

| Half term | Unit Title Hyperlink to SOW | YEAR 9 | Description | Levels covered | Skills & content covered |
|-----------|---|---|--|----------------|--|
| 9.1 | Year 9 Toys | Toys and miniworlds | Exploring the work of Mike Stimpson, looking at creating miniworlds and developing an understanding of the camera controls | L3-L9 | students will understand how to use the manual settings on the camera - depth of field, shutter speed, aperture. Understanding of the 4 assessment objectives |
| 9.2 | Y9 Toys | Toys and miniworlds | Exploring the work of Slinkachu, developing ideas and themes for the miniworld series and extending the manipulation of images within the camera | L3-L9 | students will extend their understanding of how to use the manual settings on the camera - depth of field, shutter speed, aperture - at a more experienced and thematic level. |
| 9.3 | Y9 Movement | Y9 Photography - Toys and movement | Developing an understanding of post-production in PS moving on to layers and scaling. Exploring the work of Paul M Smith and others linked to the genre. | L3-L9 | layering and scaling in Photoshop. Creating images in the camera which can be manipulated to fit a brief. |
| 9.3 | Nature Into Abstraction | Y9 Photography & Art - Nature Into Abstraction | Using existing skills to develop ideas and respond to the abstract work of Edward Weston TRIP TO KEW GARDENS | L3-L9 | Understanding the work of Weston and how he used the camera to create abstract photographs of natural objects |
| 9.4 | Nature Into Abstraction | Y9 Photography | Using existing skills to develop ideas and respond to the abstract work of Edward Weston and Karl Blossfeldt TRIP TO KEW GARDENS | L3-L9 | Understanding the work of Weston and Blossfeldt and how they used the camera to create abstract photographs of natural objects |
| 9.4 | Nature Into Abstraction | Y9 Photography & Art - Nature Into Abstraction | Using existing skills to develop ideas and respond to the abstract work of Karl Blossfeldt | L3-L9 | Understanding the work of Blossfeldt and how he used the camera to create abstract photographs of natural objects |
| 9.5 | Nature Into Abstraction | Y9 Photography (All) | Using existing skills to develop ideas and respond to the abstract work of Mika Ninagawa - moving on to colour | L3-L9 | understanding the work of Ninagawa and how she uses camera techniques and settings differently to the photographers already studied. |
| 9.6 | Nature Into Abstraction | Y9 Photography (All) | Using existing skills to develop ideas and respond to the abstract work of Fischli & Weiss - layering and overlapping | L3-L9 | layering in Photoshop - using different blending modes to achieve varied effects. Using layer masking to develop outcomes |

| | Unit Title Hyperlink to SOW | YEAR 10 | Description | Levels covered | Skills & content covered |
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| 10.1 | Nature Into Abstraction | Nature into abstraction | Learning to use the camera on manual and automatic settings. Develop key photography skills to respond to the abstract work of Edward Weston. Learning and developing key analytical skills to extend critical and cultural understanding to fulfil A01. | L3-L9 | Understanding the work of Weston and how he used the camera to create abstract photographs of natural objects. Key analysing skills are learned with a view to extending the writing as the project progresses. |
| 10.2 | Nature Into Abstraction | Nature into abstraction | Develop key photography skills to respond to the abstract work of Karl Blossfeldt. Using the images from Kew Gardens to produce a more personal response extending the themes and ideas. Learning and developing key analytical skills to extend critical and cultural understanding to fulfil A01. Move on to look at the work of photographers who use colour - Mika Ninagawa and Fischli & Weiss. | L3-L9 | Understanding the work of Blossfeldt and how he used the camera to create abstract photographs of natural objects. Look at photographers who use colour in their abstract nature photography. macro photography. Key analysing skills are developed with a view to extending the writing as the project progresses. |
| 10.3 | Nature Into Abstraction | Nature into abstraction | Continuing to respond to key photographers with a growing confidence leading to the development of own ideas. | L3-L9 | The outcome relates directly to the Photographers studied yet also has its own unique character. |
| 10.4 | Nature Into Abstraction | Nature into abstraction | Learners will continue the development of their own ideas related to the Theme of Nature into Abstraction. They will explore the theme and use their own ideas to produce a series of work which will lead to the controlled assessment. 10 hours of supervised time in exam conditions. March 16. | L3-L9 | Students own ideas lead to sustained development - over a number of photoshoots. Students learn how to review and refine ideas leading to a strong journey which is documented and annotated throughout. |
| 10.5 | Identity | Identity | Use the key photography skills already developed in project 1 to respond to the work of David Bailey, looking at how photographers use creative images to convey personality and identity | L3-L9 | Using appropriate lighting techniques and props to create an image in the style of Bailey's Box of Pin Ups |
| 10.6 | Identity | Identity | Consider the transition into colour looking at the work of Andy Warhol and Ouke Leele. respond to Ouke Leele, producing an exciting range of portraits that look closely at the theme of Identity. | L3-L9 | composition and the use of the model. How does Warhol differ from Bailey |
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| 11.1 | Identity | Identity | Moving on to look at Corrine Day's Conversation with Kate Moss and Ken O'Hara's 'One'series. Understanding how work is developed to produce a final outcome. Students move on to finding a photographer of their own choice who works with the theme of Identity and then create their own body of work responding to the theme and linking with photographers of their own choice. | A*-G | Thinking creatively about how the use of props and the setting or composition of a photograph can impact on the outcome. Working with light to produce an outstanding range of images. Working with Photoshop in post-production to enhance the work. Developing ideas, reviewing and refining. |
| 11.2 | Identity | Identity + (nov) controlled assessment | working to develop own ideas on the theme of Identity using the skills and understanding gained over the course so far. | A*-G | Relevant contextual research, negotiate individual starting points, developing own visual language to respond to the theme. Refining ideas as they make progress. |
| 11.3 | Task Sheet CA | Exam given out 2nd week back after Christmas | ESA handed out-presentation of questions/brainstorm of theme | A*-G | As above |
| 11.4 | Task Sheet CA | Exam preparation | ESA preparation period. Look at a range of photographers working on the various themes available. Discussion of ideas, responses to photographers, development of own ideas. | A*-G | Explore the chosen theme in a variety of ways, developing ideas and refining work to meet the assessment criteria. |
| 11.5 | Task Sheet CA | Exam 20th & 21st April 2017 JUH FHE MGO 24th & 25th April 2017 GAT AMA | Exam | A*-G | |
| 11.6 | | | | A*-G | revisit both Unit 1 projects reviewing and refining all the work completed so far in order to improve. |