Shoreham Academy Photography department: 4 year curriculum map

	Autumn	Spring	Summer
Year 10	Students begin their coursework unit (1 of 2 units and 60% of their final GCSE grade). Induction into digital sketchbooks, camera skills and 'the formal elements'. Two projects exploring research, experimentation with materials and personal responses to themes. Learners are taught how to use a DSLR camera, how to make a research page, basic key vocabulary, entry level photoshop skills, how to generate and implement ideas for photoshoots **Prior learning:** During yr 7-9 Art lessons students will have learnt about the formal elements as the building blocks of visual art. Elements of visual literacy and analysis will have been taught in art and English lessons. **Supports progression:** Visual literacy and ICT skills will support progression to term 2. Homework expectations for this coursework based subject will become routine.	Consolidation of Coursework projects exploring research, experimentation with materials and personal responses to themes. General class workshops begin to become more individual relative to students' own ideas. Learners build on DSLR camera skills and key documentation skills such as how to analyse an image and what visual literacy is. Adobe Photoshop skills have become more advanced and students should be able to confidently edit images. **Prior learning:** During term 1 students gained a sound knowledge pf presentation expectations and outcomes. Prior learning from art and English KS3 lessons has been consolidated in terms of subject context. **Supports progression:** Routines introduced in term 1 will be consolidated and become more ambitious in terms of frequency and quantity to support progression to term 3. Literacy strategies will support whole school learning.	Extending research, communication and problem solving skills in students' coursework activities. Students plan and create a final piece of work from a project theme with supporting digital sketchbook work in order to demonstrate skills necessary for year 2. Students gain an understanding of what a portfolio is and begin to compile their best images. **Prior learning:** During terms 1&2 students gained a sound knowledge pf presentation expectations and outcomes. They have begun to build a portfolio comprised of digital sketchbooks and images. **Supports progression:** Visual literacy, ICT and camera skills will support progression to yr 11. Students may begin to consider careers or further study within the visual arts. Literacy strategies and ICT skills continue to be a transferrable skill for whole school learning.
Year 11	Students begin the 'fragments' project that begins with various workshops designed to encourage a number of independent routes to support students' own individual ideas. Students complete the coursework unit this term.	Students begin their examination unit (2 of 2 units and 40% of the final GCSE grade. They receive an exam paper with a theme from the examination board (EDEXCEL). They have a series of introductory research tasks and workshops before beginning a series of self	Students sit a 10 hour examination (usually organised over two consecutive school days) and submit portfolio. The exam time is spent making final pieces of work in a controlled environment based on the planning and preparation work undertaken before the Easter break.

	Prior learning: During yr. 10 students will have developed a basic working knowledge of Adobe Photoshop and camera skills. **Supports progression:** This project supports progression onto the examination unit. Students will be made aware of A Level courses in the visual arts in lessons and as part of open evening events.	directed photoshoots and sketchbook tasks in preparation for sitting an exam. **Prior learning:** The fragments project is based on a previous exam paper so students will be familiar with what is required in terms of examination preparation. **Supports progression:** Students will be made aware of A Level courses in the visual arts in lessons and as part of open evening events.	**Prior learning:** During yr. 10 students will have developed a basic working knowledge of Adobe Photoshop and camera skills. **Supports progression:** Students will be made aware of A Level courses in the visual arts in lessons and as part of open evening events.
Year 12	Students begin their coursework unit (1 of 2 units and 60% of their final grade) Induction into digital sketchbooks, camera skills and using a darkroom. Students explore light as the basic element of photography. Students undertake a mock exam project to deepen their understanding of the two units that make up the qualification. Students learn how to make photograms, cyanotypes, pinhole photographs, 35mm and medium format film photography. **Prior learning:** During yr. 7-9 Art lessons students will have learnt about the formal elements as the building blocks of visual art. Elements of visual literacy and analysis will have been taught in art and English lessons. Some students will have studied a visual arts subject at GCSE but many students will be starting their first experience of a visual arts subject. **Supports progression:** Visual literacy and ICT skills will support progression to yr. 13 and to a degree level visual arts, media or ICT subject. There are	Students are introduced to the 'personal study' essay task (roughly 20% of their coursework unit grade) . This is a 1500 word essay detailing their own work in context. Students are introduced to using analogue cameras and film, exploring film types and darkroom enlarging techniques. It is encouraged that students demonstrate their understanding of darkroom techniques and experiment with a broader range of media. **Prior learning:** During term 1 students were inducted in basic darkroom practices and how cameras work. Students have explored research, communication and expressive use of media in term 1. Students are developing their working knowledge of Adobe Photoshop. **Supports progression:** Routines introduced in term 1 will be consolidated and become more ambitious in terms of frequency and quantity to support progression to term 3. Literacy strategies will	Students continue to consolidate both their practical coursework tasks and personal study in readiness to begin yr. 2. Learners are encouraged to demonstrate the skills learned in year 1. Students study for 4 hrs per week in addition to their timetabled lessons, and this becomes more structured with more available studio time. **Prior Learning:** Students are now expected to have a basic understanding of how analogue and darkroom processes work and are able to utilise them in project outcomes. Students are also expected to have a basic working knowledge of Adobe Photoshop. **Supports progression:** Working practices engrained in yr. 1 prepare students for study in yr.2. The personal study document guides students in what direction their work will take. Skills learnt in yr.1 promote employability in the arts sector and progression to a foundation or degree course in the visual

	other transferable skills that could assist with apprenticeship or employment routes.	support whole school learning. Darkroom techniques allow students to have a wider vocabulary of techniques to draw from when making artwork. ICT is bolstered as a transferrable skill.	arts, or as a useful A Level for a variety of degree course entry profiles.
Year 13	The personal Study component is completed this term and informs students' practices going forward in yr. 2. Students deepen their understanding of the assessment criteria, manual and digital techniques through increasingly self directed project outcomes whilst guided with a program of workshops. **Prior learning:** Students have been inducted in darkroom and digital photographic techniques. They will have a rough portfolio comprised of digital sketchbooks and images. **Supports progression:** Visual literacy and ICT skills will support progression to yr 13 and to a degree level visual arts, media or ICT subject. There are other transferable skills that could assist with apprenticeship or employment routes. Students will complete a UCAS application.	Students begin their examination unit (2 of 2 units and 40% of the final GCSE grade. They receive an exam paper with a theme from the examination board (EDEXCEL). They have a series of introductory research tasks and workshops before beginning a series of self directed photoshoots and sketchbook tasks in preparation for sitting an exam. **Prior Learning:** Students will be compiling a final portfolio that demonstrates the skills and concepts learnt throughout the coursework unit. This assists them with deciding on examination unit outcomes. **Supports progression:** Compiled portfolios and subject references assist students with appilcations and interviews for visual arts foundation and degree courses.	Students sit a 15 hour examination and submit their portfolio, sketchbooks and personal study. The exam time is spent making final pieces of work in a controlled environment based on the planning and preparation work undertaken before the Easter break. **Prior Learning:** Students will have a completed portfolio of work demonstrating skills and understanding gained throughout the course. They will also have a wide range of skills gained as part of their seven year journey at Shoreham Academy. **Supports progression:** **Many students go on to apply for foundation or degree courses in the visual arts. Other progression routes have included apprenticeships and employment. The A Level result is a useful addition to grades for course entry profiles for a range of subjects. Self discipline, communication, ICT skills and a sense of achievement are all transfrerrable to encourage future success.**