

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

### Year 10 Overview 2024-25 – Photography

| Date                            | Wk  | Week   | Units Studied & Learning Outcomes  | Key Concepts & Assessment |         |            |                                |   |  |   |
|---------------------------------|---|--|--|---------------------------|---------|------------|--------------------------------|---|--|---|
| 15 weeks (37/38 1-hour Lessons) |   |  |  |                           |         |            |                                |   |  |   |
| 2-Sep                           | A   | 1  | <p><b>Macro/Close Up Photography</b></p> <p>An introduction to Macro Photography. Introduce basic camera skills in conjunction with macro and super macro functions. Students experiment with Macro settings and photograph still life objects, textures and patterns in the classroom, outside and at home. Students create contact sheets and analyse and annotate their own photographs considering lighting, viewpoints, textures, camera settings, focal points. Students create two separate tonal scales using brightness and contrast in Photoshop. Each tonal scale should have at six different sections. Students will articulate why using brightness and contrast can improve images. Experimenting with lights, creating different size and position of shadows. An introduction to the work of Edward Weston. Students analyse his work and include their observations in their research. Taking photographs in the style of Edward Weston using the lighting techniques previous explored. Analysing/choosing the most successful images to edit. Applying brightness and contrast filters to images in conjunction with selection tools and dodge and burn.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Prior – Y9</th> <th>Current</th> <th>Next – Y11</th> </tr> </thead> <tbody> <tr> <td>Recall of basic camera skills.</td> <td>All students have experimented with Macro settings and lighting techniques. All students have used Photoshop and have explored some of the basic functions.</td> <td>Students build on, practise and develop the camera and Photoshop editing skills.</td> </tr> </tbody> </table> <p><b>GW:</b> Students have experimented with Macro/super Macro functions and taken a</p> | Prior – Y9                | Current | Next – Y11 | Recall of basic camera skills. | All students have experimented with Macro settings and lighting techniques. All students have used Photoshop and have explored some of the basic functions. | Students build on, practise and develop the camera and Photoshop editing skills. | <p>Developing basic camera skills with a focus on using Macro functions. Learning how to analyse photographs.</p> <p>An introduction to using brightness and contrast filters on Photoshop. Learning how to convert an image in to text (Students name) using Photoshop. This introduces students to a new functions; layers, text tool, resizing images and a clipping mask to convert image in to text.</p> <p>Opportunity to experiment with lighting techniques and composition before completing a photoshoot.</p> <p>Learning how to use magic wand/quick selection tools and dodge and burn.</p> <p>Key words for learning/ Tier 2/3 Vocabulary<br/>           Macro – Making small objects larger scale<br/>           Focal Point – The most important part of the image where the eye is first drawn to<br/>           Angle – The point from which the photograph was taken<br/>           Composition – The arrangement of the subject and surrounding elements<br/>           Exposure – The amount of light allowed through the camera lens<br/>           Underexposure – when too little light reaches the camera lens, producing a dark image<br/>           Overexposure – when too much light reaches the camera lens, producing a<br/>           Subject – is the 'object/person' being photographed.<br/>           Foreground – The image/scene in front of the main subject in the photograph<br/>           Background – The image/scene behind the main subject of the photograph</p> <p>During the ongoing discovery of photographic science in the early 1800's close up photography became popular and artists began to explore the idea that cameras could be used to make their subjects larger or smaller.</p> <p>How will we know they have learned this?<br/>           Practical evidence displayed in sketchbooks, work in progress in students phaccounts. ST tracking exams and questioning. Weekly evidence in assessment books and end of project assessments.</p> |
| Prior – Y9                      | Current   | Next – Y11   |  |                           |         |            |                                |   |  |   |
| Recall of basic camera skills.  | All students have experimented with Macro settings and lighting techniques. All students have used Photoshop and have explored some of the basic functions. | Students build on, practise and develop the camera and Photoshop editing skills. |  |                           |         |            |                                |   |  |   |
| 9-Sep                           | B   | 2  |  |                           |         |            |                                |   |  |   |
| 16-Sep*                         | A   | 3  |  |                           |         |            |                                |   |  |   |
| 23-Sep                          | B   | 4  |  |                           |         |            |                                |   |  |   |
| 30-Sep                          | A   | 5  |  |                           |         |            |                                |   |  |   |
| 7-Oct                           | B   | 6  |  |                           |         |            |                                |   |  |   |
| 14-Oct                          | A   | 7  |  |                           |         |            |                                |   |  |   |
| 21-Oct                          | B   | 8  |  |                           |         |            |                                |   |  |   |

