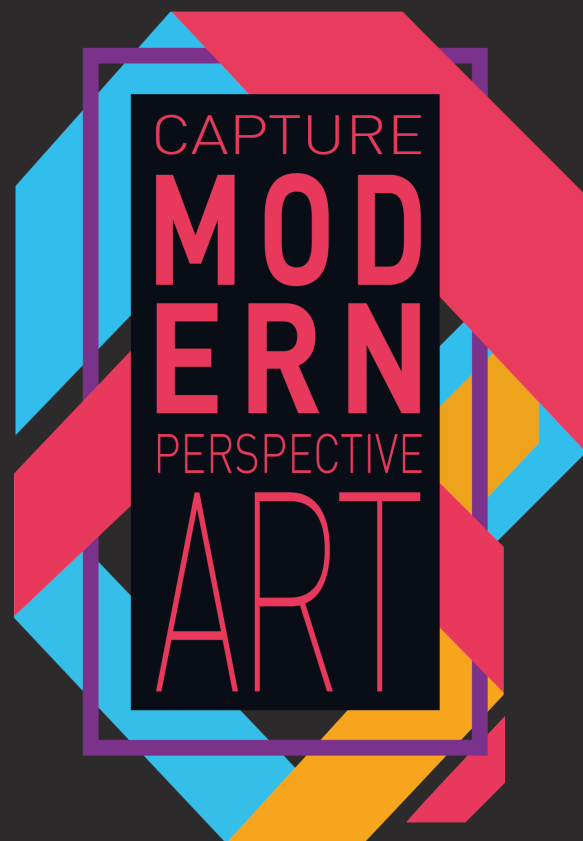




GCSE PHOTOGRAPHY

CURRICULUM INTENT

Photography is a creative and expressive subject that encourages students to look beyond the obvious and develop a deeper understanding of the world around them. Through observation and image-making, students learn to communicate ideas, emotions and personal responses using visual language.

At Copleston High School, Photography is accessible to all and combines technical knowledge with creative exploration. Students develop skills in camera operation, composition, lighting, digital editing and presentation while learning to experiment, take creative risks and refine their work through reflection and improvement.

Photography encourages students to become independent thinkers and confident visual communicators. Through practical projects, workshops and visits, students explore people, places and environments, learning how images can tell stories, document experiences and challenge perceptions.

By studying photographers from different cultures, backgrounds and time periods, students gain an understanding of photography as both an art form and a powerful means of communication. They learn to analyse and interpret images critically, recognising the ways photography shapes our understanding of society, culture and the world around us.

Content - Year 9 - Subject/Unit of Study

Throughout Year 9, students will develop a broad understanding of photographic practice through a series of practical projects and creative briefs. The course introduces the fundamental technical and creative skills needed for GCSE Photography, whilst encouraging students to explore photography as a powerful form of visual communication. Students will begin by learning how to operate and control a camera effectively, developing an understanding of camera settings, composition, lighting and the formal elements. Through practical activities, they will explore how photographers use visual language to communicate ideas, emotions and narratives. As the year progresses, students will respond to a range of creative briefs designed to develop observational skills, independent thinking and personal creativity. These projects provide opportunities to investigate and analyse the work of photographers, explore different photographic techniques and processes, and produce increasingly personal responses. The aim of Year 9 is to establish a strong foundation of technical knowledge, creative confidence and critical understanding, preparing students for the demands of GCSE Photography in Years 10 and 11.

Autumn Term			Spring Term		Summer Term	
What will be learned?	Assessment objective focus: A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 - Record ideas, observations and insights relevant to intentions as work progresses. Focus: - Introduction to photographic practice and camera operation. - Understanding the relationship between aperture, shutter speed & ISO. - Introduction to digital workflow and image management.	Assessment objective focus: A01 - Develop ideas through investigations, demonstrating critical understanding of sources. A02 - Selecting and experimenting with appropriate media, materials, techniques and processes. A03 - Record ideas, observations and insights relevant to intentions as work progresses. Focus: - Exploring the formal elements and principles of composition. - Understanding how photographers organise, edit and present work professionally.	Assessment objective focus: A03 - Record ideas, observations and insights relevant to intentions as work progresses. A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Focus: - Developing observational and technical photography skills. - Development of practical skills in the use of Adobe InDesign to prepare for Component 1 Portfolio.	Assessment objective focus: A01 - Develop ideas through investigations, demonstrating critical understanding of sources. A02 - Selecting and experimenting with appropriate media, materials, techniques and processes. A03 - Record ideas, observations and insights relevant to intentions as work progresses. Focus: - Consideration of exemplary material, to gain an understanding of the structural framework that needs to be put in place. Brief: Order and/or disorder Using Felixstowe as a starting point, students will explore how photography can reveal the character of a location. They will investigate themes such as human intervention, natural processes, patterns, movement and change to develop personal photographic responses the exercises. Overview of tasks undertaken: - Illustrated route option diagram - Visual research - Statement of intent - Moodboard of Photographers work - Critical study - Compositional analysis - Shoot intentions	Assessment objective focus: A02 - Selecting and experimenting with appropriate media, materials, techniques and processes. A03 - Record ideas, observations and insights relevant to intentions as work progresses. A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Focus: - Development of practical skills in the use Adobe InDesign to prepare for Component 1 Portfolio. - Development of practical skills in camera operation and adobe lightroom.  Educational Visits Felixstowe Coastal Photography Walk <i>During this term students will be given the opportunity to attend the Felixstowe Coastal Photography Walk where they will collect primary photographic source material.</i> Overview of tasks undertaken: - Primary photography - Contact sheets - Photoshoot analysis - Final selections and editing ideas - Lightroom editing - Review and Refine - Personal outcomes - Visual Linking	Assessment objective focus: A01 - Develop ideas through investigations, demonstrating critical understanding of sources. A02 - Selecting and experimenting with appropriate media, materials, techniques and processes. A03 - Record ideas, observations and insights relevant to intentions as work progresses. A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Focus: - Investigating photographers and artists working with alternative photographic processes. - Developing observational, compositional and experimental recording skills. - Exploring image-making through testing, refinement and creative experimentation. - Producing outcomes using ‘camera-less’ methods.  Educational Visits Illuminate Studio <i>During this term students will be given the opportunity to attend the Illuminate Studio workshop where they will participate in specialist photography workshops.</i> Overview of tasks undertaken: - A selection of Media experimentation pages exploring ‘camera-less’ outcomes e.g. scanograms, photograms, cyanotype
	Overview of tasks undertaken: This introductory unit explores the fundamental technical and creative skills required in Photography. Students will learn how to operate a digital camera confidently whilst developing an understanding of exposure, composition and visual communication.					
	Part 1 - Camera Fundamentals - Camera set-up and safe handling. - Understanding aperture, shutter speed and ISO. - Exploring depth of field and motion. - Exposure triangle practical exercises. - Composition and framing activities. - Introduction to the formal elements. Part 2 - Digital Workflow - Importing and organising images using Adobe Bridge. - Creating and managing contact sheets. - Image selection and file management. - Evaluating photographic outcomes.	Part 3 - Editing and post-production - Introduction to Adobe Lightroom. - Basic image corrections and adjustments. - Cropping, colour correction and tonal control. - Introduction to Adobe Photoshop. - Non-destructive editing techniques.	Part 4 - Introduction to Adobe InDesign. Preparation - Document set-up In Adobe InDesign - Adobe InDesign interface introduction - The links panel in Adobe InDesign Implementation - Laying out frame box’s / build composition structure - Managing / formatting text - Placing images into Adobe InDesign Finalisation - Pre-flight in Adobe InDesign - Export to PDF in Adobe InDesign <i>Alongside this, they will continue to take part in photography workshops to further develop and refine their practical skills.</i>			

