

# Saffron Walden County High School Curriculum

## CURRICULUM SUMMARY



SAFFRON WALDEN  
COUNTY HIGH SCHOOL

Year 12		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Photography	KNOWLEDGE DOMAIN	<p>Component 1 – Portfolio – Yr12 – 1A/1B</p> <p><b>MD / SW</b></p> <p>Photographic Workshops:</p> <p>'Filling the Frame' – Summer Work</p> <p>Learning Outcome: Selection, Refinement &amp; Digital Workflow Introduces photographic composition and demonstrates a reflection of individual student styles without teacher intervention. This project is then used to enable students to learn the basics of digital workflow, Photoshop and using printers. They will also start to select and edit the best examples of their photography</p> <p>Street Photography Workshop Learning outcome: Analogue &amp; Digital Photo Narrative Provide students with a focus on research into street photography, technical manual photography, location photography, analogue image management and processing and extended digital image management. Students learn the language, terminology and basic skills and techniques of</p>		<p>Component 2 – Controlled Test – Yr12 – 2B /3A</p> <p><b>SMA/MD</b></p> <p>CD Project</p> <p>Externally Set Assignment:</p> <p>Learning outcome: Practical investigation of a Set Starting Point. Exploration of photographic and digital techniques &amp; skills with a consideration of graphic design elements to create CD packaging artwork Focus on fully introducing colour photography building upon studio/daylight lighting &amp; digital manipulation in Photoshop utilising typography and a CD format for a commercial context. Consideration of meaning and context, client requirements and placing photography within a commercial vehicle. Students can base their ideas around their skills gained from their Composition, Portraiture, Street Photography, analogue</p>		<p>'Progression' A Level Component 1</p> <p><b>SMA/MD</b></p> <p>Closing the Gap – Opportunity to finalise the Portfolio and CTG where needed.</p> <p>Personal Investigation – Progression Learning outcome: Introduction to A Level and revision of Yr12 camera skills.</p> <p>Provision of time to introduce the A Level Personal Investigation through investigative, research &amp; practical tasks. Opportunities for revision of camera and darkroom skills &amp; research of new subject matter &amp; artists.</p>	

		<p>analogue photography and darkroom chemicals and equipment.  <b>Based on VISIT TO CITY of CAMBRIDGE - working with teachers &amp; peers to learn manual analogue and digital cameras.</b></p> <p><b>Extended Project:  Portraiture – Daylight and Studio Lighting</b></p> <p><b>Learning Outcome: Digital Portraits in 2 Lighting Disciplines</b>  Students will learn to use and control the 2 different light sources to create successful examples of portraiture inspired by research into portraiture photographers.</p> <p><b>Portraiture Extension - Surrealism</b></p> <p><b>Learning Outcome – 2 Surreal Examples of Portraiture – collage &amp; multi-me.</b>  Students will experiment with the creative possibilities by working principally with Photoshop Layers to create a creative Photo Collage Portrait and a Multi-Me Scenario.</p> <p><b>Movement Workshop (can also be adapted for Progression Term 3B / Yr13 Term 1A)</b></p> <p><b>Learning Outcome – 2 Creative Examples of slow and fast Shutter Speed</b>  Students will experiment with the creative possibilities by working with slow and fast shutter speed. Their work will be inspired by photographers and artists utilising movement in their own work.</p>	<p>developments and Movement Workshops and will also be introduced to Still Life.</p> <p>Provides the experience of the timescale, requirements and practicalities of a photography exam project and controlled test.</p> <p><b>Outcome produced under exam condition – 10 hrs.</b></p>	
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	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<ul style="list-style-type: none"> <li>• Summer work focussed on the title 'Filling the Frame' – encourages independent image capture &amp; selection.</li> <li>• Basic digital housekeeping, image manipulation, selection and printing. Successful digital workflow.</li> <li>• Exploration of composition, format, enlargement, colour tone / correction, contrast, focus and monochrome.</li> <li>• Introduction to film processing &amp; image enlargement in the darkroom.</li> <li>• Focus on building skills in both digital and analogue image refinement.</li> <li>• Building upon analysis, reflection, artist's links &amp; the discussion of technical processes through annotation &amp; the investigation of appropriate artists.</li> <li>• Introduction to and comparison of different lighting sources – daylight and studio lights.</li> <li>• Design Ideas and image selection.</li> <li>• Window mounting &amp; presentation of final imagery</li> </ul>	<ul style="list-style-type: none"> <li>• Practice of the practical investigation of a set starting point.</li> <li>• Working within a given time constraint and controlled conditions.</li> <li>• Exploration photographic skills with lighting – portraiture, still life, movement, light painting.</li> <li>• Planning and resourcing a photoshoot, recording ideas &amp; intentions.</li> <li>• Investigating a commercial context &amp; the use of typography with photography.</li> <li>• Forward planning and exploration of Design Ideas.</li> <li>• Independent exploration, development and refinement of ideas. Utilisation of developed skills &amp; understanding.</li> <li>• Exploring &amp; analysing links to graphic designers and photographers who have worked with a commercial brief.</li> <li>• Presentation of a final CD product with consideration of front, back and interior imagery &amp; point of sale visuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to close gaps and refine work.</li> <li>• Revision of manual camera skills – aperture/shutter speed</li> <li>• Introduction to the purpose of the Per. Inv.</li> <li>• Exploration of possible project subject matter</li> <li>• Broad &amp; in-depth research of key artists presented as Mood boards / Critical Study</li> <li>• Set meaningful /supportive summer tasks.</li> </ul>
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