|                   |   |    |   |  |
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| 4-Nov             | A | 9  | <p>wide variety of images. Images are analysed and annotation identifies both positive and negative themes. Students brightness and contrast tonal scales show six different sections. Students have experimented with lighting techniques and can create a number of shadows with the lamp in a variety of positions. Basic Photoshop functions have been explored and students know how to use them to improve their images. <b>BI:</b> Students Macro/super Macro images are in focus and there is minimal background space. Images are carefully analysed and annotation is detailed. Students use key Photographic key terms where possible. Students brightness and contrast tonal scales show six different sections of equal proportion. There will be a clear difference in between tones. Students have experimented with lighting techniques and can use a number of lights in conjunction to create shadows. Photoshop functions have been experimented with and students can use selection tools with confidence. <b>EW:</b> Students images are visually interesting, they have experimented with composition, viewpoints and angles. Annotation is detailed and accurately uses Photographic key terms which link to their images. Students brightness and contrast tonal scales show six different sections of equal proportion and a clear and gradual difference in between tones ranging from light to dark. Students will be able to articulate why using brightness and contrast can improve images. Students understand and can articulate the outcomes when altering the positioning of the light sources. Photoshop functions have been used with confidence, creativity and a degree of skill.</p> | <p>Careers<br/> Photographer; Commercial and Advertising, Corporate, Editorial and Press, Fashion, Fine Art, Wedding, Portraiture, Medical, Property, Industrial, travel, theatrical, legal, documentary. Digital Imaging Specialist, Picture Researcher, Art and Photo Editor.</p> <p>Assessment<br/> KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.</p> |
| 11-Nov            | B | 10 |   |  |
| 18-Nov            | A | 11 |   |  |
| 25-Nov            | B | 12 |   |  |
| 2-Dec             | A | 13 |   |  |
| 9-Dec             | B | 14 |   |  |
| 16-Dec            | A | 15 |   |  |
| Christmas Holiday |   |    |   |  |

