#Y11 Autumn Learning Journey for Photography

How does this unit link to prior learning?			
You have learned key photography and digital editing skills. you have developed a portfolio of your work.			
What will you be learning about?			
KNOWLEDGE: To develop the knowledge of relevant photographers to inspire your own creative practice. **SKILLS**: To explore a range of materials, media and processes to develop and refine your photographic skills.			
We will develop our learning each week by focusing on:			
Introduction and Portfolio Review Students will review their current digital portfolio and identify strengths and areas for improvement. They will revisit assessment objectives and understand how to improve their grades through targeted development of their coursework. **AO1, 2, 3,4**	**RAG**	**Artist and Photographer Connections** Students will review relevant photographers and artists connected to their personal theme. They will analyse techniques and consider how these influences can be applied to their own work. **Teacher assessment** **AO1, 2, 3,4**	**RAG**
RAG Rating Contact Sheets Students will critically analyse their contact sheets using a RAG (Red, Amber, Green) rating system. They will identify successful photographs, justify their decisions, and select the strongest images for further development. **AO1, 2, 3,4**		**Digital Editing and Experimentation** Students will produce additional digital edits using software such as Photopea. They will explore adjustments including colour, contrast, blending modes, filters, layering, and masking techniques. **AO1, 2, 3,4**	
• **Improving Annotation Quality** Students will revisit previous annotations and develop more detailed written analysis. They will explain photographic decisions, discuss successes and limitations, and make clear links to their theme of Contrast. **AO1, 2, 3,4** **Teacher assessment**		**Developing Creative Outcomes** Students will refine their strongest edits and create a series of developed outcomes. They will demonstrate independent decision-making and explore increasingly ambitious photographic techniques. **Teacher assessment** **AO1, 2, 3,4**	

Exploring Contrast Through Photography Students will investigate different interpretations of contrast, including light and dark, colour, texture, scale, mood, and subject matter. They will record ideas and plan new photographic opportunities. **AO1, 2, 3,4**		**Evaluating Progress and Refining Work** Students will review their portfolio against the assessment objectives. They will identify where evidence is missing and make targeted improvements to strengthen weaker areas. **AO1, 2, 3,4**	
Planning and Conducting Photoshoots Students will create detailed shoot plans designed to address gaps within their portfolios. They will consider location, lighting, composition, props, and camera settings to produce purposeful outcomes. **AO1, 2, 3,4**		**Personalised Portfolio Development** Students will continue developing their individual project direction, responding to their chosen interpretation of Contrast. They will produce work that reflects personal interests and creative intentions. **Teacher assessment** **AO1, 2, 3,4**	
Capturing a Variety of Photographs Students will take a wider range of photographs, experimenting with viewpoints, angles, framing, composition, and lighting techniques. They will gather a larger selection of images to support creative development. **AO1, 2, 3,4**		**Final Portfolio Improvements** Students will complete final refinements to annotations, contact sheets, photographs, and digital edits. They will ensure all work is clearly presented and demonstrates progression, experimentation, and a personal response to the theme of Contrast. **AO1, 2, 3,4**	

Key vocabulary

Analysis	**Develop**	**Digital**	**Physical**	**Natural forms**	Birds eye view	Worms eye view	Composition	Depth of field	Silhouette
Contrast	Focus	Texture	Lighting	Annotation	Editing	Rule of thirds	Background	Foreground	Double exposure

- **Individual Liberty** – I can develop my own creative ideas and make independent choices in my artwork.

- **Mutual Respect** – I can listen to and value the ideas, opinions, and artwork of others.
- **Tolerance** – I can appreciate different artistic styles, cultures, and viewpoints.
- **Rule of Law** – I can follow classroom expectations and use equipment safely and responsibly.
- **Democracy** – I can share my ideas in discussions and give constructive feedback to others.
- **Working Together** – I can collaborate positively with my classmates and support their learning.

How will this help you in the future?	
KS4	**Beyond LHS**
Students produce a portfolio of practical work showing their personal response. Generating ideas inspired by artists and literature	• Photographer, Wedding Photographer, Portrait Photographer, Fashion Photographer, Sports Photographer, Wildlife Photographer, Travel Photographer, Commercial Photographer, Product Photographer, Food Photographer, Photojournalist, Press Photographer, Event Photographer, Fine Art Photographer, Medical Photographer, Scientific Photographer, Forensic Photographer, Photo Editor, Retoucher (Photo Editing Specialist)