

Creative Industries Faculty

Photography

Our intent

Studying Photography at Millbay Academy will enable students to effectively communicate using visual language and help them to understand and decode the world around them. At Millbay Academy, our vision is to enable all young people to fulfil their potential, become outstanding citizens and make a positive contribution to the environmental, social, political and economic growth of our city, and beyond. Studying Photography at Millbay Academy will equip students to become the next generation of photographers. In addition, the project management skills and analytical skills acquired on the course will support progression into a wide range of industries.

Our links with industry, Post 16 and HE partners support us to inspire students, exemplify professional practice and break the potential barriers into careers in the photographic industries. Students will work collaboratively: learning together about the key concepts within photography and applying theories and technical skills to achieve photographic excellence. We work on assignments that cover a range of technical skills and theoretical understanding in order to develop students' cultural understanding of photography. Teamwork is essential to the course and our approach to projects reflects the working practices of industry. We hold high expectations of students' ambitions and how they apply themselves to the course. Improving students' digital literacy and project management skills will add to their broad and balanced curriculum and allow them to critically analyse and navigate the visual world around them.

Think Like A Creative: We believe strongly in our curriculum pedagogy 'Think Like A Creative'.



The stages of this are as follows: *Discover, Experiment, Create, Perform, Evaluate*. Some examples of how we embed this pedagogy in our subject are as follows:

- **Discover:** Students are encouraged to discover the world around them through visual imagery and communicate complex themes to chosen audiences through photography. Contextual research and engagement is undertaken to prompt questioning and inspire personal responses. Projects build in complexity across the course to embed new skills and higher-level thinking.
- **Experiment:** Students experiment with a wide range of photographic equipment and post-production software techniques. Experiments are undertaken to test and develop ideas and lead on from the 'discover' stage of an assignment. Students are required to document their progress via their blogs and reflect on their progress. Ongoing research and discovery is encouraged to enrich this stage of the process. Triangulating ideas, research and ongoing experiments deepen understanding and develop a meaningful personal response.
- **Create:** Creating ideas, narratives, personal responses and own techniques is a core business in photography.
- **Perform:** Realising creative briefs to deadlines, effective project management, teamwork, planning, oracy, effective use of equipment and participation in extracurricular events are all examples of performance in photography. It is also desirable to have exhibitions as part of the process, however, JCQ rules state that work cannot be shown prior to moderation which is disappointing.
- **Evaluate** Students undertake ongoing evaluation on the course. The slides portfolio serves to record ongoing developments and reflections as projects progress. Evaluation is undertaken during practical sessions to refine and develop the quality of images. Group critiques serve to evaluate practical sessions and to develop literacy within the subject

Key Stage 4 Curriculum

- **Contextual Theory:** Semiotics, composition, genre, history, key movements, key moments in technical advances, key movements within contemporary art photography, understanding audiences.
- **Practical Knowledge:** Lighting, camera operations, post production, printing, planning a photoshoot, evaluating progress, project management, research skills.
- **Industry Knowledge:** Genres, working practices, application in the real world, ethics and responsibilities.

By the end of SK4, students will have an understanding of key photographic contextual theory, have gained practical and photographic technical skills and post-production skills that relate to industry and students will know how to apply this knowledge professionally and ethically. The curriculum has been designed to embed key knowledge and enable students to thrive at Post 16 and progress onto Higher Education.

Component 1 | Coursework | Sept Y10 - Jan Y11 | 60% of overall grade

Students undertake a series of sustained projects to build their coursework portfolio. This accounts for 60% of their overall grade. Students are marked formatively throughout the process and summative assessment undertaken in HT2, HT4, HT6 Y10 and HT2 Y11. Mock exams in Nov and Feb help students to pace themselves for the component 2 exam. Final assessments are undertaken in the Spring term of Y11 where grades are standardised before being submitted to AQA.

- **Mini Project: Still Life Photography**

The purpose of this project is to induct students into the course. Photography is explored through a number of avenues, enquiry questions include: What is photography? What genres of photography are there? What jobs can you do as a photographer? Why have you chosen to join the course?

Basic technical skills are explored to embed key skills including: DSLR manual operation, file handling and storage, making contact sheets, basic editing in photoshop and communicating ideas and opinions with imagery.

- **Drawing with Light**

This project builds on the skills undertaken in the induction project. Further skills are developed with the use of DSLR cameras and long shutter speeds, lighting, light painting, contextual knowledge of advertising and advanced post production photoshop skills.

- **“Stealing Souls” Portrait Photography**

This project is very open and is designed to allow students the freedom to explore any genre of portrait photography they wish, as long as it contextually relates to the theme of “Stealing Souls” This project is designed to prepare students for the exam brief. Teaching staff facilitate the undertaking of the project tailoring learning to individual needs. Milestones and suggested activities are given to help students with their project completion. Regular formative assessment is undertaken to stretch and challenge students and develop their individual projects.

Component 2 | Externally set assignment

The exam paper is released in the first week of January of Y11. Students are presented with a selection of starting points for their exam project. Projects follow the same workflow undertaking research, idea development, testing and experimenting with material and media and refining ideas. The 10hr exam period utilises the preparatory work to finalise the project and realise the brief. Work is marked summatively in May and marks sent to AQA. A selection of component 1 and component two work is selected by AQA to moderate. This process is undertaken in June.

SEND

Our curriculum is developed from KS3 start points in Art, and aspects of Computer Science and ends with students' being well equipped to undertake Photography at Post 16. The curriculum is mapped, following our 'think like a creative' philosophy. Our learning outcomes are ambitious and not capped by students' target grades. SEND students are scaffolded to access the curriculum using a variety of support materials, formative and summative feedback and peer assessment.

Subject Literacy

Photography utilises a wide variety of tier 2 and tier 3 literacy. Knowledge organisers are used to support the development of literacy. It is taught explicitly in lessons when it is first introduced and put into context using real world examples. Embedding disciplinary literacy when undertaking practicals and in group crit sessions is encouraged.