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| 6-Jan   | B   | 16   | <p><b>Reflections</b></p> <p>An introduction to the work of Francisco Infante-Arana. Students analyse his work and include their observations in their research. Students experiment with mirrors to create reflections taking photographs in the style of Francisco Infante-Arana in the classroom, outside and at home. Students can use macro and super macro functions. Students create contact sheets and analyse and annotate their own photographs considering lighting, viewpoints, textures, camera settings, reflections, exposure, focal points especially within the reflections. Analysing/choosing the most successful images to edit. Duplicating layers, using selection tools and selective colouring techniques to images. Students will articulate how they have used selective colouring techniques to enhance their image. Students choose their own idea for the next reflections photoshoot; taking photographs of water, metallic objects, or develop an idea from the previous mirror shoot.</p> | <p>Learning how to use mirrors to creatively make and photograph reflections. Developing basic camera skills with a focus on composition and creativity.</p> <p>An introduction to selective colouring techniques on Photoshop.</p> <p>An opportunity for students to take ownership and choose their own subject to photograph. Opportunity to recall, apply and continue to develop and experiment with Photoshop tools explored in previous projects.</p>   |         |            |   |   |  |   |
|---|---|--|---|--|---------|------------|---|---|--|---|
| 13-Jan  | A   | 17   | <p>Using Photoshop; students apply their knowledge of the tools used in other projects to their images. The idea is to create a multi layered, highly developed image based on reflections.</p>   | <p>Key words for learning/ Tier 2/3 Vocabulary<br/>Reflection – an image seen in a mirror or shiny surface.<br/>Duplicate – one of two or more identical things<br/>Composition – The arrangement of the subject and surrounding elements</p> <p>Reflection photography, also referred to as mirror photography, is when you use reflective surfaces to create an artistic echo of a scene. This type of photography can add an interesting spin to locations that are hotspots for photographers such as oceans, lakes, puddles, and even rain drops. It encourages creative photography; it contains an extra element (or elements) that are intentionally used to improve the photo from its original state. This definition contains two important aspects that differentiates creative photography from everyday photography.</p> |         |            |   |   |  |   |
| 20-Jan  | B   | 18   | <table border="1" data-bbox="416 1301 874 1883"> <thead> <tr> <th>Prior</th> <th>Current</th> <th>Next – Y11</th> </tr> </thead> <tbody> <tr> <td>Recall of basic camera skills.<br/>Recall of Photoshop skills.</td> <td>All students have experimented with how to create reflections with mirrors. Selective colouring techniques have been explored. Students have had opportunity to recall, practise and build on their Photoshop skills.</td> <td>Students build on, practise and develop the camera and Photoshop editing skills.</td> </tr> </tbody> </table>  | Prior  | Current | Next – Y11 | Recall of basic camera skills.<br>Recall of Photoshop skills. | All students have experimented with how to create reflections with mirrors. Selective colouring techniques have been explored. Students have had opportunity to recall, practise and build on their Photoshop skills. | Students build on, practise and develop the camera and Photoshop editing skills. | <p>How will we know they have learned this?<br/>Practical evidence displayed in sketchbooks, work in progress in students phaccounts. ST tracking exams and questioning. Weekly evidence in assessment books and end of project assessments.</p> <p>Careers<br/>Photographer; Commercial and Advertising, Corporate, Editorial and Press, Fashion, Fine Art, Wedding, Portraiture, Medical, Property, Industrial, travel, theatrical, legal, documentary. Digital Imaging Specialist, Picture Researcher, Art and Photo Editor.</p> |
| Prior   | Current   | Next – Y11   |   |  |         |            |   |   |  |   |
| Recall of basic camera skills.<br>Recall of Photoshop skills. | All students have experimented with how to create reflections with mirrors. Selective colouring techniques have been explored. Students have had opportunity to recall, practise and build on their Photoshop skills. | Students build on, practise and develop the camera and Photoshop editing skills. |   |  |         |            |   |   |  |   |
| 27-Jan  | A   | 19   | <p><b>GW:</b> Students can capture reflections using mirrors. Composition and focal point</p>   | <p>Assessment<br/>KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.</p>  |         |            |   |   |  |   |