Content sequencing (Where does this fit - what have they done before which supports it, where does it link with future units?)	Prior Knowledge		Prior Knowledge		Prior Knowledge		Prior Knowledge		Prior Knowledge		
	- KS3 Art and Design. - Basic understanding of composition and visual communication. - General ICT and digital literacy skills.	- Camera set-up and safe handling. - Understanding aperture, shutter speed and ISO. - Experience controlling exposure and depth of field. - Composition, framing and the formal elements.	- Camera operation and exposure control. - Composition and image-making techniques. - Importing, organising and evaluating images using Adobe Bridge. - Creating contact sheets and managing photographic files.	- Camera controls and photographic techniques. - Digital workflow and image management. - Editing photographs using digital tools - Understanding how photographers select and refine outcomes.	- Camera controls and exposure settings. - Composition, framing and the formal elements. - Image selection and file management. - Lightroom editing and basic image refinement.	- Composition and recording techniques. - Image editing and digital experimentation. - Understanding how photographers develop ideas from research & investigation to outcomes - Experience evaluating and refining outcomes.					
	Future Learning:		Future Learning:		Future Learning:		Future Learning:		Future Learning:		
	- Applying camera controls independently. - Understanding how images can be organised and selected within a professional workflow. - Developing confidence in evaluating photographic outcomes.	- Selecting successful images for editing. - Understanding the importance of professional image management. - Preparing photographs for post-production and portfolio presentation.	- Making purposeful creative and technical editing decisions. - Developing a personal photographic style through image manipulation. - Producing professional-quality images for portfolio presentation.	- Presenting work professionally using GCSE Photography conventions. - Combining visual and written evidence to communicate intentions. - Building portfolio pages that demonstrate the assessment objectives. - Applying technical skills within creative briefs and photographer-led projects.	- Developing sustained investigations from a theme or brief. - Producing more personal and independent photographic responses. - Applying photographer research to inform practical outcomes. - Refining and presenting work in a GCSE-style portfolio. - Understanding how primary source material supports creative development.	- Exploring a wider range of photographic media and processes. - Understanding photography beyond the digital camera. - Developing experimental approaches to image-making. - Applying creative risk-taking and material exploration within future projects. - Building a broader understanding of contemporary photographic practice.					
Memory for Learning (What skills will students be required to exhibit?)	Students regularly have the opportunity to make art/design work that is a reflection of their own tastes, interests and preferences. The briefs direct students to demonstrate a particular learning/assessment objective but keep the focus for demonstrating that is learning open, especially through the artist they decide upon. This could be through an investigation of the interpretation of an idea, exploring different ways in which artists have executed the technique or by looking at the messages and meanings behind what they have done. This focus therefore becomes more insightful and relatable as the technique or process that is being learned consequently, improves the students’ own skills as they apply to demonstrate this practice.										
	To help reinforce this learning a range of distributed practices (<i>initial mastery, spacing, retrieval and repetition</i>) are interleaved into the portfolio evidence required for each brief which consequently improves the students computer and literacy practice as the portfolio content requirements have a degree of familiarity even though the expected deliverables/personal outcomes are different.										
	Camera Fundamentals		Digital Workflow		Editing & Post-Production		Portfolio Presentation		Order and/or Disorder		Alternative Processes
	- Operate a digital camera confidently and safely. - Understand and apply aperture, shutter speed and ISO settings. - Control exposure to achieve intended photographic outcomes. - Explore depth of field, motion and focus creatively. - Apply compositional techniques to strengthen visual communication. - Record observations through purposeful image-making.	- Import, organise and manage photographic files using Adobe Bridge. - Create and interpret contact sheets. - Select and justify successful images. - Apply effective file management techniques. - Evaluate photographic outcomes against intentions. - Develop an understanding of professional photographic workflows.	- Use Adobe Lightroom to make non-destructive adjustments. - Adjust exposure, contrast, colour and tonal values. - Enhance image quality through cropping and refinement. - Use Adobe Photoshop to work with layers and adjustment layers. - Apply masking and retouching techniques. - Develop a personal approach to digital image editing.	- Present photographic work professionally using Adobe InDesign. - Combine images, annotations and evaluations effectively. - Organise portfolio pages to communicate a creative journey. - Demonstrate understanding of GCSE Photography assessment objectives. - Select and sequence work appropriately. - Reflect on strengths and areas for improvement.	- Develop ideas from primary source photography. - Investigate photographers and visual references. - Record observations through location-based photography. - Explore personal responses to a creative brief. - Refine outcomes through selection, editing and evaluation. - Communicate ideas through visual language and composition.	- Experiment with alternative photographic processes. - Explore camera-less image-making techniques including photograms, scanograms and cyanotypes. - Test materials, processes and presentation methods. - Take creative risks and evaluate results. - Develop observational and experimental recording skills. - Produce personal outcomes through investigation and refinement.					

