	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year	COMPOSITION	SHUTTER SPEED	APERTURE	ABSURD #1	ABSURD #2	ABSURD #3
9	What will be learnt?	What will be learnt?	What will be learnt?	What will be learnt?	What will be learnt?	What will be learnt?
	1-3 Photo Safari –	1-6 Short Shutter	1-6 Small Aperture to	1-3 Introduction to	1-4 Missing	1-4 Giant
	Understanding	Speed to capture	produce a deep Depth	topic, sketchbooks,	5-8 Fly	5-9 Own ideas/image
	Composition	frozen motion	of Field (Optical	printing and resources	9 Presentation/	development
	4-9 Paper Towns	7-10 Long Shutter	Illusions/Landscape)	4-7 Forced Perspective	Analysis/Mop up	Why will it be learnt?
	Building on	Speed to capture	7 -10 Wide Aperture	8-9	Why will it be learnt?	To explore practical
	Composition/Creating	Blur/Light Painting	to produce a shallow	Presentation/Analysis	To explore practical	ways to realizing the
	own Compositions	Why will it be learnt?	Depth of Field	Why will it be learnt?	ways to realizing the	intentions of showing
	Why will it be learnt?	To understand the	(Bokeh/Legography)	To understand the	intentions of showing	the key concepts of
	To understand the key	key concepts of	Why will it be learnt?	core focus of this	the key concepts of	illusion and
	concept of	shutter speed when	To understand the key	longer-term project,	illusion, displacement	displacement with
	Composition in	taking photographs,	concepts of aperture	identify key concepts	and defying gravity	photoshop edited
	Photography and	to be able to	when taking	of illusion,	with photoshop	images, embed use of
	explore a variety of	manipulate the	photographs, to be	displacement and	edited images,	and need for a tripod,
	practical ways to	controls of the	able to manipulate the	defying gravity, to	understand use of and	continue to develop
	showcase this	camera to achieve	controls of the camera	explore non	need for a tripod and	planning skills and
	understanding,	different effects	to achieve different	photoshop techniques	develop planning skills	explore first
	introduction to DSLR	outside of Auto mode	effects outside of Auto	to create manipulated	Main outcome:	individual/original
	cameras and basic	and be able to	mode and be able to	illusions	Sketchbook work	ideas based on prior
	routines/expectations	troubleshoot	troubleshoot	Main outcome:	documenting thought	learning with added
	of Photography	problems using	problems using	Sketchbook work	process and	meaning if time
	students	understanding of	understanding of	documenting thought	research/analysis	Main outcome:
	Main outcome:	Exposure	Exposure	process and	skills	Sketchbook work
	Understanding of how	Main outcome:	Main outcome:	research/analysis skills	Skills developed:	documenting thought
	to use DLSR cameras	Independent work	Independent work	Skills developed:	DSLR use (beg/int)	process and
	resulting in quicker	created showing	created showing	DSLR use (beg)	Tripod use (beg)	research/analysis skills
	progress made during	sound practical skills	sound practical skills	Other camera use	◆Planning (beg)	Skills developed:
	practical sessions and	and the ability to	and ability to	and why	Sourcing own	DSLR use (beg/int)
	increasing quality seen	document complex	document complex	Artist analysis (beg)	resources,	◆Tripod use (beg)
	in photographs	processes to embed	processes and key	Sourcing own	collaborative	◆Planning (beg)
	Skills developed:	key learning	learning	resources,	working and	Sourcing own
	DSLR/Photoshop use	Skills developed:	Skills developed:			

(beg)	●DSLR use (beg)	•DSLR use (beg)	collaborative working	planning	resources,
 Image transfer from 	 Image transfer from 	 Image transfer from 	Expectations of	Photoshop	collaborative
camera to computer,	camera to computer,	camera to computer,	presentation, quality	editing(beg/Int)	working and
file organization	file organization (int)	file organization (int)	and quantity on book		planning
Presentation and	Sourcing own	•Sourcing own	work	How will learning be	Photoshop
behaviour standards	resources,	resources,	How will learning be	assessed?	editing(beg/Int)
How will learning be	collaborative	collaborative working	assessed?	Feedback sheet in	How will learning be
assessed?	working	How will learning be	Feedback sheet in	sketchbooks, 1:1	assessed?
Feedback sheets, 1:1	How will learning be	assessed?	sketchbooks, 1:1	tutorials, Q+A,	Feedback sheet in
tutorials, Q+A,	assessed?	Feedback sheets, 1:1	tutorials, Q+A,	exemplar work +	sketchbooks, 1:1
exemplar work + self-	Feedback sheets, 1:1	tutorials, Q+A,	exemplar work + check	check lists	tutorials, Q+A,
assessment	tutorials, Q+A,	exemplar work + self-	lists		exemplar work +
	exemplar work + self-	assessment			check lists
	assessment				