|  |   |    |   |   |
|--|---|----|---|---|
| 3-Feb  | B | 20 | has been considered. Students have experimented with selective colouring techniques. Basic Photoshop functions have been recalled and demonstrated. <b>BI:</b> Students have captured reflections using mirrors and other reflective surfaces. Viewpoints and composition have been explored and experimented with. Students have created more than one reflection in the same image. Photoshop functions have been experimented with and students can make alterations to individual layers with confidence and an element of skill is visible. <b>EW:</b> Students  |   |
| 10-Feb                                       | A | 21 | have creatively captured reflections and have explored a number of ideas within the theme. Students may have captured a reflection within a reflection. This could be achieved digitally. Students edited images are multi layered and it is evident that each tool has been used with skill. The final outcome demonstrates a level of sophistication.<br><br>Pupils will carry out experiments, brightness and contrast, lighting and fonts.  |   |
| <b>Half-Term</b> 6 weeks (15 1-hour lessons) |   |    |   |   |
| 25-Feb                                       | B | 22 | <b>Weaving Project</b><br><br>An introduction to weaving/woven images focussing on portraiture. Students draw the different threads; warp and weft and explain their function in a weave. Students take portrait photographs ensuring there is a minimum amount of background space and the focal point is the eyes. Portraits are printed twice; one portrait is cut in to vertical 1cm strips and the other in to horizontal 1cm strips. Students weave the strips together to create a handmade woven portrait. Students explore editing techniques to create a digital woven portrait. Applying layer masks in conjunction with texture creates a basket weave effect. Students experiment with filters to edit their portrait further. | Learning how to weave using paper.<br><br>An introduction to using grids, layer masks, channels tab, clipping mask, outer glow, texturiser on Photoshop.<br>Opportunity to experiment with texturiser and other Photoshop filters to enhance woven images.<br><br>Key words for learning/ Tier 2/3 Vocabulary<br>Weaving – <b>interlace</b> threads to form a fabric or material<br>Warp - threads running vertically<br>Weft – threads running horizontally<br>Portrait - An artistic representation of a person, in which the face and its expression is predominant<br>Focal Point –The area of the photograph that catches the eye of the viewer above all else<br><br>Weaving is an ancient technique which initially was used as a practical utility but later a form of expressionism. Photographically, weaving techniques can be used as part of an editing process to montage and distortion.<br><br>How will we know they have learned this? |
| 3-Mar  | A | 23 |   |   |

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|        |   |     | Prior  | Current   | Next – Y11   |   |   |  |
|--------|---|-----|--|---|--|---|---|--|
| 10-Mar | B | 24  | Recall of basic camera skills. Recall of Photoshop skills; selection tools, crop tool, layers, duplicating.  | All students have experimented with how to make a woven image by hand and digitally. Grids, layer masks, channels tab, clipping mask, outer glow, texturiser have been explored. Students have learnt the function of the warp and the weft and can weave by hand successfully. | Students build on, practise and develop the camera and Photoshop editing skills. | Practical evidence displayed in sketchbooks, work in progress in students ph-accounts. ST tracking exams and questioning. Weekly evidence in assessment books and end of project assessments.<br><br>Careers<br>Photographer; Commercial and Advertising, Corporate, Editorial and Press, Fashion, Fine Art, Wedding, Portraiture, Medical, Property, Industrial, travel, theatrical, legal, documentary. Digital Imaging Specialist, Picture Researcher, Art and Photo Editor. |   |  |
| 17-Mar | A | 25  | <p><b>GW:</b> Students understand the process of weaving and how to overlap the strips of paper. Their drawing clearly shows the warp and the weft. Students have taken portrait photographs with minimum background space. Strips have been cut out neatly and have woven them together to create a portrait. New Photoshop functions have been explored and students know how to use them in the context of creating a basket weave effect.</p> <p><b>BI:</b> Students can articulate how to weave using the warp and weft. Drawings show the warp and weft and students can explain the difference between the two. Students portraits have the eyes as the focal point. Strips have been cut straight and to 1cm thickness and have woven together to create a portrait. New Photoshop functions have been explored and experimented with. Students can recall these functions again for use in a different context. <b>EW:</b> Students understand how to use warp and weft to create a weaving. Their drawing and written analyse will demonstrate how it is used. Students have considered the background and facial expression in their portraits. Strips have been cut straight and accurately to 1cm thick using a guillotine. Photoshop functions have been used skilfully with confidence. Students will be able to apply a layer mask in future projects.</p> |   |  |   | <p>Assessment<br/>KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.</p> |  |
| 24-Mar | B | 26  |  |   |  |   |   |  |
| 31-Mar | A | ST1 |  |   |  |   |   |  |

