Long Term Plan Yr10 Photography

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic) Add link to AO breakdown	Link to subject ethos and driver Be curious Be creative Be reflective Be yourself	Anticipated misconceptions	Links to previous KS KS3 National Curriculum	Links to future KS KS5 National Curriculum	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Structures	**Judith Turner analysis** **JT photoshoot 1** **Edits** **JT photoshoot 2** **Spaced retrieval:** How to look at and analyse a photograph. How to set up and execute a photoshoot.	How to analyse an image with a focus on shape and contrast. How to analyse Abstract imagery. How to effectively compose an Abstract image.	Be curious - Critical and contextual studies Be creative - Experiment, develop, resilience Be reflective - Annotate and record Be yourself - Relate and innovate by creating ideas linked to research and test pieces.	The use of the camera Creating links to existing and new photographers.	Idea development (Art) Previous experience with media are utilised and built upon. Key skills developed strategically throughout KS3 before being built upon during the GCSE course.	Secure knowledge of the Formal Elements & Visual Principles. Key skills relating to still life and studio photography Develop personal visual style	Combining of previously taught topics in order to come up with a personalised and individualised final outcome that isn't teacher driven Higher level discussion of sources. Research tasks independently taken on to further explore topics.	Social: Open, studio style lesson to free roam and assist classmates where necessary Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their	An exploration and appreciation of their close environment and how this may differ to others	Creative thinking Time management Working under own initiative Taking on individualised research tasks Architecture Interior photographer

			How to access and use Photoshop essentials.					Higher level application of key skills with thorough documentation of the creative process	interests and what enthuses them Cultural: Explore different ways of working		
2	Structures	**Overlays** **Helder Santos Analysis** **Tessellations** **Drawing in photography** **Sol Lewitt (Typology)**	How to utilise drawing effectively in Photography. How to analyse an image fo	Be curious - Critical and contextual studies Be creative - Experiment, develop, resilience Be reflective - Annotate and record Be yourself - Relate and innovate by creating ideas linked to research and test pieces.	How to effectively use all previously visited SKU to built towards a finally outcome How to appropriately realise intentions Creating links to existing and new photographers.	Idea development (Art) Previous experience with media are utilised and built upon. Key skills developed strategically throughout KS3 before being built upon during the GCSE course.	Secure knowledge of the Formal Elements & Visual Principles. Key skills relating to still life and studio photography Develop personal visual style	Combining of previously taught topics in order to come up with a personalised and individualised final outcome that isn't teacher driven Higher level discussion of sources. Research tasks independently taken on to further explore topics. Higher level application of key skills with thorough documentation of the creative process	Social: Open, studio style lesson to free roam and assist classmates where necessary Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them Cultural:	How different people and artist view something very similar and creatively exploit their own individual styles and processes	Creative thinking Time management Working under own initiative Taking on individualised research tasks Architecture Interior photographer

									Explore different ways of working		
3	**Still Life**	**Vanitas analysis** Visual style and symbolism

Vanitas photoshoot Creating links and composing an image.

Vanitas edits Using Photoshop to enhance an image.

Evaluate & refine Make rational decisions regarding progress.

Vedi Djokich analysis Formal Elements and Visual Principles of photography.

Vedi Djokich photoshoot Studio lighting and backdrops.

Vedi Djokich edits Using Photoshop to | How to look at and analyse a photograph.

How to interpret symbolism.

How to set up and execute a photoshoot.

How to compose an image using a DSLR camera.

How to upload and save images.

How to utilise the basics of Photoshop.

How to analyse an image using the Formal Elements and Visual Principles of Photography

How to evaluate your own work and create clear targets. | **Be curious** Critical and contextual studies including Symbolism in photography

Be creative Experiment with Photoshop by adding smashed glass, smoke and butterflies.

Be reflective - Annotate and record

Scrutinise images and ensure that quality of outcomes meets the set criteria.

Be yourself Set up your own compositions using an assortment of objects. | With no prior experience of the requirements of GCSE level analysis the process needs to be broken down into manageable chunks.

Accurate use of key words including the Formal Elements and Visual Principles of Photography

Why is analysing and understanding images so important to being successful?

Creating clear links to the visual style of Vanitas.

Operating the camera. | Knowledge blocks relating to the Formal Elements & Visual Principles of photography.

Photoshop basics including how to crop and adjust levels. | Secure knowledge of the Formal Elements & Visual Principles of photography.

Key skills relating to still life and studio photography | Deeper discussion of images including context and narrative.

Manual settings.

Additional links and techniques such as light trails and slow shutter speed. | Social: Open, studio style lesson to free roam and assist classmates where necessary

Moral: Be respectful of each other's work and the working environment

Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them

Cultural: Explore different ways of working | Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.

Analysing and evaluating images improves visual literacy and will enhance the students ability to unpack and respond to the visual stimuli that surrounds them on a daily basis. | Studio photography

Art historian

Creative mindset - transferable skills.

