**Key Stage 4 Art & Design: Photography (Light and Lens Based Media). Unit 1: Portfolio of Work. Year 10**

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| Subject Assessment Focus**AO1:** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.**AO2:** Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.**AO3:** Record ideas, observations and insights relevant to intentions, in visual and/or other forms**AO4:** Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.About the unit:Candidates create a portfolio selected from work undertaken during the course of study including more than one project.Where the unit fits in: Unit 1 of 2 (60% - 80 marks) | ExpectationsAt the end of this unit**Most pupils will** have explored a variety of photographic media, techniques and processes. They will have been made aware of both traditional and new technologies and explored relevant images, artefacts and resources relating to photography and a wider range of art and design. Students will have responded consistently well to these examples through practical and critical activities, demonstrating their understanding of different styles, genres and traditions. Students will have created a visual diary and/or blog/website to record their research, observations, insights, experiments and evaluations. Students will have consistently explored the formal elements of visual language and different ways of working. They will have responded clearly to issues, themes or concepts or ideas, working to a brief. They will have demonstrated their consistent use of viewpoint, composition, focus control, depth of field, movement and narrative using appropriate techniques, technologies and equipment. They will show an understanding of the developing, printing, manipulation and production qualities of still and moving images. **Some pupils will not have made so much progress and will** have explored a smaller range of photographic media, techniques and processes. Students will have responded reasonably consistently to examples of photographic practice through practical and critical activities, demonstrating some understanding of different styles, genres and traditions. Students will have created a visual diary and/or blog/website to record their research, observations, insights, experiments and evaluations. Students will have explored some of the formal elements of visual language and different ways of working. They will have responded to issues, themes or concepts or ideas and working to a brief reasonably consistently. They will demonstrate their use of techniques, technologies and equipment but inconsistently. They will show a basic understanding of the developing, printing, manipulation and production qualities of still and moving images. **Some pupils will have progressed further and will** have explored a wide variety of photographic media, techniques and processes. Students will have responded confidently and imaginatively to examples of photographic practice through practical and critical activities, demonstrating detailed understanding of different styles, genres and traditions. Students will have created a highly developed visual diary and/or blog/website to record their research, observations, insights, experiments and evaluations. Students will have explored in detail the formal elements of visual language and different ways of working. They will make an assured response to issues, themes or concepts or ideas and working to a brief. They will demonstrate their creative use of techniques, technologies and equipment. They will show a thorough understanding of the developing, printing, manipulation and production qualities of still and moving images.  | Cross Curricular Framework (CCF)A Cross Curricular Aspects1. **PLTS**

**1** Independent enquirers, **2** Creative thinkers, **3** Reflective learners, **4** Team workers, **5** Self Managers,**6** Effective participators.1. **ECM**

**1** Safety, **2** Healthy, **3** Economic well being, **4** Enjoy and **5** Participate.1. **KS Level 1, 2 and 3**

1 Communication, 2 ICT, 3 Improving learning and performance, 4 Problem solving, 5 Working with others.1. **WRL**

1 Develop skills 2 Extend experience and understanding, 3 Learn how business works, 4 Awareness of employment opps, 5 Consider career intentions, 6 Undertake tasks and activities, 7 Learn from employment sectors, 8 Develop experiences, 9 Engage with ideas and challenges.1. **21st Century Literacy**

1 A, 2 B, 3 C 4 D, 5 E, 6 F.B Wider Curriculum Dimensions**1** Identity and cultural diversity, **2** Community participation, **3** Healthy Lifestyles, **4** Enterprise, **5** Global dimension, **6** Technology and Media, **7** Creativity and critical thinking.C COLD Prior learningIt is helpful if pupils have:Developed an interest in and appreciation of visual cultureDeveloped their understanding of the formal elements of visual language – line, form, colour, tone, pattern, textureDeveloped their skills in evaluating their own and others’ creative productsDeveloped their ability to generate imaginative ideas based on critical research.E ResourcesDepartment website:<http://tallisphotography.weebly.com>Department blog:<http://tallisphoto.tumblr.com>Department Flickr site:<http://www.flickr.com/photos/tallisphoto> |