| Easter Holiday |   |     | 5 weeks (12/13 1-hour lessons)  |   |
|----------------|---|-----|---|---|
| 22-Apr         | B | ST1 | <p><b>Portraits – Veerle Symoens and Andy Butler</b></p> <p>Looking at the Artists Veerle Symoens and Andy Butler students will create an A3 research page, including images of the artist's work and an analysis. Pupils will then use this as inspiration to take their own photographs of portraits, these portraits must be of different people pulling faces and posing. Students also need to include images of patterns. Once taken students will use these photos to create edits inspired by the artist's work. Using their prior knowledge of Photoshop, and new skills including eraser, tear, elliptical marquee and drop shadow tools. They will create 6 Veerle Symoens edits using the portrait and patterns photoshoot. These edits must each be different and include the Eraser and Tear tools, using these to distort and enhance their portraits. Once completed they will add these to their sketchbook alongside the Photoshop history to show their process. Adding those skills together students will create one final edit showcasing the skills they have learnt and the inspiration they took from the artist. Students then create 3 edits inspired by the work of Andy Butler using the portraits photoshoot. In these edits students must use the Elliptical marquee and drop shadow tool to highlight and enlarge features of the face, using the same technique that the artist uses. They can also include black and white effects and pops of colour. These edits must each be different. Once completed they will add these to their sketchbook alongside</p> | <p>Learning how to take portraits<br/>How to identify pattern<br/>An introduction to using the Eraser, Elliptical Marquee and Drop Shadow tools on Photoshop.<br/>Opportunity to experiment with adding block colour and the magic wand tool to delete backgrounds</p> <p>Key words for learning/ Tier 2/3 Vocabulary<br/>Pattern – a repeated decorative design<br/>Portrait – An Artistic representation of a person, in which the face and its expression is predominant<br/>Subject – This is the object/person being photographed<br/>Eraser – to rub out something to reveal what is behind<br/>Elliptical Marquee tool – To select part of an image in a circular shape<br/>Drop Shadow – To add a dark shade underneath a layer to give 3D effect<br/>Foreground – The image/scene front of the main subject in the photograph.<br/>Background – The image/scene behind the main subject of the photograph</p> <p>Adobe Photoshop is a raster graphics editor developed and published by Adobe Inc. for mac'S and Windows. It was originally created in 1988 by Thomas and John Knoll. Since then, this software has become the de facto industry standard not only in raster graphics editing, but to digital art as a whole. Photoshop can edit and compose raster images in multiple layers and supports masks, alpha compositing, and several colour models including RGB, CMYK, CIELAB, spot colour, and duotone.</p> <p>How will we know they have learnt this?<br/>Practical evidence displayed in sketchbooks, work in progress in students ph accounts. ST Tracking exams and questioning. Weekly evidence in assessment books and end of project assessments.</p> |
| 28-Apr         | A | ST1 | <p>Students then create 3 edits inspired by the work of Andy Butler using the portraits photoshoot. In these edits students must use the Elliptical marquee and drop shadow tool to highlight and enlarge features of the face, using the same technique that the artist uses. They can also include black and white effects and pops of colour. These edits must each be different. Once completed they will add these to their sketchbook alongside</p>   | <p>Adobe Photoshop is a raster graphics editor developed and published by Adobe Inc. for mac'S and Windows. It was originally created in 1988 by Thomas and John Knoll. Since then, this software has become the de facto industry standard not only in raster graphics editing, but to digital art as a whole. Photoshop can edit and compose raster images in multiple layers and supports masks, alpha compositing, and several colour models including RGB, CMYK, CIELAB, spot colour, and duotone.</p> <p>How will we know they have learnt this?<br/>Practical evidence displayed in sketchbooks, work in progress in students ph accounts. ST Tracking exams and questioning. Weekly evidence in assessment books and end of project assessments.</p>  |