Powerful knowledge in the classroom (what areas/themes/concepts will be explored)	As a department, we want students to understand photography as both a creative discipline and a powerful means of communication. Through practical exploration, experimentation and reflection, students develop the confidence to observe the world around them, communicate ideas visually and make informed creative decisions. Photography encourages students to think critically, solve problems and take creative risks whilst developing technical control and personal expression. By studying photographers from a range of genres, cultures and historical contexts, students gain a broader understanding of visual culture and the role photography plays in documenting, informing and influencing society.					
	Camera Fundamentals Technologies - Digital Cameras - Adobe Bridge Photographers we research - Henri Cartier-Bresson - Steve McCurry Personal outcomes produced - Exposure studies - Composition exercises - Technical photography investigations	Digital Workflow Technologies - Adobe Bridge - Adobe Lightroom Photographers we research - Students are introduced to a range of professional photographers and their workflows Personal outcomes produced - Contact sheet studies - Image selections - Workflow investigations	Editing & Post-Production Technologies - Adobe Lightroom - Adobe Photoshop Photographers we research - Joel Meyerowitz - William Eggleston Personal outcomes produced - Edited image series - Colour correction studies - Digital manipulations	Portfolio Presentation Technologies - Adobe InDesign Photographers we research - GCSE Photography brief - Order and/or Disorder chosen artists Personal outcomes produced - Portfolio pages - Annotations - Evaluations	Order and/or Disorder Technologies - Digital Cameras - Adobe Lightroom - Adobe Photoshop Photographers we research - GCSE Photography brief - Order and/or Disorder chosen artists Personal outcomes produced - Felixstowe photographic investigations - Contact sheets - Personal photographic response(s)	Alternative Processes Technologies - Photograms - Scanograms - Cyanotypes Photographers we research - Adam Fuss - Susan Derges - Floris Neusüss - Christian Marclay Personal outcomes produced - Experimental photography pages - Alternative process investigations - Camera-less photographic outcomes
Homework	- Week 1 - Camera Controls Retrieval Quiz - Week 3 - Alphabet Photography Challenge - Week 5 - Photographer Research	- Week 7 - Composition Scavenger Hunt - Week 9 - Exposure Investigation - Week 11 - Contact Sheet Review	- Week 13 - Lightroom Editing Task - Week 15 - Photographer Analysis - Week 17 - Annotation and Evaluation	- Week 19 - Felixstowe Shoot Planning - Week 22 - Portfolio Development	- Week 25 - Alternative Process Research - Week 27 - Cyanotype Investigation - Week 29 - Outcome Evaluation	- Week 31 - Portfolio Refinement - Week 35 - End of Year Reflection

Scheme of Assessment (specification abstract): 8206/C

In Component 1 (Portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas, and meaningful engagement with selected sources. Responses will include evidence of recording observations for different purposes and needs, alongside written annotation.

Photography is defined here as the process of creating and manipulating images to communicate ideas, observations, experiences, emotions and meaning in response to a given or self-defined brief.

Over the next 16 months students will undertake a sustained portfolio investigation titled Under Glass. Through a range of practical projects and creative pathways, students will explore photographic themes linked to observation, reflection, preservation and distortion. They will build a portfolio of work that demonstrates the four assessment objectives through research, experimentation, refinement and the development of increasingly personal responses.

Brief Overview: Under Glass. | Glass protects, separates, reflects and transforms. It can preserve rare specimens, distort what you see, frame the world around you or create barriers between yourself and others. Throughout Under Glass, students will explore how photography can reveal, hide, preserve and transform the world around them. They will collect primary source material, investigate photographers and artists, experiment with techniques and processes, and develop a personal portfolio that reflects their individual interests and creative direction.



Educational Visits | Cambridge Photography Visit

Possible Investigation Pathways: Botanical Specimen | Reflections & Distortion | Fragmented Portrait | The Display Cabinet | Traces of Light | Inside/Outside | Preservation/Decay | Beyond the Surface

Students will learn how to develop creative ideas in response to a photographic brief. They will explore how photographers communicate meaning through composition, light, colour, perspective, sequencing and presentation. There will be opportunities to work with a range of media and techniques including digital photography, Adobe Lightroom, Adobe Photoshop, collage, image manipulation and alternative photographic processes such as photograms, scanograms and cyanotypes.

The work produced throughout Under Glass will form a sustained portfolio of practical and written evidence. Students will develop technical, creative and analytical skills whilst building a body of work that demonstrates their ability to investigate ideas, experiment with processes, refine outcomes and communicate personal intentions through photography.