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| Lesson titles and Learning objectives**Pupils should learn:** | **Teaching activities** | **Learning outcomes****Pupils:** | **CCF and COL** |
| Section 1: 7 weeks***What are the basic elements of photographic images?***Introduction to photography:* The camera obscura
* The darkroom
* Cameraless photography: Cyanoptypes, Photograms
* Critical analysis
* Documentation strategies (e.g. visual diary, blog, website)
* Personal response

AF 1, 2, 3 and 4 | * Analyse the work of [Abelardo Morell](http://www.abelardomorell.net). Create a [camera obscura](http://www.youtube.com/watch?v=RuJ_Jd6Qgyo) in the photography room. Capture and analyse resulting images. Describe the behaviour of light.
* Analyse work of [Anna Atkins](http://venetianred.net/2010/05/08/anna-atkins-mistress-of-blueprint-manor/) and [Susan Derges](http://db-artmag.de/archiv/04/e/thema-london-derges.html). Create cyanotypes using a variety of objects (organic, industrial). Refine images based on analysis of effects. Document process and results.
* Set up Flickr accounts, Weebly Portfolio websites and Tumblr blogs to manage digital assets.
* Introduce students to the darkroom – chemicals, enlargers, health and safety, care for equipment & materials etc.
* Analyse the darkroom experiments of [Laszlo Moholy Nagy](http://www.geh.org/fm/amico99/htmlsrc2/) and [Man Ray](http://www.geh.org/amico2000/htmlsrc/index.html). Create a series of photograms. Refine images based on analysis of effects. Document process and results.
* Students create a **personal response** based on one or more of the above techniques/processes.
 | * Knowledge and understanding of the work of key photographers
* Knowledge and understanding of: the key principles, processes and techniques of cameraless photography; basic health and safety; how to analyse visual images; how to manage digital assets; how to document work successfully;
* Development of concept of ‘drawing with light’
* Development of various cameraless processes for creating photographic prints; analysing the work of other photographers and documenting/evaluating own responses.
 | PLTS 1, 2, 3, 5 and 6ECM 1, 2 4 and 5KS 1, 2, 3, 4 and 5WRL 1 and 2 WCD 1, 6 and 7COLHomework:* **Create a camera obscura** at home. Document process and resulting images
* Document class work on blog and website.
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| Section 2: 7 weeks***How do cameras represent the real world?***Introduction to the manual camera:* Pinhole camera
* The manual SLR – black and white film processing
* Personal response

AF 1, 2, 3 and 4 | * Analyse the work of [Stephen Pippin](http://www.guardian.co.uk/turner1999/Story/0%2C%2C201737%2C00.html). Explore the use of various **pinhole cameras** e.g. wooden box, biscuit tins and waste bin. Document process and resulting images.
* Compare the work of [Henri Cartier-Bresson](http://www.moma.org/visit/calendar/exhibitions/968) and [Alexander Rodchenko](http://www.masters-of-photography.com/R/rodchenko/rodchenko3.html), particularly their approach to **composition**.
* Explore the basic functions of a manual SLR camera and variety of lenses. Shoot a series of **images of the school using black and white film**. Experiment with a variety of approaches to composition and framing influenced by Cartier-Bresson and Rodchenko.
* Learn how to process and enlarge negatives in the darkroom.
* Students create a personal response based on one or more of the above techniques/processes.
 | * Knowledge and understanding of the work of key photographers
* Knowledge and understanding of: the key principles, processes and techniques of manual cameras
* Development of concept of photographic composition
* Development of process of pinhole photography and black and white film processing; analysing the work of other photographers and documenting/evaluating own responses.
 | PLTS 1, 2, 3, 5 and 6ECM 1, 2 4 and 5KS 1, 2, 3, 4 and 5WRL 1 and 2 WCD 1, 6 and 7COLHomework:* **Create your own pinhole camera**. Test in school.
* Document class work on blog and website
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| Section 3: 6 weeks***How can we use a range of tools to manipulate the photographic image?***Introduction to digital camera:* The digital SLR – aperture, shutter speed, depth of field etc.
* Light painting and long exposures
* Studio lighting
* Introduction to iPhoto, Photoshop and other applications
* iPod/iPadography – apps
* Personal response

