

Photography KS4 –Statement of Intent

“When words become unclear, I shall focus with photographs. When images become inadequate, I shall be content with silence.” - Ansel Adams

At All Saints Academy the photography curriculum follows the Academy vision of *Living Well Together with Dignity, Faith and Hope* through creating an environment in which our pupils can feel safe, secure, and have the ability to express themselves creatively through their photography. Pupils practise ‘*living well together*’ by exploring how we co-exist with our planet through photographing the world around them. They learn to speak confidently about the work of their peers in a respectful and dignified way. Pupils will develop their threshold skills such as composition, light, focus, editing and exposure and will grow in confidence and independence throughout the year. We hope that our pupils will build their love of photography and digital media, and use their passion to develop faith in their own ability to produce beautiful images. Our young photographers will begin their creative journey here and develop the knowledge needed to shape culture and the human experience for future years to come.

We ensure that all barriers to learning are removed by providing all students with the range of media and technology needed to experiment and sample an assortment of digital and manual editing techniques. We provide individualised support and feedback to ensure every pupil can fully experience the photography course. Our students are further supported with specialist vocabulary, writing frames and analytical sentence starters to scaffold their writing about photographers and their work. All new skills are taught through demonstrations and practice, designed to gently encourage our students to become independent learners.

Research informed practice in the Arts:

In the Arts faculty the department has used research by Dianne Minicucci (*Decolonising and diversifying the art curriculum*) and the NSEAD website (*National Society for Education in Art and Design*) to inform changes in the curriculum maps. It has allowed the lessons to incorporate more cultural capital and to broaden the focus away from traditional the canon of white, male, western artists. This has also made lessons more varied and added an extra dimension of interest to our students’ work. In textiles and graphics the team have read work by Sarah Graham, Lucy Sparrow, Lekwena Mciver and Yinka Shonibare to improve aspects of planning, sequencing and subject specific knowledge. Finally, subjects have been more focused on knowledge rather than skills. This has helped student’s analysis of art and design, and their understanding of context and cultural capital. This approach is advocated by authors such as Myatt in her book, *The Curriculum*.

Specific support planned for SEND students:

All students work towards the same outcomes. Support and differentiation occurs through the level and variety of skill used to reach a specific outcome. This makes each outcome achievable to a greater or lesser extent. This is highlighted in pink font on lesson slides. At specific parts of the lesson students receive 1:1 support; this is also signposted in pink pen in students' sketchbooks. Learning mats are used to remind students of key words and processes. Teachers model answers to all, and use insightful questioning to check understanding and progress. Sometimes, students support each other in this process too.

Year 11

Substantive Knowledge

In Year 11, our pupils build their substantive knowledge through further developing their coursework NEA unit. Pupils will have opportunities to sample ambitious photographic practises through digital and manual editing and create an outcome based on their research, exploration, knowledge and understanding of their chosen concept and photographer. Every pupil will receive individualised feedback to guide them through their independent projects.

In term two, Year 11 students will receive the title for their examination ESA unit and start a new short project. Students will use their knowledge to develop, refine and record new and developed techniques, which demonstrate an understanding of their chosen concept. Students will record their research and experimentation on a well-presented PowerPoint as well as printed outcomes. This will allow our students to demonstrate a clear development of their ideas through to a final examination outcome completed in 10 hours over 2 days. (Not included for year 11 in 2022)

Disciplinary Knowledge

Pupils will build their disciplinary skills in Year 11 through researching and analysing the work of photographers. They will create visual studies which demonstrate an understanding of the composition and editing skills of their chosen photographer. They will refine their work through practice and learn how to manipulate an image through a variety of methods, both manually and digitally. They will develop leadership skills as they choose the pathway of their project, and work independently to learn new disciplinary skills with the guidance of their teacher.