Autumn Term

Spring Term

Summer Term

What will be learned?	Assessment objective focus: A01 - Continue to develop ideas through investigations, demonstrating critical understanding of sources. A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Focus - Introduction to Component 1 Portfolio 'Under Glass' brief 1. - Exploring visual research and photographer investigation. - Collecting primary source material. - Exploring possible directions within the theme. Overview of tasks undertaken: This introductory unit explores the structure and expectations of the GCSE Photography portfolio. Students will investigate the theme <i>Under Glass</i> through visual	Assessment objective focus: A03 - Record ideas, observations and insights relevant to intentions as work progresses. A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Focus: - Developing a sustained personal investigation. - Refining ideas through experimentation and testing. - Exploring digital and alternative photographic processes. - Strengthening connections between research and practical outcomes. - Developing a personal visual language and creative direction. - Selecting and refining successful outcomes.	Assessment objective focus: A01 - Continue to develop ideas through investigations, demonstrating critical understanding of sources. A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Focus - Introduction to Component 1 Portfolio 'Under Glass' brief 1. - Exploring visual research and photographer investigation. - Collecting primary source material. - Exploring possible directions within the theme. Overview of tasks undertaken: This introductory unit explores the structure and expectations of the GCSE Photography portfolio. Students will investigate the theme <i>Under Glass</i> through visual	Assessment objective focus: A03 - Record ideas, observations and insights relevant to intentions as work progresses. A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Focus: - Developing a sustained personal investigation. - Refining ideas through experimentation and testing. - Exploring digital and alternative photographic processes. - Strengthening connections between research and practical outcomes. - Developing a personal visual language and creative direction. - Selecting and refining successful outcomes.	Assessment objective focus: A01 - Continue to develop ideas through investigations, demonstrating critical understanding of sources. A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Focus - Introduction to Component 1 Portfolio 'Under Glass' brief 1. - Exploring visual research and photographer investigation. - Collecting primary source material. - Exploring possible directions within the theme. Overview of tasks undertaken: This introductory unit explores the structure and expectations of the GCSE Photography portfolio. Students will investigate the theme <i>Under Glass</i> through visual	Assessment objective focus: A03 - Record ideas, observations and insights relevant to intentions as work progresses. A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Focus: - Developing a sustained personal investigation. - Refining ideas through experimentation and testing. - Exploring digital and alternative photographic processes. - Strengthening connections between research and practical outcomes. - Developing a personal visual language and creative direction. - Selecting and refining successful outcomes.
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	The aim is to develop an understanding of how photographers generate ideas, collect source material and begin developing personal responses. Students pick brief 1 of 3 to complete. Evidence • Illustrated route option diagram • Visual research • Statement of intent • Moodboard of Photographers work • Critical study • Compositional analysis • Shoot intentions • Primary photography • Contact sheets	Overview of tasks undertaken Students will continue investigate a chosen pathway within the Under Glass project and develop an increasingly personal response informed by research, experimentation and primary source photography. Through a cyclical process of investigation, recording, experimentation, refinement and evaluation, students will build a portfolio of evidence that demonstrates the assessment objectives whilst developing their own creative interests and photographic style. Evidence • Primary photography selection • Image editing • Experimental techniques • Refinements • Final piece plan • Presentation of a response • Evaluation and reflection	research, photographer studies and practical image-making activities. The aim is to develop an understanding of how photographers generate ideas, collect source material and begin developing personal responses. Students pick brief 2 of 3 to complete. Evidence • Illustrated route option diagram • Visual research • Statement of intent • Moodboard of Photographers work • Critical study • Compositional analysis • Shoot intentions • Primary photography • Contact sheets	Overview of tasks undertaken Students will continue investigate a chosen pathway within the Under Glass project and develop an increasingly personal response informed by research, experimentation and primary source photography. Through a cyclical process of investigation, recording, experimentation, refinement and evaluation, students will build a portfolio of evidence that demonstrates the assessment objectives whilst developing their own creative interests and photographic style. Evidence • Primary photography selection • Image editing • Experimental techniques • Refinements • Final piece plan • Presentation of a response • Evaluation and reflection	research, photographer studies and practical image-making activities. The aim is to develop an understanding of how photographers generate ideas, collect source material and begin developing personal responses. Students pick brief 3 of 3 to complete. Evidence • Illustrated route option diagram • Visual research • Statement of intent • Moodboard of Photographers work • Critical study • Compositional analysis • Shoot intentions • Primary photography • Contact sheets	Overview of tasks undertaken Students will continue investigate a chosen pathway within the Under Glass project and develop an increasingly personal response informed by research, experimentation and primary source photography. Through a cyclical process of investigation, recording, experimentation, refinement and evaluation, students will build a portfolio of evidence that demonstrates the assessment objectives whilst developing their own creative interests and photographic style. Evidence • Primary photography selection • Image editing • Experimental techniques • Refinements • Final piece plan • Presentation of a response • Evaluation and reflection
Content sequencing (Where does this fit - what have they done before which supports it, where does it link with future units?)	Prior Knowledge Autumn 1 - Under Glass: Brief 1 (Introduction & Investigation) • Understands basic camera operation and safe handling. • Can control aperture, shutter speed and ISO to achieve different effects. • Has explored composition, framing and the formal elements. • Can organise, select and edit photographs using Adobe Bridge and Lightroom. • Has used Photoshop to make basic non-destructive edits. • Has completed the Year 9 <i>Order & Disorder</i> project and experienced responding to a thematic brief. • Has undertaken photographer research and created practical responses inspired by artists.	Prior Knowledge Autumn 2 - Under Glass: Brief 1 (Development & Outcome) • Has researched photographers and analysed visual sources. • Has produced primary photography linked to a theme. • Understands how experimentation can develop ideas. • Can use editing software to improve and manipulate images. • Can record observations and intentions through annotation.	Prior Knowledge Spring 1 - Under Glass: Brief 2 (Independent Exploration) • Has completed a GCSE-style photography brief from investigation to outcome. • Understands the stages of research, experimentation, refinement and presentation. • Can independently generate primary photography. • Has experience linking photographer research to practical work. • Can use Lightroom and Photoshop to support creative intentions.	Prior Knowledge Spring 2 - Under Glass: Brief 2 (Refinement & Realisation) • Can plan and manage a photographic investigation. • Understands how experimentation supports idea development. • Can evaluate strengths and weaknesses in their work. • Has experience refining images through editing and presentation. • Can justify creative decisions through annotation.	Prior Knowledge Summer 1 - Under Glass: Brief 3 (Personal Investigation) • Has completed two thematic photography briefs. • Can independently research photographers and visual references. • Understands how to develop ideas through experimentation. • Can confidently use digital editing software to realise intentions. • Has experience creating final outcomes linked to a theme.	Prior Knowledge Summer 2 - Under Glass: Brief 3 (Final Outcomes & Portfolio Review) • Understands the full GCSE project process. • Can independently investigate, develop and refine ideas. • Has experience producing outcomes informed by research and experimentation. • Can present work digitally using professional conventions. • Understands how to evaluate progress and identify areas for improvement.

	• Future Learning: • Develop a deeper understanding of the GCSE photography project process. • Learn how research can inform creative decision-making. • Generate and record primary source material purposefully. • Experiment with a wider range of photographic techniques and processes. • Begin refining ideas towards a personal outcome. • Develop confidence in annotating and evaluating photographic work.	Future Learning: • Refine work through purposeful experimentation and selection. • Understand how outcomes evolve through testing and development. • Produce a resolved final outcome linked to a clear intention. • Present work coherently using digital presentation skills. • Apply the GCSE project structure more independently in Brief 2. • Develop greater confidence when making creative decisions.	Future Learning: • Increase independence when responding to a creative brief. • Select photographers, techniques and processes more purposefully. • Develop more personal interpretations of a theme. • Explore visual storytelling and conceptual approaches. • Strengthen analytical and evaluative skills. • Build confidence in sustaining a longer investigation.	Future Learning: • Sustain investigations over a longer period of time. • Refine ideas with increasing purpose and control. • Demonstrate greater independence when selecting outcomes. • Develop a stronger personal visual language. • Prepare for a more ambitious and self-directed investigation in Brief 3. • Improve the quality and sophistication of final outcomes.	Future Learning: • Develop a sustained and personal response to a chosen starting point. • Make informed decisions about techniques, materials and presentation. • Strengthen individual creative identity and visual style. • Demonstrate greater ownership of the creative process. • Explore more sophisticated photographic and editing techniques. • Prepare for the level of independence expected in Year 11.	Future Learning: • Apply the GCSE Assessment Objectives with greater confidence. • Undertake increasingly independent portfolio projects in Year 11. • Select and refine work to communicate personal intentions effectively. • Develop sustained investigations that demonstrate depth and creativity. • Build a strong Component 1 portfolio. • Prepare for the independent demands of the Externally Set Assignment (ESA).
Memory for Learning	Students regularly have the opportunity to make art/design work that is a reflection of their own tastes, interests and preferences. The briefs direct students to demonstrate a particular learning/assessment objective but keep the focus for demonstrating that is learning open, especially through the artist they decide upon. This could be through an investigation of the interpretation of an idea, exploring different ways in which artists have executed the technique or by looking at the messages and meanings behind what they have done. This focus therefore becomes more insightful and relatable as the technique or process that is being learned consequently, improves the students' own skills as they apply to demonstrate this practice. To help reinforce this learning a range of distributed practices (<i>initial mastery, spacing, retrieval and repetition</i>) are interleaved into the portfolio evidence required for each brief which consequently improves the students computer and literacy practice as the portfolio content requirements have a degree of familiarity even though the expected deliverables/personal outcomes are different.					
(What skills will students be required to exhibit?)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Under Glass: Brief 1 (Introduction & Investigation) • Camera controls: aperture, shutter speed and ISO. • Composition techniques and the formal elements. • Safe and effective use of photographic equipment. • Digital workflow processes using Adobe Bridge. • Basic image editing in Lightroom and Photoshop. • How to analyse and interpret the work of photographers. • Annotation techniques used to record observations and ideas. • The creative process of research, experimentation and development.	Under Glass: Brief 1 (Development & Outcome) • How photographers communicate ideas through images. • Technical camera settings and exposure control. • Image selection and editing techniques. • Using experimentation to develop and improve ideas. • Connections between research and practical outcomes. • Presentation and layout skills using Adobe InDesign. • Evaluation and reflection techniques.	Under Glass: Brief 2 (Independent Exploration) • The GCSE photography project structure. • Research methods and visual analysis. • Recording primary source material effectively. • Editing and manipulation techniques in Lightroom and Photoshop. • Annotation and evaluation strategies. • The importance of experimentation and creative risk-taking. • How to use contextual references to support personal ideas.	Under Glass: Brief 2 (Refinement & Realisation) • Refinement through experimentation and testing. • Selecting and presenting successful photographic outcomes. • Applying photographer influences appropriately. • Technical and creative editing techniques. • Critical reflection and evaluation. • Understanding how creative intentions evolve throughout a project. • Effective portfolio presentation.	Under Glass: Brief 3 (Personal Investigation) • Independent project planning and organisation. • Research and investigation techniques. • Advanced use of camera controls and composition. • Image editing and manipulation workflows. • Developing ideas through experimentation. • Annotation and reflective practice. • Making informed creative decisions.	Under Glass: Brief 3 (Final Outcomes & Portfolio Review) • The complete GCSE photography project process. • The relationship between research, experimentation, refinement and outcomes. • Photographer analysis and contextual understanding. • Technical photography and digital editing skills. • Portfolio presentation and visual communication. • Evaluation and critical reflection. • Application of the AQA Assessment Objectives (AO1-AO4).
Powerful knowledge in the classroom	As a department, we want students to understand photography as both a creative discipline and a powerful means of communication. Through practical exploration, experimentation and reflection, students develop the confidence to observe the world around them, communicate ideas visually and make informed creative decisions. Photography encourages students to think critically, solve problems and take creative risks whilst developing technical control and personal expression. By studying photographers from a range of genres, cultures and historical contexts, students gain a broader understanding of visual culture and the role photography plays in documenting, informing and influencing society. Term 1 guided → Term 2 independent → Term 3 self-directed					

