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<p style="text-align: center;"><u>Whole school curriculum purpose</u></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind’ (Michael Oakeshott).</p>	<p style="text-align: center;"><u>Subject purpose</u></p> <p>Enable all students to access a range of creative subjects which foster their ability to be visual and creative thinkers and develop visual language skills in an ever more digital and media driven world where images are prevalent. We intend for all students to develop practical skills in order to be able to express themselves creatively across a range of disciplines and subject areas and prepare them for creative pathways leading to a diverse range of career opportunities in the creative industries. We wish to develop the imagination of students and give them opportunities to work collaboratively on projects which enrich their ability to communicate through the creation of artefacts and images both in 2D and 3D to learn how to manipulate media and materials and learn techniques necessary for self-expression. We aim to incorporate opportunities to use digital media in this process.</p>
<p style="text-align: center;"><u>Whole school curriculum principles</u></p> <ul style="list-style-type: none"> • Entitlement: Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it. • Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. • Mastery: We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts. • Adaptability: The core content – the ‘what’ – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we bring it to life for our own local context in South-East London. Equally, teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes. • Representation: We are committed to the idea of ‘the mirror and the window’, that pupils see themselves in our curriculum, ensuring diversity 	<p style="text-align: center;"><u>Subject principles</u></p> <ul style="list-style-type: none"> • Entitlement: The Creative Arts curriculum gives students the opportunity to study a wide range of artists, designers, and crafts people from a diverse range of cultures, time periods, styles, and movements. Students have the possibility of visiting galleries and museums to develop their cultural understanding and to enrich their practical experience in the classroom. • Coherence: The Curriculum is designed to develop practical skills across the disciplines so that students can build on prior knowledge and understanding with each new practical unit they undertake. • Mastery: The skill sets that students acquire through their study of Creative Arts subjects builds over time to give them the tools to become more sophisticated and confident with the media materials and techniques they are using • Adaptability: The creative Arts curriculum equips students to be confident in applying their creative skills in a wide range of situations including participating in art activities in the local community, competitions and events.

and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration.

- **Education with character:** Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart.

- **Representation:** All students will be able to see a diverse range of cultures, traditions and beliefs represented through the study of Creative Arts subjects which will cover work made by artists, designers and craftspeople from all around the world through different time periods.
- **Education with character:** Through the study of Creative Arts subjects students will be able to experiment with new ways of working which require creative thinking and risk taking, working in an environment where failure is a steppingstone in working towards success, building resilience. Students will develop a widening interest in the world around them through the study of the Creative world, thus becoming global citizens.

Curriculum Overview

Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7				
Year 8				
Year 9				
Year 10	Introduction to photography Camera techniques Formal elements Art movements Introduction to studio Lighting workshop	Students have not previously studied photography and therefore this introduction to the subject enables them to understand a new subject including the technical elements and the way in which artists use photography.	Lighting workshop Introduction to Editing Analytical writing Editing techniques (digital) Reconstructing images.	More key skills to introduce students to the technical elements of photography and how to explore the work of others
Year 11	Introduction to Yr 11 project 1 Artists Research Photoshoot 1 Photoshoot 2 Editing Planning for the final piece	Students having completed a first attempt at a project in the mock exam are ready to embark on a more in-depth project which will develop their planning skills, further develop their ability to work independently and prepare them for the exam to follow.	Mock exam Completing mock exam final piece Completing mock exam planning Completing mock exam 1 Completing skills-techniques and processes	The development of ideas will be realised in a mock exam final piece which will then be assessed formally. Students are able to comprehend the exam process more fully than in year 10 with the first mock exam.
Year 12	Photojournalism (Topic 1) How to use the digital SLR (Intro) Lighting workshop Digital presentation skills Artists research analytical skills Processing photoshoots	Students are introduced to the technical elements of using a camera, lighting and the Adobe suite, students may well be new to the subject and some students will be using a camera for the first time. For others this will be a useful revision exercise. They work through the first topic exploring the different forms uses and applications of photography.	Narrative photography (Topic 2) How to use the studio Artist's research Building sets (Miniature) Mise-en-scene Narrative theory	Students are introduced to working in the studio After having learned the more fundamental technical skills. Students explore the second theme of Narrative in their work through new techniques of building sets, through experimenting with manual techniques for the first time.

