photoshoots and Contact Sheets. Develop a sketchbook. Home learning tasks.Present large scale photographic works. | **PERSONAL INVESTIGATION****AQA Assessment objectives:**Develop, Refine, Record and Present.Develop and refine ideas**.** Critical study work and personal responses. Record Photoshoots and Contact Sheets. Develop a sketchbook. Home learning tasks. Start 1000- 3000 word written related study. Present large scale photographic works. |
|  | **Advanced Skills:**How to use a camera. Technical skills, Observation skills, Digital media skills, Presentation and Written analysis skills | **Advanced Skills:**How to use a camera. Technical skills, Observation skills, Digital media skills, Presentation and Written analysis skills | **Advanced Skills:**How to use a camera. Technical skills, Observation skills, Digital media skills, Presentation and Written analysis skills |
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|  | **LITERACY:** Research different historical and contemporary photographers and photographic movements.**NUMERACY:** Measurement and calculations of darkroom chemicals. Depth of field.**Mid and End of Cycle Common Assessments**. | **LITERACY:** Research different historical and contemporary photographers and photographic movements.**NUMERACY:** Measurement and calculations of darkroom chemicals. Depth of field.**Mid and End of Cycle Common Assessments**. | **LITERACY:** Research different historical and contemporary photographers and photographic movements.**NUMERACY:** Measurement and calculations of darkroom chemicals. Depth of field.**Mid and End of Cycle Common Assessments**. |
| **13** | **PERSONAL INVESTIGATION****AQA Assessment objectives:**Develop, Refine, Record and Present.Develop and refine ideas**.** Critical study work and personal responses. Record Photoshoots and Contact Sheets. Develop a sketchbook. Home learning tasks.Complete 1000- 3000 word written related study. Present large scale photographic works. | **AQA EXTERNALLY SET ASSIGNMENT****AQA Assessment objectives:**Develop, Refine, Record and Present.12 week research and sketchbook development of ideas and 15 hours final assignment. Home learning tasks. |  |
|  | **Mastery Skills:**How to use a camera. Technical skills, Observation skills, Digital media skills, Presentation and Written analysis skills | **Mastery Skills:**How to use a camera. Technical skills, Observation skills, Digital media skills, Presentation and Written analysis skills |  |
|  | **Formal Elements:**Line, Colour, Composition, Tone, Form, Depth, Pattern, Texture, Shape, Perspective, Viewpoints. | **Formal Elements:**Line, Colour, Composition, Tone, Form, Depth, Pattern, Texture, Shape, Perspective, Viewpoints. |  |
|  | **LITERACY:** Research different historical and contemporary photographers and photographic movements.**NUMERACY:** Measurement and calculations of darkroom chemicals. Depth of field.**Mid and End of Cycle Common Assessments**. | **LITERACY:** Research different historical and contemporary photographers and photographic movements.**NUMERACY:** Measurement and calculations of darkroom chemicals. Depth of field. |  |

Insert what is to be taught, a very brief summary of what it comprises of and rationale for why it is taught at this point e.g. how it builds from the previous keystage and how it links to other topics within the keystage and it leads to future learning.

It might be that you have more than 1 topic within the cycle. You need to demonstrate how you are interleaving and returning to previously met knowledge to deepen and strengthen children’s retention and understanding over time over time. This should be more that simply through the Do Nows at the beginning of lessons.