<i>(what areas/themes/concepts will be explored)</i>	Research & Contextual Studies	Creative Development	Research & Contextual Studies	Creative Development	Research & Contextual Studies	Creative Development
	Autumn Term (Brief 1)	Autumn Term (Brief 1)	Spring Term (Brief 2)	Spring Term (Brief 2)	Summer Term (Brief 3)	Summer Term (Brief 3)
	• Introduction to GCSE project structure • Primary photography investigations • Photographer research and analysis • Visual research and annotation • Contact sheets and image selection	• Experimental photography studies • Image editing and manipulation • Developmental investigations • Refinement of ideas • Final outcome and portfolio presentation	• Independent visual research • Contextual investigations • Primary photography linked to chosen brief • Analysis of photographer influences • Recording observations and intentions	• Advanced experimentation • Creative editing techniques • Development of personal ideas • Refined photographic outcomes • Presentation and evaluation	• Self-directed research • Independent primary photography • Contextual links and comparisons • Visual planning and idea generation • Personal line of enquiry	• Sustained experimentation • Personal photographic responses • Portfolio refinement • Final outcomes • Evaluation and presentation
Homework	Term 1 Brief 1		Term 1 Brief 2		Term 1 Brief 3	
	• Week 1 - Brief Research & Mood Board • Week 3 - Photographer Research • Week 5 - Primary Photography Task	• Week 7 - Annotation & Analysis • Week 9 - Experimentation Review • Week 11 - Outcome Evaluation	• Week 13 - Photographer Analysis • Week 15 - Independent Photography Task • Week 17 - Developmental Experiment Evaluation	• Week 19 - Secondary Source Investigation • Week 21 - Portfolio Annotation • Week 23 - Outcome Planning	• Week 25 - Independent Image Gathering • Week 27 - Refinement & Improvement Task • Week 29 - Personal Response Evaluation	• Week 31 - Contextual Research • Week 33 - Portfolio Review • Week 35 - Final Reflection & Target Setting

Content - Year 11 - Subject/Unit of Study						
Scheme of Assessment (specification abstract): Component 1 Portfolio Refinement (September–December) Brief Overview: Under Glass The year begins with the refinement and completion of the Component 1 Portfolio, providing opportunities to revisit, extend and strengthen previously completed investigations to ensure they demonstrate the highest possible standard against the assessment objectives.			Scheme of Assessment (specification abstract): Component 2: AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to <u>one</u> starting point from their chosen title. This will be issued to students on the 2nd January or as soon as possible after that date. Following the completion of the portfolio, students will undertake the AQA Externally Set Assignment (ESA). Working from a chosen examination starting point, students will independently investigate photographers and artists, collect and refine primary source material, experiment with techniques and processes, and develop a highly personal photographic response informed by research and critical understanding.			
Autumn Term			Spring Term		Summer Term	
What will be learned?	Assessment Objective Focus: AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 - Record ideas, observations and insights relevant to intentions as work progresses. Focus - Reviewing the Component 1 portfolio against the assessment objectives. - Identifying strengths, gaps and opportunities for improvement. - Extending investigations through additional research and practical work. - Collecting further primary source material where appropriate. - Improving the depth and quality of supporting evidence. Portfolio Refinement Students will critically review their Component 1 portfolio, identifying opportunities to strengthen investigations through additional research, photography and experimentation. They will extend existing projects by developing new ideas, collecting further primary source material and improving the quality of practical and written evidence. Overview of tasks undertaken: Students will independently review and extend previously	Assessment Objective Focus: AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 - Record ideas, observations and insights relevant to intentions as work progresses. AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Focus - Refining investigations to the highest possible standard. - Strengthening presentation and visual communication. - Improving technical quality through editing and image manipulation. - Completing a coherent and professionally presented portfolio. - Preparing Component 1 for final submission. Portfolio Completion Students will resolve and refine their investigations, ensuring every page contributes purposefully to the overall portfolio. The emphasis is on technical quality, thoughtful presentation and demonstrating clear evidence across all four assessment objectives before beginning the Externally Set Assignment. Overview of tasks undertaken: Students will refine and present	Assessment Objective Focus: AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. AO3 - Record ideas, observations and insights relevant to intentions as work progresses. Focus: - Introduction to the Externally Set Assignment (ESA). - Interpreting and analysing the examination paper. - Selecting and justifying an individual starting point. - Investigating photographers and artists relevant to personal intentions. - Planning primary photography and developing initial ideas. Overview of tasks undertaken: Students will analyse the examination paper, investigate relevant photographers and artists, and begin developing an individual response to a chosen starting point. Through research, planning and primary photography, students will establish a clear direction for their sustained investigation. Evidence - Illustrated route option diagram - Visual research - Statement of intent - Moodboard of Photographers work - Critical study - Compositional analysis - Shoot intentions - Primary photography	Assessment Objective Focus: AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 - Record ideas, observations and insights relevant to intentions as work progresses. Focus: - Collecting primary source material. - Refining ideas through practical investigation. - Developing personal responses. - Experimenting with digital editing and presentation. - Evaluating and refining photographic outcomes. Overview of tasks undertaken: Students will continue developing their investigation through practical photography, experimentation and image refinement. Research and practical work will inform increasingly personal outcomes as ideas are reviewed, refined and developed in preparation for the final examination. Evidence - Contact sheets - Photoshoot analysis - Final selections and editing ideas - Lightroom editing - Review and refine	Assessment Objective Focus: AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Focus: - Resolving ideas into a final response. - Planning the final examination outcome. - Refining presentation and portfolio evidence. - Preparing confidently for the 10-hour practical examination. Overview of tasks undertaken: Students will complete the preparation period by refining their strongest ideas and producing a coherent body of supporting evidence. Through continued evaluation and presentation, they will prepare a resolved personal response ready to realise during the externally set practical examination. Evidence - Examination planning - Personal outcomes - Visual Linking - Final evaluation	

