



HELSEBY

High School

Curriculum Intent: Photography

Subject vision

We aim to develop students' passion and knowledge of Photography by broadening their awareness of the visual world. We strive to foster their aesthetic judgements. As visual practitioners we aim to lead by example, demonstrating techniques and processes and discussing ideas and concepts. In Photography we value diversity and encourage students to be individual, often developing work tailored around their own interests. We are inclusive and nurture our students holistically so that they can achieve their full potential. We intend that through learning about Photography, our students will develop a strong visual language and a broader understanding of the visual and creative world around them.

We deliver our curriculum intent on a subject level by:

At KS4 students develop skills in composing a photograph. Students will gain confidence and knowledge in using a DSLR camera, experiment with lighting, shutter speed, aperture and ISO. Students will explore different genres of Photography, and apply post-production editing using Photoshop. Students are encouraged to work independently to produce an exciting and diverse portfolio of work.

At KS5 students continue to develop and hone their photography skills. They will be able to discuss their ideas and take part in critiques and tutorials. At KS5 we foster increasing independence and students will develop a clear understanding of where their work fits into an historical context. Students will experiment with digital and non-digital process/techniques to develop personal and original outcomes.

Enrichment

Drop in sessions break/lunch time

After school drop in/ Intervention sessions

Workshops during holidays

Yr9 Photography club

Educational visits to YSP, Liverpool Tate, Drawing and Photography experiences at Delamere and Anglesey

In Photography, students '**Achieve success**' by:

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| <p>Encouraging high aspiration and a love of learning</p> | <ul style="list-style-type: none"> • Students in all key stages are challenged to reflect on their own targets and how to improve their work. • Lessons are always practical and have five parts to ensure a good basic knowledge that excited and enthuses students in their learning. • Teacher modelling inspires and shares best practice through practical demonstrations. • Use of resources in season inspire and fosters a lot of interest in the subject. • Students learn from other's work and that of artist's work. • Art workshops with KS4 and KS5 maximise potential and promote independent learning. |
| <p>Maximising progress and potential</p> | <ul style="list-style-type: none"> • Students enjoy fast paced lessons that are tailored to their abilities and interests, developing their and skills and enhancing their progress. • Student experience a variety of feedback techniques to identify the potential and then cover areas where further progress can be made. • Encourage and share one another's works ideas and opinions fostering good practice. |
| <p>Providing rewarding learning experiences</p> | <ul style="list-style-type: none"> • Students experience trips and educational visits including young artists in Tuscany, Yorkshire sculpture park, and Liverpool Tate gallery. • The students learn about multi-cultural, historical and contemporary contexts of work and the works of western and non-western arts and artists. • Students for all key stages experience making a finished project in a variety of materials and techniques. • Immersive art experiences all key stages allow students to learn in new and exciting ways. |

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| Offering diverse opportunities | <ul style="list-style-type: none"> • The curriculum at all key stages give students the opportunity to experience work made by people and groups and diverse cultures and backgrounds. • Students see work that actively challenges prejudices and courage and open-mindedness and understanding. • At exam level students make work which is important social and political messages. • The department monitors who is accessing the opportunities we offered to ensure our enrichment is inclusive and accessible for all students. • Year 9 students are offered an exclusive opportunity to be part of a photography club preparing them for GCSE level photography. |
| Recognising and celebrating all achievement | <ul style="list-style-type: none"> • Students understand the rewards policy within the department and have access to the rewards display board to see who is receiving the artist of the lesson. • Students also receive recognition via Sims brackets whole school reward system brackets and are keen to receive a '5' as recognition of their achievement in lessons. • Good quality student work displays, exhibitions and private viewings, plus school events such as open evenings help celebrate the achievement of all students. |

In Photography, students '**Value Others**' by:

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| Contributing to a safe school environment | <ul style="list-style-type: none"> • The 'no negatives' rule helps promote respect of themselves, their work and each other. • Students respect and value the space in which they are working and the materials they use, and they use these materials safely. |
| Showing tolerance, respect and fairness | <ul style="list-style-type: none"> • Students listen to other and experience different viewpoints and perspectives. • The students actively promote positive working environments. |

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| <p>Listening to and respecting others' views</p> | <ul style="list-style-type: none"> • Students are encouraged to share their work ideas and opinions and that of others, being respectful, sharing good practice and feeding back to peoples respectfully about improvements that could be made. |
| <p>Appreciating and embracing diversity</p> | <ul style="list-style-type: none"> • Students look at the craft of art from diverse cultures and from different times. • Students embrace gender-based art and understand its messages. • Displays in the department share diversity of age, culture, background, gender and genre. |
| <p>Being an active member of our school and local community</p> | <ul style="list-style-type: none"> • Cross-curricular projects over the faculty allow students to become active members of the school and the community e.g. the Christmas tree decorations/ Christmas card Art competition/ primary student workshops/ primary school activities. |
| <p>Co-operating with others</p> | <ul style="list-style-type: none"> • Group work, collaborative working, open discussions and group critique build positive cooperation skills. • Student master the sharing of equipment, the space and the time management of resources available so that everyone has fair chances to succeed. |