High level analysis/language skills leading to English related fields. |

			enhance an image.								
4	Still Life Evaluate & refine Idea development based on the theme of Still Life and with the aim of building upon the experiences and skills developed during the project so far.	**Evaluate & refine** Focus on recording. **Idea development** Select link(s) and create a personal response. Effectively realise intentions through a series of purposeful photoshoots/experiments.	How to effectively record using Google Slides. How to create a sustained investigation. How to plan and execute a photoshoot with the aim of including multiple links.	**Be curious** Explore a range of sources. **Be creative** Experiment with a range of techniques. **Be reflective** Effectively record work using Google Slides. **Be yourself** Select a starting point and plan and execute photoshoots. Persevere through a range of challenges.	Realising the importance of recording. Slide presentation. How to create an effective sustained investigation. Incorporating multiple links into one idea.	Photoshop basics including how to crop and adjust levels.	Secure knowledge of the Formal Elements & Visual Principles of photography. Key skills relating to still life and studio photography	Deeper discussion of images including context and narrative. Manual settings. Additional links and techniques such as light trails and slow shutter speed.	Social: Open, studio style lesson to free roam and assist classmates where necessary Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them Cultural: Explore different ways of working	Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. Analysing and evaluating images improves visual literacy and will enhance the students ability to unpack and respond to the visual stimuli that surrounds them on a daily basis.	Studio photography Art historian Creative mindset - transferable skills. High level analysis/language skills leading to English related fields.
5	**Distorted** **Media/techniques/processes experiments**	**Analysis** Analyse chosen link, building on the analytical skills developed	How to select links. How to effectively	**Be curious** Explore a range of carefully selected	Which links to select. How to effectively	Photoshop basics including how to crop and adjust	Developing a unique visual style and selecting pathways to	Students may select more than 3 links.	Social: Open, studio style lesson to free roam	Students learn to appreciate and value images and	Magazine cover artist

	which will see students explore a minimum of 3 links form the list below: Vasilisa Forbes, Greg Sands, Edward Honaker, Seth Teras, Jerry Ulesman, Victoria Witchoria, Nick Frank, Laszlo Moholy-Nagy, John Rankin 'Destroyed', Alison Trentleman, Michael Bosanko, Michal Macku, Barbara Kruger, Iain Macarthur, Linda Sterling, Julian Opie, David Hockney 'Photo Cubism', Teun Hocks, Jiri Kolar. Sandra Chevrier.	during HT3 & HT4. **Materials, techniques and processes** Experiment to increase overall subject knowledge and confidence within the subject. Chosen techniques can be built upon throughout the course leading to the eventual development of a unique visual style.	mimic the visual style of a link How to utilise relevant materials, techniques and processes. **Spaced retrieval:** How to look at and analyse a photograph. How to set up and execute a photoshoot.	links. **Be creative** Broaden creative boundaries by looking at and experimenting with a multitude of materials, techniques and processes. **Be reflective** Effectively record work using Google Slides and make informed decisions regarding which materials, techniques and processes to move forward with. **Be Yourself** Begin to develop a unique visual style.	experiment with materials, techniques and processes.	levels. Familiarity with some of the links, including Nick Frank.	move forward. Gaining a solid grasp of complex materials, techniques and processes.	The list of links varies in complexity and so additional challenge can be highlighted by the teacher. Additional links can be combined to create a sustained investigation. Deeper discussion of images including context and narrative. Manual settings. Additional links and techniques such as light trails and slow shutter speed.	and assist classmates where necessary Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them Cultural: Explore different ways of working	artefacts across times and cultures, and to understand the contexts in which they were made. Analysing and evaluating images improves visual literacy and will enhance the students ability to unpack and respond to the visual stimuli that surrounds them on a daily basis.	
6	**Distorted** **Sustained Investigation** Evaluate the strengths of all	**Creating links** Visual links made to the styles of the chosen links (x3)	How to utilise relevant materials, techniques and processes.	**Be curious** Explore a range of carefully selected links.	How to appropriately select links to work with and what techniques	Techniques used in Art can be encouraged at GCSE, to break the	Independent idea generation and development based on	Research tasks undertaken to independently develop	Social: Open, studio style lesson to free roam and assist	Students are given the opportunity to explore themselves creatively	Time management and research tasks

	tasks completed so far and select an appropriate path for moving forward		**Spaced retrieval:** How to set up and execute a photoshoot.	**Be creative** Broaden creative boundaries by looking at and experimenting with a multitude of materials, techniques and processes. **Be reflective** Effectively record work using Google Slides and make informed decisions regarding which materials, techniques and processes to move forward with. **Be Yourself** Begin to develop a unique visual style.	are possible with these links How to effectively build idea development up over time to create a final outcome Combining artists' styles and outcomes	boundaries that some pupils feel are in place - less consideration for Art and Photography being 'different' subjects but instead complementing each other throughout experimentation	chosen links Time management and enthusiasm for chosen links in order to stick with a topic over a longer period of time	ideas and outcomes Develop outcomes by using different techniques for the same style and affect an image in a different way Deeper discussion of images including context and narrative. Manual settings. Additional links and techniques such as light trails and slow shutter speed.	classmates where necessary Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them Cultural: Explore different ways of working	and make use of their interests in realising intentions - this can incorporate hobbies, interests and other visual stimuli that pupils may find engaging An appreciation for the world around them and an appreciation of Art's influence on their world primarily through imagery but also through analysis, wonder, creativity and problem solving An appreciation for others' differences and celebrating them	