	completed investigations, improving the depth and quality of their portfolio through additional research, photography and experimentation. Evidence • Portfolio audit • Personal target setting • Additional photographer research • Visual research • Additional photoshoots • Contact sheets • Photoshoot analysis • Development sheets • Annotation improvements • Review and refine	their strongest work, producing a coherent portfolio that clearly demonstrates investigation, experimentation, recording and personal responses. Evidence • Lightroom refinement • Photoshop refinement • Final image selections • Visual linking • Portfolio presentation • Written evaluation • Review and refine • Personal outcomes • Portfolio completion • Submission preparation				
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Content sequencing	Prior Knowledge - Completion of the Year 10 Component 1 Portfolio. - Experience of developing sustained investigations. - Confident use of Adobe Lightroom, Photoshop and InDesign. - Understanding of the GCSE Photography assessment objectives. - Experience evaluating and refining photographic work.		Prior Knowledge - Portfolio audit and target setting. - Extended investigations. - Additional practical photography. - Refinement through experimentation.		Prior Knowledge - Experience of developing sustained investigations from a theme. - Confident use of Adobe Lightroom, Photoshop and InDesign. - Understanding of the GCSE Photography assessment objectives. - Experience researching photographers and producing personal responses.		Prior Knowledge - Investigation of photographers and artists. - Primary photography and planning. - Research, annotation and written analysis. - Experience evaluating and refining practical work.		Prior Knowledge - Sustained investigation. - Practical experimentation. - Image refinement and editing. - Portfolio presentation. - Critical evaluation.		
	Future Learning: - Producing increasingly sophisticated and independent responses. - Applying refinement strategies across the portfolio. - Preparing work for final submission.		Future Learning: - Beginning the Externally Set Assignment with a secure and complete portfolio. - Working independently in response to an examination theme. - Applying refined technical and creative skills within the ESA.		Future Learning: - Developing an independent response to the examination theme. - Refining investigations through experimentation. - Building a coherent body of supporting evidence.		Future Learning: - Producing increasingly personal responses. - Selecting the most successful ideas. - Preparing supporting evidence for the final examination. - Developing confidence in independent working.		Future Learning: - Realising intentions during the 10-hour practical examination. - Producing a resolved final outcome. - Preparing for progression to A-Level Photography or further creative study.		
Memory for Learning	Students are expected to work increasingly independently, applying the technical, creative and analytical skills developed throughout Years 9 and 10. The Externally Set Assignment encourages students to make informed creative decisions, select appropriate photographers and processes, and develop highly personal responses that reflect their individual interests and intentions.										
	Through repeated use of the GCSE Photography workflow, students strengthen their understanding of investigation, experimentation, refinement and presentation. Familiar portfolio structures allow students to focus on developing increasingly sophisticated ideas whilst demonstrating confidence across all four assessment objectives.										
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		
(What skills will students be required to exhibit?)	- Critically review portfolio work against the GCSE Photography assessment objectives. - Identify strengths, gaps and opportunities for further development. - Extend investigations through additional photographer research and contextual studies, where appropriate. - Collect further primary source material to strengthen existing investigations, where necessary. - Review and improve annotation, analysis and written reflection. - Select, organise and evaluate photographic evidence to support personal intentions. - Make informed creative decisions to strengthen the quality of the portfolio.		- Refine photographic outcomes using Adobe Lightroom and Adobe Photoshop. - Improve technical quality through additional experimentation and editing. - Strengthen visual links, sequencing and portfolio presentation. - Refine annotation and written evaluation. - Resolve investigations into a coherent and professionally presented portfolio. - Demonstrate independence when selecting and presenting evidence.		- Independently analyse and interpret an examination theme. - Select and justify relevant photographers and artists. - Plan purposeful photoshoots. - Generate and record personal ideas.		- Refine ideas through experimentation. - Apply advanced Lightroom and Photoshop techniques. - Evaluate and improve photographic outcomes. - Demonstrate creative decision making.		- Resolve ideas into a coherent personal response. - Select and sequence evidence effectively. - Present work professionally. - Prepare confidently for the 10-hour practical examination.		

