

No. of lessons		Lesson Title		Y10 Photography Foundation Project: curriculum map and overview			
Specification Component		Lesson Link		Assessment Objective		Lesson Link	
10 lessons	1. Understanding the camera: aperture and composition workshops	Knowledge (Visual elements) <ul style="list-style-type: none"> <li>• Colour</li> <li>• line</li> <li>• form</li> <li>• tone</li> <li>• texture</li> <li>• shape</li> <li>• pattern</li> <li>• composition</li> <li>• sequence</li> <li>• scale</li> <li>• contrast</li> <li>• surface</li> </ul>	L1, 2, 4, 5, 7 L2, 7 L2, 3, 4, 6, 7 L1, 6 L3, 4, 6 L2, 7, 8 L4 All lessons L2 L3 L6 L4, 8	AO1: Develop ideas through investigations, demonstrating critical understanding of sources (25%)			
6 lessons	2. Movement and shutter speed: light painting and freeze frame workshop						
6 lessons	3. Depth of field: small worlds theme (Siinkachu artist links)						
3 lessons	4. Macro(textures): Photography skills workshop (artist links)	Knowledge (Sources and Visual style) <ul style="list-style-type: none"> <li>• Historical</li> <li>• Contemporary</li> <li>• Social</li> <li>• Cultural</li> <li>• Client-orientated</li> <li>• Individual view of the world</li> <li>• Genre</li> <li>• Aesthetic</li> </ul>	AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (25%)				
8 lessons	5. Macro (textures) Digital developments (artist links)						
6 lessons	6. Lighting (portraits) Shadows, cast shadows, coloured light (artist links)	Skills <ul style="list-style-type: none"> <li>• Lighting</li> <li>• Viewpoint</li> <li>• Aperture</li> <li>• depth of field</li> <li>• shutter speed and movement</li> <li>• digital media, programs and related technologies</li> </ul>	L1, 6 L1, 3, 4, 7 L1 L3 L2 L5, 7	AO3: Record ideas, observations and insights relevant to intentions as work progresses (25%)			
12 lessons	7. Portraits for client: fashion photoshoot and development with drawings (links to artists)			AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (25%)			
10 lessons	8. Landscapes: photoshoot and fine art developments (artist links)	<b>Unit Assessment:</b> What does assessment look like for this unit? When is it implemented? Why has this method been chosen?					
<b>Summative assessment:</b> This will take the form of marks out of 24 for the appropriate AO covered, as identified, including written feedback and individual action plans. These summative assessment points will take place as follows: End of section 3 (parts 1, 2 3), end of section 6 (parts 4, 5 and 6), end of section 9 (parts 7, 8 and 9), end of section 10. In addition, formative feedback will be ongoing through one to one discussions/tutorials. Peer assessment and self-assessment will take the form of reflection activities and also the use of WAGOLs and exemplar work to visually illustrate how AOs can be realised.							
<b>Intra-Departmental Links:</b> How does this unit link to other units within your department? How did it extend or build upon them?				<b>Cross-Curriculum Links:</b> How does this unit link to other curriculum areas within the Academy?			
<b>Skills Link:</b> Skills at KS3 are built on through more skillful use of art materials and the introduction to a wider range of art materials. Students will use the knowledge and skills acquired for their 'Personal Project'. <b>KS3 Link:</b> Builds on knowledge acquired throughout KS3 curriculum, specifically the formal elements of colour, line, form and composition.				<b>English:</b> Written requirement of AO3 required students to write showing analysis of concepts and ideas. Key subject terminology is used in both writing and verbally discussing Art. <b>History:</b> Linking to historical and contemporary artists puts art into context with world and social events influencing artist outcomes.			
<b>Literacy:</b> What opportunities are given to extend the literacy of students within this unit?				<b>Numeracy:</b> What opportunities are given to extend the numeracy of students within this unit?		<b>Cultural Capital/Enrichment:</b> How does this unit provide students with the opportunity to enrich their cultural capital?	
Oracy – discussions on art, contexts and opinions Writing to analyse, explain and review – as part of AO3				Understanding on use of scale. Chronological understanding of artists and art periods.		Art can enrich a students' life through engagement with a variety of artists, both historical and current. It inspires questioning, wonder and exploration whilst encouraging resilience and challenge. This gives purpose to the studying of Art not only as a tool for self-expression but as a skill that can lead to industry and careers. Students are encouraged to investigate art through visiting galleries, museums and workshops.	
<b>Tier 3 Vocabulary:</b> What subject specific terms are students expected to acquire an understanding of over the unit?							

Line, Tonal Value, Composition, Form, colour, Development, Refinement, Observational, Stylised, Abstraction, Expressive, Contextual, Annotation, Exploration, Manipulation,