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| 5-May   | B  | 30   | <p>the Photoshop history to show their process. Adding those skills together students will create one final edit showcasing the skills they have learnt and the inspiration they took from the artist. As an extended piece of work students will create their own Andy Warhol self-portrait. Using the skills, they have acquired on Photoshop.</p> <table border="1" data-bbox="416 490 877 813"> <thead> <tr> <th data-bbox="416 490 571 535">Prior</th> <th data-bbox="571 490 726 535">Current</th> <th data-bbox="726 490 877 535">Next – Y11</th> </tr> </thead> <tbody> <tr> <td data-bbox="416 535 571 813">Recall of basic camera skills, Recall of photoshop skills, selection tools, crop tool, layer, duplicating</td> <td data-bbox="571 535 726 813">All pupils have done photo shoots in previous projects, learnt about lighting and angles. All pupils have worked on Photoshop to create woven images, here they experimented with adding filters and distorting portraits.</td> <td data-bbox="726 535 877 813">Pupils build on practice and develop the skills they have learned to use in GCSE</td> </tr> </tbody> </table> | Prior | Current | Next – Y11 | Recall of basic camera skills, Recall of photoshop skills, selection tools, crop tool, layer, duplicating | All pupils have done photo shoots in previous projects, learnt about lighting and angles. All pupils have worked on Photoshop to create woven images, here they experimented with adding filters and distorting portraits. | Pupils build on practice and develop the skills they have learned to use in GCSE | <p>Careers<br/>Photographer; commercial and advertising, corporate and editorial and press, fashion, fine art, wedding, portraiture, medical, property, industrial, travel, theatrical, legal, documentary, digital imaging specialist, picture researcher, art and photo editor, Graphic Designer.</p> <p>Assessment<br/>KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.</p> |
|---|--|--|---|-------|---------|------------|---|--|--|---|
| Prior   | Current  | Next – Y11   |   |       |         |            |   |  |  |   |
| Recall of basic camera skills, Recall of photoshop skills, selection tools, crop tool, layer, duplicating | All pupils have done photo shoots in previous projects, learnt about lighting and angles. All pupils have worked on Photoshop to create woven images, here they experimented with adding filters and distorting portraits. | Pupils build on practice and develop the skills they have learned to use in GCSE |   |       |         |            |   |  |  |   |
| 12-May  | A  | 31   | <p><b>GW:</b> Students understand the process of taking a portrait and have taken numerous photos to use in their edits. Their edits show the tools needed to create work in the style of the artist. Students have thought about building up layers and resizing various areas of the image. Students have played around with the use of colour and black and white. <b>BI:</b> Students have taken multiple portraits from different angles and poses and their patterns are considered. Their edits show the tools needed and extra tools have been investigated with to create multiple edits in the style of the artist. Students can recall these functions again for use in a different context. Students have explored colour and consciously selected different colours to create an overall theme.</p>  |       |         |            |   |  |  |   |

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| 19-May | B | 32 | They have used the tear tool effectively and placed it correctly to create a realistic ripped effect. <b>EW:</b> Students have taken multiple portraits of different people from varied angles and poses. Their patterns are considered and clearly photographed. Their edits show the tools needed and extra tools have been used to create unique edits in the style of the artist. Students can recall these functions again for use in a different context. They have used the tear tool effectively and placed it correctly on the portrait to create a juxtaposing design. |  |
|--------|---|----|--|--|