Powerful knowledge in the classroom <i>(what areas/themes/concepts will be explored)</i>	Autumn (Component 1) - During this phase of the course, students consolidate and strengthen the knowledge, skills and understanding developed throughout Component 1. They critically evaluate and refine existing portfolio work, applying research, experimentation and technical expertise to maximise performance against the GCSE Photography assessment objectives. Through independent decision-making and thoughtful refinement, students develop a coherent and professionally presented body of work that reflects their personal creative journey.		Spring (ESA Preparation) - During the Externally Set Assignment, students apply the knowledge, skills and understanding developed throughout Years 9, 10 and the Component 1 Portfolio to independently respond to a chosen examination starting point. They investigate relevant photographers and artists, explore a range of creative possibilities and develop increasingly personal responses through research, experimentation and refinement. Students are expected to make informed creative decisions, selecting appropriate techniques, processes and presentation methods to communicate their intentions effectively whilst demonstrating confidence across all four GCSE Photography assessment objectives. Summer (10-hour Examination) to realise intentions		
	Research & Contextual Studies	Creative Development	Investigating Ideas	Developing Personal Responses	Realising Intentions
	- Revisit photographer and artist research to strengthen personal investigations. - Extend contextual studies where they add greater depth and meaning to the portfolio. - Evaluate how research informs creative decisions and personal intentions. - Strengthen connections between contextual research and practical outcomes. - Refine written analysis and annotation to clearly communicate creative thinking. - Select the most relevant evidence to support a sustained portfolio investigation.	- Critically review portfolio work against the GCSE Photography assessment objectives. - Extend practical investigations through additional photography where appropriate. - Refine photographic outcomes using Adobe Lightroom and Adobe Photoshop where necessary. - Strengthen technical quality through purposeful experimentation and image refinement. - Improve sequencing, visual links and portfolio presentation. - Develop annotation and written evaluation to communicate creative intentions effectively. - Resolve investigations into a coherent and professionally presented portfolio. - Demonstrate independence when selecting, refining and presenting evidence.	- Analyse the Externally Set Assignment (ESA) paper and interpret a chosen starting point. - Investigate photographers, artists and visual culture to inform personal intentions. - Explore themes, concepts and visual language through research and written analysis. - Generate ideas through mind maps, visual research and observational studies. - Plan purposeful photoshoots and collect primary source material. - Record observations through photography, annotation and compositional investigations. - Establish a clear personal direction informed by research and investigation.	- Extend contextual research to support the development of ideas. - Compare photographers and analyse different techniques, processes and approaches. - Refine ideas through practical experimentation and creative risk-taking. - Develop images using Adobe Lightroom and Adobe Photoshop. - Experiment with composition, editing, sequencing and presentation. - Evaluate how research influences creative decisions and personal intentions. - Review, annotate and refine work through ongoing critical reflection. - Select and develop the strongest ideas into increasingly personal responses.	- Consolidate research and demonstrate how contextual sources have informed final intentions. - Select the most relevant evidence to support a sustained investigation. - Resolve ideas into a coherent and meaningful personal response. - Produce refined supporting studies and visual linking pages. - Present work professionally through a well-organised portfolio. - Evaluate the creative journey and justify final creative decisions. - Prepare confidently for the 10-hour practical examination by refining and resolving outcomes.
Homework	Term 1		Term 2		Term 3
	Week 1 - Portfolio Audit & Target Setting Week 3 - Contextual Research Week 5 - Primary Photography	Week 7 - Portfolio Refinement Week 9 - Annotation & Evaluation Week 11 - Portfolio Review	Week 1 - Examination paper analysis Week 3 - Photographer research Week 5 - Mood board and visual research	Week 7 - Shoot planning Week 9 - Primary photography Week 11 - Contact sheet review	Week 13 - Final photoshoot Week 15 - Artist analysis Week 17 - Development review

Assessment	During Year 9, students will complete a Material Experiment Portfolio, designed to develop the practical, creative and analytical skills required for GCSE Art and Design. Through a series of structured investigations, students will explore a range of materials, techniques and processes that will support future work in both Component 1 and Component 2. From September of Year 10 until December of Year 11, students will work towards Component 1: Portfolio, which accounts for 60% of the GCSE qualification. This sustained body of work allows students to develop personal responses through research, experimentation, refinement and the production of final outcomes. From January of Year 11, students will begin Component 2: Externally Set Assignment (ESA), which accounts for the remaining 40% of the GCSE qualification. Students respond to a theme set by the examination board, developing a personal project before completing a supervised practical outcome. Students receive regular formative feedback throughout the course, with formal assessment and written feedback provided at least once per term through online assessment systems and departmental feedback booklets. Assessment Objectives (AOs) are set by Ofqual and are common to all GCSE Art and Design specifications and examination boards. Throughout the course, students receive feedback and targets linked to the following assessment objectives: • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
SEND in the classroom (How will support be seen?)	Many of the strategies used to support students with SEND are embedded within high-quality teaching and form part of everyday classroom practice. When a student is identified as having a special educational need, guidance from the Special Educational Needs Coordinator (SENCo) is used to inform classroom provision, ensuring appropriate support and reasonable adjustments are implemented. Within Graphic Communication and Photography, support may be seen through: • Clear and explicit instructions delivered verbally, visually and through written learning materials. • Scaffolded tutorial videos that can be paused, revisited and accessed independently. • Help sheets, knowledge organisers and step-by-step guides to support learning and recall. • Worked examples and exemplar material to model expectations and outcomes. • Teacher modelling with verbalised thinking processes to demonstrate decision-making and problem-solving. • Structured questioning to check understanding, encourage reflection and deepen learning. • Practice activities and guided tasks that build confidence before independent work. • Opportunities for self-assessment, evaluation and reflection to develop metacognitive skills. • Portfolio-based investigations that encourage students to understand, analyse, apply and evaluate creative processes. • Development of cognitive skills through activities requiring students to recall, apply and create. • Differentiation through outcome, allowing students to access the same learning intentions at an appropriate level of challenge. • Regular critiques, feedback and discussion to support improvement and confidence in communicating ideas. These strategies help to create an inclusive learning environment where all students can access the curriculum, develop independence and achieve success.
Numeracy/computing skills	The structure of the course reflects the diverse nature of contemporary photography, combining creative image-making with digital technologies and visual communication. Students develop both practical and digital skills through a range of photographic investigations, allowing them to explore how photography is used to document, communicate, inform and express ideas in today's visual world. Throughout the course, students also consider the impact photography has on culture, society and the way we interpret the world around us. During the GCSE programme, students explore a range of industry-standard photographic software and digital workflows. Adobe Bridge is used for image organisation and selection, Adobe Lightroom for editing and post-production, Adobe Photoshop for image manipulation and creative development, and Adobe InDesign for portfolio presentation. Students are introduced to the foundations of these applications in Year 9, developing an understanding of their purpose and how they can be used effectively within a photographic workflow. As students progress through the course, they build upon these skills to create increasingly personal and sophisticated outcomes. Most projects require students to combine multiple applications as part of the creative process, from capturing and editing images to presenting research, annotations and final outcomes. All portfolio documentation is presented as a professional digital portfolio produced in Adobe InDesign.

