



# Photography

## Our Intent

As a department we aspire to build a high-quality Art & Design education that engages students, reflects the world around us, inspires further learning and challenges abilities,

whilst equipping them with the knowledge and skills to experiment, invent and create their own works of photography.

Students are encouraged to explore traditional processes, hand manipulation and digital techniques giving them the opportunity to express themselves through a visual medium, as well as building analytical and reflective skills. Links are made to historic and contemporary photographers, cultures and the wider world we live in, past, present and future including touching upon political events, world news and personal reflection.

As an inclusive subject we aspire to reflect this as much as possible in our curriculum.



## Our 'how'

During each unit of study students will explore and investigate historic or contemporary artists that link to the current topic and theme, this broadens their awareness of the contemporary world they live in, cultures and art movements. Students are encouraged to look, see meaning, and develop understanding of context and connotation, through verbal discussions as well as written and visual work. Photography has captured the world around us since its invention and has told a visual story of humanity ever since.

Experimentation and development of creativity are actively encouraged throughout each unit of work; students are taught different ways to use materials and techniques to create different outcomes and explore different processes, from traditional methods to more contemporary processes. Experimentation leads on to individual final pieces that also relate to the artists studied.

KS4 students cover a foundation of skills using multiple methods on how to capture an image through the use of the formal elements. The units build on and improve observational skills, experimentation and contextual analysis resulting in better outcomes and application of visual language. The contextual sources link to the main coursework theme of Formal Elements & Environment & Fragments in order to develop key visual skills and techniques. Students' knowledge of photographers and formal analysis is structured and taught in order to develop students' understanding of analysis and the GCSE expectations.

Presentation of digital portfolios, sketchbooks & notebooks is taught and structured in order to ensure students understand and apply rules of composition and maintain high standards of presentation, but more importantly give them space to express themselves and convey the theme accordingly.

## Our 'why'

The importance of photography is seen around us everyday, and now commonly used on a daily basis to communicate visually as technology changes. For young people in particular 'words' have often been overtaken by images.

Photography gives students the opportunity to explore design and creativity and how we communicate ideas visually.

The purpose of the photography curriculum is to give students a well rounded understanding of the photography and photographers in context to the past and our present world. Being able to communicate thoughts, feelings and ideas through a visual medium gives all students the chance to find their voice. Problem solving and reflective practice is a large part of Photography, this is commonly seen in their digital practice when they are getting to grips with new technologies often exploring processes through trial and error. All of this encourages students to develop their visual, oral and literacy skills as ways of expressing themselves through images, colour and composition.

We hope all students leave their formal art education with a broader understanding of the world we live in, how others have presented history and that photography is for everyone and is accessible to all. Many will explore software that will likely come in handy during future employment as well as developing the skills to take a better photo on a daily basis.

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