

GCSE Art & Design: Photography

Year 10	Unit Title	PORTFOLIO OF WORK					
	Term	Autumn (a)	Autumn (b)	Spring (a)	Spring (b)	Summer (a)	Summer (b)
	No. Weeks	6 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
	What We Will Learn	Using digital cameras, students capture and edit images showing examples of the camera skills: <ul style="list-style-type: none"> • zoom • flash • downloading images • battery life • portrait • landscape • autotimer • focus. Students will also produce examples of the formal elements of photography: <ul style="list-style-type: none"> • colour • tone • shape • line • texture. 					
	What We Will Do	Students visit numerous locations around Tyneside, Wearside, Durham and Northumberland.					
	Skills Learned	Students: <ul style="list-style-type: none"> • develop their ideas (AO1) • explore and refine their work (AO2) • record their ideas, observations and insights, and reflect on their work and progress (AO3) • present a personal response with a realisation of their intentions (AO4). These images will make up a Portfolio of Work which generates 60% of the final GCSE grade.					

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Year 11	Unit Title	PORTFOLIO OF WORK				EXTERNALLY SET TASK
	Term	Autumn (a)	Autumn (b)	Spring (a)	Spring (b)	Summer (a)
	No. Weeks	6 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks
	What We Will Learn	Using digital cameras, students capture and edit images showing examples of the camera skills: <ul style="list-style-type: none">• zoom• flash• downloading images• battery life• portrait• landscape• autotimer• focus. Students will also produce examples of the formal elements of photography: <ul style="list-style-type: none">• colour• tone• shape• line• texture.				The Externally Set Task typically takes place at the end of the Spring Term and beginning of the Summer Term. The exam paper is usually issued in January but must be completed by the given deadline for the June series. Students must choose one theme and produce both preparatory work and one or more personal outcomes based on their investigations of a relevant starting point from the options given in the exam paper. Students are allowed a total of 10 hours to complete the task. The exam task generates 40% of the final GCSE grade. Students visit numerous locations around Tyneside, Wearside, Durham and Northumberland appropriate to the question they choose on the Externally Set Task.
What We Will Do	Students visit numerous locations around Tyneside, Wearside, Durham and Northumberland.					
Skills Learned	Students: <ul style="list-style-type: none">• develop their ideas (AO1)• explore and refine their work (AO2)• record their ideas, observations and insights, and reflect on their work and progress (AO3)• present a personal response with a realisation of their intentions (AO4). These images will make up a Portfolio of Work which generates 60% of the final GCSE grade.					

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PROGRESSION IN PHOTOGRAPHY KS4

	<p>Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.</p>	<p>We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:</p>
Key Stage:	SEMH skills to support learning:	Key Learning:
Key Stage 4:	<ul style="list-style-type: none"> - Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Maintain attention and concentration with support. - Maintain attention and concentration independently. - Ask relevant questions. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the session. - Arrive promptly for sessions. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction. 	<ul style="list-style-type: none"> - Using digital cameras, students capture and edit images showing examples of the camera skills - zoom, flash, downloading images, battery life, portrait, landscape, autotimer and focus - while exploring various sources and starting points. Students also produce examples of the formal elements of photography - colour, tone, shape, line and texture. - Understand the meaning and the requirements of the four Assessment Objectives for creating GCSE quality work. Students develop their ideas (AO1), explore and refine their work (AO2), record their ideas, observations and insights, and reflect on their work and progress (AO3), and present a personal response with a realisation of their intentions (AO4). - Begin to understand starting points for questions and demonstrate an ability to research and use creative influences from other artists and photographers in their ideas and their work. - Show development of creativity in presenting information and ideas. - Demonstrate realistic problem solving abilities to challenges. - Students visit numerous locations around Tyneside, Wearside, Durham and Northumberland and demonstrate thought processes and experimentation with the items and locations presented to them in each of the sessions. - Analyse, evaluate and reflect on their own work, and that of others, in order to strengthen their portfolio of photographs which generates 60% of the final GCSE grade. - Continue to explore and use different techniques in developing their ideas in the portfolio, such as by digital means. - Undertake the Externally Set Task by choosing one of a given set of themes and produce both preparatory work and one or more personal outcomes based on their investigations of a relevant starting point from the options given in the exam paper. Students are allowed a total of 10 hours to complete the task. The exam task generates 40% of the final GCSE grade. - Take responsibility for own learning, creativity and developing of next steps in their chosen question.



