

Half term	Unit Title Hyperlink to SOW	YEAR 9	Description	Levels covered	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Marking and feedback	Assessment schedule, including criteria	Deadline	How work will be standardised or moderated
9.1		TOYS AND SCALE	Introduction to the course. Students work on a project specifically designed to start them learning about the fundamentals of photography, aperture, shutter speed and ISO. They will learn to analyse and respond to two photographers who use Toys in their work - Mike Stimpson and Slinkachu. DIGITAL SECURITY	L3-L9	Learning the basics of using a DSLR camera. Learning to research an artist and analyse their work to meet assessment objective 1. Learn to respond to a photographer's work and create their own photoshoots to develop their theme of 'Toys'. <b>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources &amp; AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</b>	Setting up the digital portfolio. Saving images to the correct place on the system - how to upload work to sharepoint and access from home and school. How to use the digital camera. Research and analysis, uploading, editing and saving work for future access.	Learners explore relevant images, artefacts and resources relating to lens-based and light-based media from the past and from recent times, including European and non-European examples which should be integral to the investigating and making process. Responses to these examples are shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Work is marked directly in the digital portfolio.	<b>FOCUS: Ensuring fluency in building the digital portfolio. Ensuring fluency in saving protocols.</b> Ensuring an understanding of digital security for the photography GCSE. One-to-one dialogic marking in lessons. <b>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY - AO1 Develop ideas through investigations, demonstrating critical understanding of sources &amp; AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</b>	<b>ASSESSMENT POINT 1 W/B 23rd SEPT 23 AO1 &amp; AO2</b>	Sampled at department meetings and other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
<b>OCTOBER HALF TERM 23RD - 27TH OCTOBER</b>											
9.2	<a href="#">Toys - playing with scale</a>	TOYS AND SCALE	conclusion of the primary project - Toys and Mini Worlds		Learning to use photoshop to digitally manipulate an image, reducing and enlarging the scale of the figures to meet the brief of the theme. <b>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</b>	Recording and reflecting critically on work as it progresses. Presenting a personal response to the photographer, making connections between visual and other elements.	Learners explore relevant images, artefacts and resources relating to lens-based and light-based media from the past and from recent times, including European and non-European examples which should be integral to the investigating and making process. Responses to these examples are shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Work is marked directly in the digital portfolio.	<b>FOCUS: All students will produce a final outcome for the short primary project. They will be marked on their work as a whole.</b> Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. One-to-one dialogic marking in lessons. <b>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY - AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</b>	<b>ASSESSMENT POINT 2 W/B 6th Nov 23 AO3 &amp; AO4 PC1 17th November 2023 (7-12)</b>	Sampled at department meetings and other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
<b>CHRISTMAS BREAK (INCL) FRIDAY 22ND DECEMBER - RETURN MONDAY 8TH JANUARY 2024</b>											
9.3	<a href="#">Nature Into Abstraction</a>		Introduction to the coursework, looking at the concept of abstract photography. Using existing skills to develop ideas and respond to the abstract work of Edward Weston using shells/skulls and Fruit and Vegetables. Continue to develop ideas responding to the work of Weston, exploring different ways of creating abstract images. Begin to look at the work of Karl Blossfeldt and understand how his work is different from Weston but can still be described as abstract. TRIP TO KEW GARDENS. 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 AO1. Move on to look at the work of photographers who use colour - Mika Ninagawa and Fischli & Weiss.	L3-L9	Understanding the work of Weston and Blossfeldt and how they used the camera to create abstract photographs of natural objects. <b>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources &amp; AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</b>	Research and analysis, developing ideas influenced by investigations into other photographers work. Developing critical understanding skills. Refine ideas as work progresses, experimenting with different techniques, media, materials and processes.	Still Life photography, (working from natural or manufactured objects), demonstrating the ability to explore formal elements of visual language; line, form, colour, tone, pattern, texture, in the context of lens-based and light-based media	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Work is marked directly in the digital portfolio.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. One-to-one dialogic marking in lessons. <b>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources &amp; AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</b>	<b>ASSESSMENT POINT 1 W/B 15th Jan 24 AO1 &amp; AO2</b>	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
<b>FEBRUARY HALF TERM 12TH - 16TH FEBRUARY 2024</b>											
9.4	<a href="#">Nature Into Abstraction</a>	ABSTRACT NATURE	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 AO1. 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. <b>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</b>	Recording and reflecting critically on work as it progresses. Presenting a personal response to the photographer, making connections between visual and other elements.	Still Life photography, (working from natural or manufactured objects), demonstrating the ability to explore formal elements of visual language; line, form, colour, tone, pattern, texture, in the context of lens-based and light-based media	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Work is marked directly in the digital portfolio.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. One-to-one dialogic marking in lessons. <b>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY - AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</b>	<b>ASSESSMENT POINT 2 W/B 19th Feb PC2 1st March 2024 (7-12) AO3 &amp; AO4</b>	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
<b>EASTER BREAK (INCL) FRIDAY 29TH MARCH - RETURN MONDAY 15TH APRIL 2024</b>											

9.5 <a href="#">Nature Into Abstraction</a>	<b>ABSTRACT NATURE</b>	Continue responding to the work of Mika Ninagawa - moving on to colour, and look at the work of Fischli & Weiss and they way they use digital techniques differently to create interesting and dynamic abstract work. Explore Bill Brandt and his abstract figurative photography. Students will create their own responses to Brandt and will begin to look at the way the human form can be used to create an abstract photograph. Students will ensure that all work is appropriately annotated and evaluations and techniques are in place for all shoots and edits throughout the book so far. They will begin to look for other photographers of their own choice and will start to extend their ideas outside the formal photographers we have looked at. Students will select a photographer and will produce an independent piece of work that will be different to other students.	L3-L9	understanding the work of Ninagawa and how she uses camera techniques and settings differently to the photographers already studied. <b>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources &amp; AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</b>	Work is reviewed and refined through sustained use of the camera and editing in Photoshop. Research and analysis, developing ideas influenced by investigations into other photographers work. Developing critical understanding skills. Refine ideas as work progresses, experimenting with different techniques, media, materials and processes.	investigating different ways of working as appropriate to the chosen area (s) of study	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Work is marked directly in the digital portfolio.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. One-to-one dialogic marking in lessons. <b>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources &amp; AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</b>	<b>ASSESSMENT POINT 1</b> <b>W/B 22nd April 2024</b> <b>AO1 &amp; AO2</b>	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
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**MAY HALF TERM 27TH - 31ST MAY 2024**

9.6 <a href="#">Nature Into Abstraction</a>	<b>ABSTRACT NATURE</b>	Students will begin preparations for their independent project on Abstract photography which will take them through to the Y10- exam in the first term of Y10. Students will complete at least 8 developing photoshoots in which they will review and refine their work towards a final outcome which will be completed in the lecam. Students will learn to work independently and to engage in meaningful review of their work in order to refine and develop their ideas.	L3-L9	students will begin to learn how to work independently, how to research and respond to a photographer of their own choice. This will prepare them for the controlled assessment at the start of year 10 which will mirror the final exam in preparation time. <b>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY - AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</b>	Recording and reflecting critically on work as it progresses. Presenting a personal response to the photographer, making connections between visual and other elements.	Learners are introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies.	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Work is marked directly in the digital portfolio.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. <b>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY - AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</b>	<b>ASSESSMENT POINT 2</b> <b>W/B 10th June PC3</b> <b>28th June (7-10) AO3 &amp; AO4</b>	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
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