

Photography Curriculum Intent

Department Philosophy: Photography (as with art, craft and design) can make significant contributions to the spiritual, moral, social and cultural dimensions of learning. Through studying the work of both contemporary and historical photographers and artists, from both western and worldwide cultures, our students will understand how this subject empowers humankind to create visual works which celebrate, communicate, make meaning and engage in the highest forms of expression.

By the end of Key Stage 4 our students will know:

1. *The meaning of each assessment objective and what is required for meeting each one including how to develop an idea through research, recording, experimenting and refining, before producing finished outcomes.*
2. *About the variety of different genres within photography including portraiture, location or studio photography, experimental imagery, installation, documentary photography, photo-journalism, fashion photography, moving image: film, video and animation, and how a variety of processes and techniques within each genre can be exploited for the purpose of meaning and communicating ideas.*
3. *The ways in which meanings, ideas and intentions can be communicated including through the use of figurative and non-figurative forms, image manipulation, close up and imaginative interpretation as well as through visual and tactile elements such as: colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface, contrast.*
4. *That with guidance, students will be able to progressively develop their own strengths and interests in the subject and increasingly follow their own lines of enquiry. They will understand how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.*
5. *How to develop their ideas through investigations informed by selecting and critically analysing relevant sources and understanding how they relate to historical, contemporary, social, cultural and issues-based contexts.*
6. *How to record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.*
7. *How to use photographic techniques and processes, appropriate to students' personal intentions and how to refine their ideas as work progresses through experimenting with: lighting; viewpoint; aperture; depth of field; shutter speed and movement; digital processes, media, programs and related technologies; materials and techniques such as collage and manual manipulation.*

By the end of Key Stage 5 our students will know:

8. *How to develop independent work that meets the criteria for all four assessment objectives.*
9. *How to participate actively in their course of study, recognising and developing their own strengths and identifying and sustaining their own lines of enquiry, showing greater specialisation and more rigorous exploration of themes and concepts than at GCSE level.*
10. *A deeper understanding of how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in their chosen area of photography.*
11. *About historical and contemporary developments and different styles and genres relevant to photography. Students will also understand how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created.*
12. *An advanced vocabulary and specialist terminology that is relevant to their chosen area of photography.*
13. *Of different advanced approaches to recording, such as through observation, analysis, expression and imagination together with an awareness of intended audience or purpose.*
14. *A deeper and more mature understanding of visual elements including: viewpoint, composition, aperture, depth of field, shutter speed and movement, line, form, tone, colour, pattern and texture, and how to demonstrate greater depth of use than at GCSE level.*