	Newspaper photography/Graphics In Design			Narrative selected as second key concept as totally contrasting with photojournalism and thus giving the student breadth of curriculum.
Year 13	Reflections on summer shoots- Presentation of work Finding new sources-planning primary research Photoshoots Secondary research Experimentation with media/materials and techniques	Students present the photos they have taken over the summer to one another and start planning new research both primary and secondary to underpin their Investigations. Students now begin the production phase where they intensively produce photography and experiment with editing around their theme. Students are guided through a series of creative experiments to explore their ideas visually.	Photoshoots Secondary research Experimentation with media/materials and techniques Final piece planning	Students complete the main creative research and start planning their final pieces in preparation for handing in the personal Investigation project

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7				
Year 8				
Year 9				
Year 10	Shot types Camera Angles Manual editing Camera moves Film editing	Students are introduced to more key skills to build on the initial Introductory skills studied in term 1.	Storyboarding/script Narrative Genre Representation	Once key technical skills have been established, students are introduced to themes and concepts and how to express these through photography.
Year 11	Revisiting Key concepts-photo pedagogy Revisiting analytical writing Exam paper deconstructed Developing ideas (Exam) Photoshoots(Exam) Research(Exam) Editing(Exam)	Students revisit their digital portfolios from the previous 4 terms and strengthen the analytical aspects. Students complete their digital course work portfolio and exam papers are handed out at the end of January.	Developing ideas (Exam) Photoshoots(Exam) Research(Exam) Editing(Exam) Final piece planning(Exam)	Students develop their ideas based around the exam theme that they have selected.
Year 12	Genre (Topic 3) Formal elements revisited. Still life (studio shoot) Abstract Architectural Portraiture Mock Exam	Students revisit the formal elements through exploring Key concept 3 Genre. This develops a wider understanding of the possibilities of photography and develops student's camera skills, building on what has been learned before.	Moving image Shot types/camera angles/camera moves Form-Documentary/Fiction Animation techniques Adobe premiere editing Time lapse Green screen	Introducing the dimension of time broadens out the understanding of photography further and new and specific skills are learned to demonstrate understanding of different types of film making.
Year 13	Final piece planning and construction Completing Weebly and essay Personal Investigation hand in Exam paper deconstruction	Students must complete their personal Investigations (Component 1) which is handed in for assessment and are given their component 2 Exam paper. Students begin exploring the exam theme with visual and written research.	Exploring artists-primary and secondary research Photoshoots Experimentation Final piece planning Completion of Exam prep	Students produce the creative body of work for the exam theme and plan for their final piece which will be constructed during the 15 hour exam.

	Developing ideas- moodboard/mind map Exploring artists-primary and secondary research Photoshoots Experimentation			
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Term 2

	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7				
Year 8				
Year 9				
Year 10	Developing ideas project 1 Exploring ideas -planning a shoot Experimenting with in camera techniques Experimenting with Editing techniques Research-how to link Reconstructing artists work	Students having covered technical elements and theory in the first two terms are now able to develop ideas for a photography project which encompasses both and will enable them to take the first steps into work becoming independent and slightly less teacher led.	Working towards a final piece Planning pages Testing ideas Mock exam Completion of unfinished work	Having completed the visual and written research for project 1, students are now able to pull the work together in a first attempt at creating a final piece, including demonstrating an ability to plan and realise an idea linked to a theme. Students will revisit any unfinished work so that course work portfolio is up to date.
Year 11	Planning for the final piece Completion of exam prep Exam	Students complete their preparation for the exam and sit the exam (2 days practical exam.)	Course complete	
Year 12	Introduction to Essay (Academic writing) Personal Investigation-Initial ideas Mood board/Mind map Artists research Initial photoshoots Experimentation (Manual Editing) Planning for final piece	Students after having learned many different concepts and skills in photography are now well positioned to develop independent work for component 1 Personal Investigation. Students begin the research process and develop ideas around their chosen theme.	Planning for final piece Mock Exam Completion of mock exam final piece Evaluation of final piece Planning photoshoots for the summer Research for essay	Students pull together visual and written research in the construction of their first final piece which will be produced in the mock. This work is completed and evaluated before students begin planning their summer photoshoots.



Year 13	Planning for the final piece Completion of Exam Prep Exam	Students complete the final piece planning and sit the 15 hour exam. Students hand in all work for final assessment.	Course complete	
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Term 3