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PSCHE DURING GCSE PHOTOGRAPHY

As further detailed in the 'Why We Have Structured Learning This Way @Silverdale' document (found in the Curriculum Corner of www.silverdaleschool.com) it is not possible to separate the social, emotional and mental health needs from subject delivery, as our children's social, emotional and mental health and academic needs are intrinsically linked. Consequently personal, social, citizenship and health education (PSCHE) is key and is embedded in every subject we teach including during the GCSE Photography sessions.

Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.

Key Stage 4 SEMH skills to support learning:

- Listen and show interest.
- Accept support and help from an adult.
- Respond to an instruction.
- Sit quietly during an activity.
- Maintain attention and concentration with support.
- Ask a question.
- Respond to a question.
- Take turns to speak.
- Listen and respond to another person in a conversation.
- Listen and respond to others in a conversation.
- Confidently speak to others about their own needs, wants, interests and opinions.
- Begin to negotiate and solve problems with support.
- Be aware of the expectations for behaviour within the class room/learning environment.
- Arrive promptly for lessons.
- Be aware of their audience and how to speak in front of them.
- Be able to disagree without aggression or distress.
- Understand and accept that other people have different ideas and thoughts.
- Understand and accept that people can have the same ideas and thoughts.
- Be able to debate an idea without being overwhelmed by frustration.
- Know when to appropriately interrupt another person.
- Know how to appropriately end an interaction.

We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning (areas of the Key Learning from the PSCHE Curriculum which can take place during the GCSE Photography sessions):



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From the Key Stage 2 curriculum:

- Learn what positively and negatively affects their physical, mental and emotional health (including the media).
- Learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- Learn to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.
- Learn to differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Learn to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
- Learn to recognise their increasing independence brings increased responsibility to keep themselves and others safe.
- Learn strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones).
- Learn to work collaboratively towards shared goals.
- Learn to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
- Learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).
- Learn to recognise and challenge stereotypes.
- Learn what being part of a community means, and about the varied institutions that support communities locally and nationally.
- Learn to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- Learn to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- Learn to think about the lives of people living in other places, and people with different values and customs.



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From the Key Stage 3 curriculum:

- Learn the importance of taking increased responsibility for their own personal hygiene.
- Learn what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting).
- Learn about how to access local health services.
- Learn to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise.
- Learn to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.
- Learn about the potential tensions between human rights, British law and cultural and religious expectations and practices.
- Learn about discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination.
- Learn about their own identity as a learner, preferred style of learning and to develop study, research and presentation and organisational skills.
- Learn to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability.
- Learn different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work.

From the Key Stage 4 curriculum:

- Learn to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others.
- Learn to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism.
- Learn about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel).
- Learn how their strengths, interests, skills and qualities are changing and how these relate to future employability.
- Learn about changing patterns of employment (local, national, European and global).
- Learn to take full advantage of any opportunities for work experience that are available.



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NOT JUST A GCSE: EXPERIENCING THE REAL WORLD

The GCSE Photography course encompasses so much more than the creation of artistic images with a digital camera. As students are out and about in the community, interacting with their peers, staff and the general public, it presents the ideal opportunity for observations to be gathered about the students' behaviour in the real world.

