

Photography Curriculum Overview

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	GCSE Art and Design (Photography)					
Exam Board	AQA					
Component	Component 1: 60% (Internally set tasks)					
Units	Unit 1: Still Life			Unit 2: Identity		
Unit Summary	This unit explores various still-life photography techniques inspired by artists like Susanne Saroff, Alberto Seveso, and others. Students develop skills in research, planning, photoshoots, editing, annotation, and evaluation, culminating in a final photographic piece.			This unit explores identity through diverse photography techniques inspired by artists like Marcelo Monreal, double exposure techniques, creative lighting, and motion blur. Students develop skills in research, planning, photoshoots, editing, annotation, and evaluation to create a final photographic piece.		
Unit Objectives	• Research and analyse still-life photographers • Plan and execute photoshoots inspired by specific techniques (e.g. Flat Lay, Macro, paint-in-water) • Organise, review, and edit photographs • Annotate and evaluate outcomes to improve and refine ideas • Create a final still-life piece			• Research and analyse photography techniques related to identity • Plan and execute photoshoots inspired by artists and techniques (e.g. surreal portraits, double exposure, lighting, motion blur). • Annotate and evaluate photoshoots to refine ideas • Create a final photographic piece		
Acquired Knowledge/ Skills	• Artist research and analysis • Photoshoot planning and execution (lighting, composition, props) • Editing techniques (basic and advanced). • Annotation and evaluation skills. • Development of creative and technical ideas for a polished final outcome			• Artist research and analysis. • Photoshoot planning and execution. • Editing techniques (basic and advanced). • Use of lighting and motion blur. • Annotation and evaluation skills. • Creative interpretation of identity through photography		

Assessments	GCSE AQA Art is assessed through two components: Component 1 (Portfolio), which accounts for 60%, involves coursework including research, development, and final pieces. Component 2 (Externally Set Task), worth 40%, includes a 10-hour practical exam based on an externally set theme. Both are assessed for skills, creativity, and analysis.	
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener Curriculum: Use of sustainable props and materials. Fundamental British Values: Encourages creativity, reflective thinking, and self-expression. Pride in the Solent: Showcase local culture or natural beauty. UNCRC: Articles 28 and 29 on skills development.	Greener Curriculum: Sustainable props and minimal resource waste. Fundamental British Values: Encourages self-expression and individuality. Pride in the Solent: Incorporates cultural or local identity themes. UNCRC: Articles 28 and 29 on creativity and personal growth.

Photography Curriculum Overview

Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2
Topic(s)	GCSE Art and Design (Photography)			
Exam Board	AQA			
Components	Component 1: 60% (Internally set tasks)		Component 2: 40% (Externally set task)	
Units	Unit 2: Identity (continued)	Unit 1: Still Life (continued)	Externally Set Task (10-hour supervised exam (plus preparatory work))	
Unit Summary	This unit explores identity through diverse photography techniques inspired by artists like Marcelo Monreal, double exposure techniques, creative lighting, and motion blur. Students develop skills in research, planning, photoshoots, editing, annotation, and evaluation to create a final photographic piece.	This unit explores various still-life photography techniques inspired by artists like Susanne Saroff, Alberto Seveso, and others. Students develop skills in research, planning, photoshoots, editing, annotation, and evaluation, culminating in a final photographic piece.	The Externally Set Task requires students to respond to a theme provided by AQA. This involves developing a personal, creative response over several weeks, culminating in a 10-hour exam. Students must research, experiment with techniques, and plan their final piece based on the chosen theme.	
Unit Objectives	- Research and analyse photography techniques related to identity. - Plan and execute photoshoots inspired by artists and techniques (e.g., surreal portraits, double exposure, lighting, motion blur). - Annotate and evaluate photoshoots to refine ideas.	- Research and analyse still-life photographers. - Plan and execute photoshoots inspired by specific techniques (e.g. Flat Lay, Macro, paint0in-water). - Organise, review, and edit photographs.	- Respond creatively to the externally set theme. - Develop ideas through research and experimentation. - Plan and execute a final piece in a 10-hour exam. - Demonstrate technical skills and creativity. - Reflect critically on the final piece and process.	

	• Create a final photographic piece.	• Annotate and evaluate outcomes to improve and refine ideas. • Create a final still-life project.	
Acquired Knowledge/ Skills	• Artist research and analysis. • Photoshoot planning and execution. • Editing techniques (basic and advanced). • Use of lighting and motion blur. • Annotation and evaluation skills. • Creative interpretation of identity through photography.	• Artist research and analysis. • Photoshoot planning and execution (lighting, composition, props). • Editing techniques (basic and advanced). • Annotation and evaluation skills. • Development of creative and technical ideas for a polished final outcome.	• Research and idea development • Experimentation with different media • Effective planning and time management • Technical drawing, painting, and sculpture skills • Critical reflection and evaluation of own work
Assessments	GCSE AQA Art is assessed through two components: Component 1 (Portfolio), which accounts for 60%, involves coursework including research, development, and final pieces. Component 2 (Externally Set Task), worth 40%, includes a 10-hour practical exam based on an externally set theme. Both are assessed for skills, creativity, and analysis.		
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener Curriculum: Sustainable props and minimal resource waste. Fundamental British Values: Encourages self-expression and individuality. Pride in the Solent: Incorporates cultural or local identity themes. UNCRC: Articles 28 and 29 on creativity and personal growth.	Greener Curriculum: Use of sustainable props and materials. Fundamental British Values: Encourages creativity, reflective thinking, and self-expression. Pride in the Solent: Showcase local culture or natural beauty. UNCRC: Articles 28 and 29 on skills development.	Greener Curriculum: Sustainability in material use and thematic exploration. Fundamental British Values: Creativity, respect for others' ideas, and individual expression. Pride in the Solent: Reflecting local landscapes and culture. UNCRC: Right to express ideas and be heard through artistic expression.