Literacy opportunities	As in all lessons, effective reading, writing, speaking and listening support students in developing their understanding and achieving their full potential. Photography provides a rich context for literacy development through the exploration of visual language, critical analysis, creative discussion and written reflection. Students are encouraged to communicate ideas, intentions and evaluations using increasingly sophisticated photographic, artistic and technical vocabulary. To support students during the completion of a project or brief, we aim to: • develop confidence in using photography-specific terminology through discussion and presentation • encourage students to analyse, interpret and evaluate the work of photographers, artists and designers using appropriate visual and technical language • encourage students to reflect critically on their own work and the work of others through verbal feedback, peer critique and written evaluation • support students in expressing informed opinions, moving from everyday language to more formal analytical and subject-specific vocabulary • model effective verbal and written responses when discussing images, techniques and creative intentions • provide glossaries of key photographic, technical and artistic terminology • provide differentiated writing frames, annotation prompts and evaluation structures where appropriate • develop annotation skills that explain decisions, analyse outcomes and justify creative choices • provide access to a range of reading materials, including photographer case studies, articles, exhibition reviews and online resources • present information through a variety of visual, written and digital formats to support different learning needs • provide opportunities for critical reading and interpretation of visual and written sources • share assessment objectives and success criteria to support understanding of expectations and improve written responses • model how to research, select and reference relevant photographers, artists and sources effectively • encourage collaborative discussion, peer feedback and group critique activities to develop speaking and listening skills • draw out key learning through questioning, reflection and discussion • promote accuracy through proofreading, self-editing and the use of digital tools to support spelling, grammar and presentation • encourage students to communicate personal ideas, observations and intentions clearly through both written and verbal forms. Through these opportunities, students develop the literacy skills needed to analyse, interpret, communicate and evaluate effectively within Photography and beyond.
Behaviours of Excellence (Character Development)	In KS4 Photography, students develop the behaviours, attitudes and habits needed to work successfully as creative practitioners. They learn to work independently, take ownership of their ideas and approach each project with curiosity, resilience and a willingness to experiment. Students are expected to work safely and responsibly when using cameras, lighting equipment, computers and photographic resources, following all classroom procedures and equipment guidelines. They learn to care for specialist equipment and use shared resources respectfully. Students develop strong organisational skills by managing digital files, maintaining their portfolios and meeting project deadlines. They are encouraged to work efficiently, review their progress regularly and respond positively to feedback in order to refine and improve their work. Photography requires students to be observant, reflective and open-minded. They are encouraged to participate actively in discussions, critiques and peer reviews, using subject-specific vocabulary to communicate ideas and evaluate outcomes. Students are expected to respect the views and creative approaches of others while contributing positively to the learning environment. Homework, independent research and portfolio tasks should be completed on time and developed following teacher and peer feedback. Students are encouraged to engage with photography beyond the classroom through exhibitions, galleries, books, magazines, documentaries, social media and the work of contemporary and historical photographers, helping them to develop a broader understanding of the subject and its role within society.
Equality in the classroom (Diversity opportunities)	The ‘Digital Visual • Arts’ Department at Copleston High School is committed to creating an inclusive environment where all students feel valued, respected and supported. Differences in background, experience, culture, identity and perspective are recognised as strengths that enrich the learning experience and contribute to a creative and collaborative classroom culture. Positive relationships between staff and students, and amongst students themselves, are central to this approach. Mutual respect is promoted through the values of dignity, courtesy and kindness, alongside a culture of zero tolerance towards bullying, discrimination and harassment. The flexibility of both internally devised projects and externally set assignments enables students to investigate themes that are meaningful and relevant to them whilst developing an understanding of the wider world. Through creative practice, students are encouraged to explore different viewpoints, challenge assumptions and engage thoughtfully with social, cultural and environmental issues. Projects and learning materials include a diverse range of photographers, artists, designers and creative practitioners from different cultures, backgrounds, time periods and communities. Students are introduced to both historical and contemporary sources, ensuring representation across gender, ethnicity and creative approaches. Through research, discussion and practical investigation, students develop an appreciation of the diverse ways visual communication can be used to share ideas, tell stories and represent the world around them. By encouraging personal responses and individual creative exploration, students are provided with opportunities to express their own experiences, interests and perspectives whilst developing respect for the experiences, ideas and viewpoints of others.

Useful links		Publication list				Online resources				Events/exhibitions			
		Books: Read This If You Want to Take Great Photographs The Photography Book Understanding Exposure The Photographer's Eye Photography: The Definitive Visual History Magnum Contact Sheets The Photograph as Contemporary Art Magazine Subscriptions: Amateur Photographer British Journal of Photography Black + White Photography LensCulture Photography News				Colour Palettes Kuler Coolors Color Hunt Paletton Textures and Patterns The pattern Library Texture Palace Wild Textures CG Textures Free Graphic Design Tools Inkscape Gimp Canva Stock Images Unsplash Pexels Pixabay		Fonts Fonts in Use DaFont 1001Fonts Font Squirrel Design Inspiration Dribbble Behance Httpster Pinterest Visit the following websites for up-to-date news on photography and the creative industries. Magnum Photos World Press Photo Royal Photographic Society National Geographic Photography The Photographer's Gallery		NEA Graduate Showcase University of Suffolk Showcase The Photographers' Gallery Photo London Wildlife Photographer of the Year Exhibition Royal Photographic Society Exhibitions National Portrait Gallery Tate Modern The V&A Design Museum World Press Photo Exhibition Leica Gallery London Sudbourne Park Printmakers Open Eye Gallery Impressions Gallery			
Careers Information, Advice and Guidance	Level 3 A-Level qualifications	CHS AQA Art and Design Graphic Communication (7203)						CHS AQA Art and Design Fine Art (7202)					
		Graphic Communication is everywhere in the modern world. From branding and advertising to packaging, websites and social media, visual communication shapes how we receive information, form opinions and interact with the world around us. This creative and practical subject provides opportunities to explore how ideas, messages and identities are communicated through design. The course encourages students to develop a strong understanding of design principles whilst building their creativity, imagination and problem-solving skills. Through research, experimentation and practical projects, students learn to generate ideas, analyse visual communication, respond to design briefs and create effective outcomes for a range of audiences and purposes. Alongside developing technical skills and industry-standard digital workflows, students gain an understanding of historical and contemporary design practice and the role graphic communication plays in society today. LEARN MORE >						Fine Art provides students with opportunities to explore, observe and interpret the world around them through a wide range of creative processes. This expressive and practical subject encourages students to develop their imagination, creativity and problem-solving abilities whilst building a strong understanding of artistic techniques, materials and visual language. Through practical projects, experimentation and the study of historical and contemporary artists, students develop creative, technical and analytical skills, learning how to communicate ideas, emotions and experiences through personal and meaningful artistic responses. LEARN MORE >					
	Level 4-8 Higher Education	If you are interested in a particular Art and Design career path, search on-line for local Level 3/4 Art foundation courses and Level 6 University degree programs. Explore what the courses are looking for in terms of grades/points and recommended subjects. Check “UCAS” and “theuniguide.co.uk” for ideas of entry requirements.											
		Art Foundation Level 4-5	A year between A Level and degree. This year is to support you in developing skills and build a portfolio.		Degree courses Level 6-8	Photography, Graphic Design, Graphic Communication, Fine Art, Advertising, Marketing, Media, Motion Graphics, Digital Design, Visual effects, Typography, Graphics for gaming, illustration, fashion design etc.		Apprenticeships Level 4-6	Junior designer/apprentice				