**Half-Term** 7 weeks (17/18 1-hour lessons)

| 2-Jun   | A  | 33   | <b>Joiners</b><br>An introduction to the work of David Hockey and his Joiners/Photomontage images. Students analyse his work and include their observations in their research paying particular attention to where/how he was stood when he took the photographs and how he has overlapped and positioned the photographs. Students take photographs with the intention of making their own joiners. Students explore and experiment making joiners in different ways: Manually; cutting and overlapping images to create a photomontage collage. | Learning how to create joiners; manually and digitally.<br><br>Developing basic camera skills with a focus on composition.<br><br>An introduction to using stroke and drop shadows on Photoshop. Opportunity to continue to develop and experiment with Photoshop tools explored in previous projects. Selection tools, move tool, free transform and brightness and contrast.   |         |            |   |  |  |   |
|---|--|--|---|--|---------|------------|---|--|--|---|
| 9-Jun   | B  | 34   | Using stickers; photographs are printed on to a sheet of stickers and students overlap the stickers to create a joiner. Using Photoshop; students experiment with Photomerge. Using selection tools, move tool, free transform and brightness and contrast if required. Students experiment with different filters and stroke, drop shadow tools to make each image stand out.  | Key words for learning/ Tier 2/3 Vocabulary<br>Joiner – using separately taken images of a single scene to create a larger one by overlapping them by hand or by digitally merging them together<br>Photomontage – a montage/collage of overlapped constructed from photographic images<br>Collage – a piece of art made by sticking various materials on to a backing<br>Overlap – to cover partly<br>Photomerge - the process and the result of making a composite photograph by cutting, gluing, rearranging and overlapping photographs either by hand or digitally into a new image |         |            |   |  |  |   |
| 16-Jun  | A  | 35   | <table border="1" style="width: 100%;"> <thead> <tr> <th>Prior</th> <th>Current</th> <th>Next – Y11</th> </tr> </thead> <tbody> <tr> <td>Recall of basic camera skills.<br/>Recall of Photoshop skills; selection tools, move</td> <td>All students have experimented with how to make joiners in a number of ways.</td> <td>Students build on, practise and develop the camera and Photoshop editing skills.</td> </tr> </tbody> </table>  | Prior  | Current | Next – Y11 | Recall of basic camera skills.<br>Recall of Photoshop skills; selection tools, move | All students have experimented with how to make joiners in a number of ways. | Students build on, practise and develop the camera and Photoshop editing skills. | In the 1980s David Hockey used 35mm film to create abstract collages. The new notion of merging Art and Photography was thought as risky as they had previously been two separate mediums. Photography had the power to become creative rather than a scientific process.<br><br>How will we know they have learned this? |
| Prior   | Current  | Next – Y11   |   |  |         |            |   |  |  |   |
| Recall of basic camera skills.<br>Recall of Photoshop skills; selection tools, move | All students have experimented with how to make joiners in a number of ways. | Students build on, practise and develop the camera and Photoshop editing skills. |   |  |         |            |   |  |  |   |



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|                   |   |    |  |   |
|-------------------|---|----|--|---|
| 23-Jun            | B | 36 | <p>tool, free transform, brightness and contrast.</p> <p>Stroke, shadow<br/>Filters, stroke and drop shadow have been explored.</p>  | <p>Practical evidence displayed in sketchbooks, work in progress in students ph-accounts. ST tracking exams and questioning. Weekly evidence in assessment books and end of project assessments.</p> <p>Careers<br/>Photographer; Commercial and Advertising, Corporate, Editorial and Press, Fashion, Fine Art, Wedding, Portraiture, Medical, Property, Industrial, travel, theatrical, legal, documentary. Digital Imaging Specialist, Picture Researcher, Art and Photo Editor.</p> <p>Assessment<br/>KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.</p> |
| 30-Jun            | A | 37 | <p><b>GW:</b> Students have considered their position when taking photographs and have photographed all of the parts required for the joiner. Students have experimented with both ways to create a joiner manually. Individual pieces overlap successfully to create a montage. Basic Photoshop functions have been explored and students know how to use them to improve their images. <b>BI:</b> Students have carefully considered the angle and distance between the camera and the scene. Manual joiners have a range of different sized pieces which overlap successfully to create a montage. Students have experimented with the angle and positioning of the pieces and the size of gaps in between pieces. Photoshop functions have been experimented with and students can make alterations to individual layers with confidence. <b>EW:</b> Students have experimented with composition, angles and viewpoints. They have carefully considered their positioning whilst taking photographs and ensured that they have photographed all of the parts required for the joiner. Manual joiners have a range of different sized pieces which overlap successfully to create a creatively composed montage. Smaller pieces have been used to make the joiner more complex. Diagonal positioning of pieces has been explored successfully. Photoshop functions have been used with confidence, creativity and a degree of skill. Students ensure exposure is consistent throughout individual layers.</p> |   |
| 7-Jul             | B | 38 |  |   |
| 14-Jul            | A | 39 |  |   |
| (Total: 189 Days) |   |    |  |   |

### Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

**Please revisit the prompts from last year:**

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
  - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)