BEING SAFE

Travelled safely on the bus
Followed instructions outside
Crossed the road safely
Behaved safely when on footpaths alongside roads
Wore appropriate clothing for the weather
Behaviour did not change negatively when in a large group

BEHAVING IN A SOCIALLY ACCEPTABLE AWAY

Used an appropriate voice for the environment they're in
Had confidence to speak to the public
Had an awareness of personal space

BEING KIND

Helped adults when out and about
Said please and thank you

USEFUL SKILLS

Told the time
Knew the difference between left and right

These so-called 'soft targets' are all essential for being able to participate successfully in the practical aspects of the GCSE Photography course as well as real life. If the targets are not met, gentle interventions can be put in place, ranging from verbal advice to positive modelling.



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PEARTREE PERSONAL HOLISTIC COMPETENCE ASSESSMENTS (PHCAS).

The following assessment questions can typically be observed/answered during the GCSE Photography sessions when out and about in the community:

Emotional and behavioural development

- 20. Are they a victim of bullying / cyber bullying?
- 21. Does challenging behaviour affect their safety or the safety of others?
- 22. Do they bully / cyber bully other people?
- 23. Are they able to control their emotions?
- 24. Do they know how to seek appropriate help if they need it?
- 25. Are they able to talk about their feelings with a trusted adult?
- 28. Do they display temper tantrums and emotional outbursts?
- 32. Are they able to share and take turns?
- 34. Do they present as vulnerable?
- 35. Do they demonstrate increasing resilience?

Identity

- 36. Are they able to stand up for themselves appropriately?
- 38. Do they have an understanding of people from different cultures and backgrounds?
- 39. Are they respectful of other people's cultures and backgrounds?
(Protected characteristics)
- 40. Can they name at least 3 religious faiths?
- 41. Are they respectful of people with different faiths and beliefs?
(Protected characteristics)
- 43. Do they take pride in achievements?

Family and Social Relationships

- 59. Are they appropriate around animals?

Social Presentation

- 79. Are they able to relate differently and appropriately to different adults?
- 80. Are they able to engage appropriately with peers outside of their home?
- 81. Are they self confident and appropriately open with adults?
- 82. Are they able to engage appropriately with peers in their community?
- 83. Do they demonstrate self-awareness?
- 84. Do they demonstrate awareness of others?

- 85. Is their language and behaviour [at home] and in public appropriate?
- 86. Do they value appropriate adult attention?
- 87. Are they over friendly with strangers?
- 89. Do they have good manners in public?
- 90. Do they have good social presentation?
- 91. Do they have good table manners?
- 92. Are they consistent in remembering to say please and thank you?



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Self Care

- 93. Are they able to attend to their own personal hygiene i.e. bathe, clean teeth, brush hair, etc
- 94. Do they have a realistic sense of personal danger?
- 96. Can they look after their belongings?
- 97. Can they adapt to different environmental factors, such as wear a coat in cold weather or sun hat, apply sun cream if required?

General Knowledge

- 100. Do they have age appropriate numerical skills?
- 102. Do they have age appropriate literacy skills?
- 112. Do they know their left from right?
- 115. Do they know how to cross the road safely?
- 117. Do they have basic IT skills?
- 127. Do they show an awareness of current affairs?
- 129. Do they understand that laws are in place to protect everyone?
- 130. Do they respect the law?

Education - Training - Employment

- 137. Do they have a positive relationship with teachers / instructors / employers?
- 139. Do they listen to instructions?
- 140. Do they follow instructions?
- 141. Can they be part of a team?
- 142. Can they work independently?
- 143. Can they have a positive influence on others and lead by example?

Achieving Economical Well-being

- 154. Are they willing to learn and improve?
- 155. Are they self organised?
- 156. Are they self motivated?
- 157. Are they able to be punctual?
- 158. Are they able to meet deadlines?
- 159. Are they able to demonstrate responsibility?
- 160. Are they able to demonstrate reliability?
- 162. Can they communicate effectively with different people?
- 163. Can they demonstrate a broad and varied vocabulary?
- 166. Are they honest?

This information is regularly relayed to the child's Link Worker who compiles the Peartree PHCA online.