

## Alcester Academy Curriculum Planning: Key Stage 4

Department: <i>Photography</i>						Year Group: <i>10</i>
Term	Topic/Subject	Assessment Objectives and Knowledge  (include differentiation)	Skills  (include differentiation)	Literacy, Numeracy (including wider reading)	Personal Development (SMSC, British Values, Careers, Healthy Living, Citizenship Equality and Diversity, Preparation for next stages)	AFL/Summative Assessment
<p>Students start to develop their own pathways based on the broad starting point of 'The City'. Students are encouraged to select topical pathways exploring environmental, social, economic or political issues that enable a strong portfolio of work with relevant and highly researched content. At this point the students drive their own direction and all projects become highly personalised.</p>						
Autumn 1	The City	<p>1,2 &amp; 3</p> <p>What makes a city? What are the individual characteristics of a city?</p> <p>Students continue to investigate their chosen areas of the city from prior work in year 9. Many of their self-identity/personal interests investigated in KS3 are involved within these pathways.</p>	<p>Research skills, reading into chosen areas of focus and adding to any information/advice gained from staff. The use of a variety of materials tools and processes including ICT (Photoshop). Links to the work of other photographers to support ideas and developments driving final outcomes at different stages of the project.</p>	<p><b>Literacy</b> Use of key words and vocabulary. Annotation to show knowledge of city characteristics, rules of composition and direction. Responses to written staff and/or peer feedback. Statements of intent to clarify ideas, developments and next points of focus. <b>Challenge for most able.</b></p>	<p><b>Social</b> - Study of chosen areas of the city. Investigation of social and environmental characteristics and issues. Study of chosen photographers' work and style – reading and writing to inform. Respect for the works of another artist. What was/is the intention of their work?</p> <p><b>Cultural</b> – Explore cultural aspects of society e.g. religion, immigration, celebrations and festivals.</p>	<p>Creation of research pieces, focusing upon chosen aspects of the city. Use of Photoshop to develop ideas and create edits.</p>
Autumn 2	The City	<p>1,2 &amp; 3</p> <p>As above. Students are encouraged in the use of their own photography at location. Links to other artists and photographers made.</p>	<p>Research skills, reading into chosen areas of focus and adding to any information/advice gained from staff. The use of a variety of materials tools and processes including ICT (Photoshop). Links to the work of other photographers to support ideas and developments driving final outcomes at different stages of the project.</p>	<p><b>Literacy</b> Use of key words and vocabulary. Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback. Statements of intent to clarify ideas, developments and next points of focus. <b>Challenge for most able e.g. increase complexity of edits</b></p>	<p><b>Social</b> - Study of chosen areas of the city. Investigation of social characteristics and issues. Study of chosen artists' work and style – reading and writing to inform. Respect for the works of another artist. What was/is the intention of their work? WHY did he/she create it?</p>	<p>Study pieces, annotation and final outcomes. AfL through verbal and targeted written comments, prompting responses to drive next steps. Photoshop to develop ideas and create edits.</p>

				and location of photoshoot. <b>Introduction of EDUQAS Creative content/statement sheets which allow the students to reflect upon any decisions made within the portfolio developments over time.</b>	<b>Cultural</b> – Explore cultural aspects of society e.g. religion, immigration, celebrations and festivals.	
Spring 1	<i>The City</i>	1,2,3&4 Final outcomes produced at appropriate stages of the project during this half term. Each point is personalised and links with the student's portfolio. Students continue developing their pathways following AfL and other intervention/guidance from staff and peers.	<i>As above</i>	<b>Literacy</b> Use of key words and vocabulary. Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback. Statements of intent to clarify ideas, developments and next points of focus. <b>Challenge for most able continues.</b>  <b>Numeracy</b> Use of scale and proportion. <b>Challenge for most able.</b>	<b>Social</b> - Study of chosen areas of the city. Investigation of social characteristics and issues. Study of chosen artists' work and style – reading and writing to inform. Respect for the works of another artist. What was/is the intention of their work?  <b>Cultural</b> – Explore cultural aspects of society e.g. religion, immigration, celebrations and festivals.	
Spring 2	The City	1,2, 3 & 4  Students begin to finalise their study pieces combining ideas to create and generate a final outcome.	As above	As above	As above	Study pieces, annotation and final outcomes. AfL through verbal and targeted written comments, prompting responses to drive next steps.
Summer 1	The City	Focus areas are personalised to each student, encouraging dialogue with staff and peers at each stage.	Students focus upon creating new and enhancing prior links to their discreet city investigations. Their statements of intent can be broadened to connect with their own artist ideologies and also investigate intentions for year 11.	Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback.  Statements of intent are added to and links heightened. Greater challenge sought by most/more able students. Their themes are expected to have greater depth in preparation for exam (set task) requirements.	Students are challenged to strengthen their links to studied artists. Questions will be: WHY did this artist investigate this theme? What was his/her intention?	Final outcomes at various stages. These are personalised to the student to be appropriate in order to drive next ideas forward or finalise a particular focus area.
Summer 2	<i>The City</i>	Focus areas are personalised to each student, encouraging dialogue with staff and peers at each stage. Final outcomes for all where appropriate.	Students focus upon creating new and enhancing prior links to their discreet city investigations. Their statements of intent can be broadened to connect with their	Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback.	How does your work link across the portfolio? WHY have you chosen your theme? What does it enable you to do next?	Final outcomes.

		Development pieces and follow-up research can also be investigated to strengthen project intentions.	own artist ideologies and also investigate intentions for year 11.	Statements of intent are added to and links heightened. Greater challenge sought by most/more able students. Their themes are expected to have greater depth in preparation for exam (set task) requirements.		
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