AF 1, 2, 3 and 4 | * Analyse the photographs of [Gjon Mili](http://life.time.com/culture/picasso-drawing-with-light/#1). Experiment with **light painting** and document results, including understanding of camera settings and behaviour of light.
* Analyse the work of [Paul M. Smith](http://www.paulmsmith.co.uk/portfolio/make-my-night/make-my-night.html). In response, use Photoshop to create **multiple portraits**. Document the process and techniques involved in generating these images. Evaluate the results.
* Compare the work of [Cindy Sherman](http://www.moma.org/interactives/exhibitions/2012/cindysherman/) and [Richard Avedon](http://www.richardavedon.com/#mi=1&pt=0&pi=3&p=-1&a=-1&at=-1). Experiment with a variety of approaches to **studio portraiture**. Learn how to manipulate lighting, costume, props, make-up and backdrops to achieve a range of effects. Use a range of lenses and compare results.
* Learn how to manipulate images in a variety of editing applications e.g. iPhoto and Photoshop – cropping, level & colour adjustments, converting to black and white, sharpening, vignettes, selective focus etc.
* Analyse the work of iPhoneographer [Misho Baronovic](http://mishobaranovic.tumblr.com/). Experiment with iPods, iPads and a variety of photography apps to create a **series of images on a set theme** e.g. ‘energy’, ‘patterns’, ‘structure’.
 | * Knowledge and understanding of the work of key photographers
* Knowledge and understanding of: the key functions of a DSLR; the key applications for digital image manipulation; studio lighting techniques.
* Development of concept of photographic manipulation.
* Development of process of using a DSLR and associated tools/applications effectively; analysing the work of other photographers and documenting/evaluating own responses.
 | PLTS 1, 2, 3, 5 and 6ECM 1, 2 4 and 5KS 1, 2, 3, 4 and 5WRL 1 and 2 WCD 1, 6 and 7COLHomework* Create your own series of **long exposure images**
* Develop your ability to create **a series of images** on a particular theme
* Document class work on blog and website
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| Section 5: 6 weeks***What is an abstract photograph?***Abstraction:* Form, pattern & texture
* Black and White or Colour?
* Camera movement and focus

AF 1, 2, 3 and 4 | * Compare the photographs of [Edward Weston](http://www.masters-of-photography.com/W/weston/weston2.html) and [Karl Blossfeldt](http://www.soulcatcherstudio.com/exhibitions/blossfeldt/). Explore approaches to **abstraction** in photographing organic shapes. Document process and evaluate results.
* Compare the photographs of [Aaron Siskind](http://www.aaronsiskind.org/images.html) and [Saul Leiter](http://www.retronaut.co/2011/09/colour-photographs-of-new-york-1950s-by-saul-leiter/). How do they represent the **surfaces of the city** in different ways? Create a personal response based on one of these photographers’ work. Document the process and evaluate the results.
* Analyse the [*Motion Sound*](http://www.geh.org/ne/str085/htmlsrc8/m197402310009_ful.html#topofimage) and [*No Focus*](http://www.reframingphotography.com/content/ralph-eugene-meatyard) images of Ralph Eugene Meatyard. Experiment with these techniques and make a personal response.
 | * Knowledge and understanding of the work of key photographers
* Knowledge and understanding of: formal analysis of an image.
* Development of concept of photographic abstraction.
* Development of process of photographing objects (still Life); creating increasingly abstract images using a variety of techniques.
* Development of process of analysing the work of other photographers and documenting/evaluating own responses.
 | PLTS 1, 2, 3, 5 and 6ECM 1, 2 4 and 5KS 1, 2, 3, 4 and 5WRL 1 and 2 WCD 1, 6 and 7COLHomework* Create a series of images of **city surfaces**
* Experiment with **blurring, double exposure, camera shake, slow sync flash** and **no focus** techniques.
* Document class work on blog and website
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| Section 4: 7 weeks***How can photographic images tell a story or communicate an idea?***Narrative & Appropriation:* Photo collage/montage
* Multiple images
* Found images

AF 1, 2, 3 and 4 | * Compare the **photo collages** of [Hannah Hoch](http://homepage.ntlworld.com/davepalmer/cutandpaste/hoch.html), [raelbrian](http://www.flickr.com/photos/30469764%40N03/), [Michelle Thompson](http://www.michelle-thompson.com/portfolio.asp) and [Lucas Simoes](http://www.lucassimoes.com.br/). Experiment with a variety of techniques to produce a series of photo collages. Document process and evaluate results.
* Compare the work of [Duane Michals](http://pdngallery.com/legends3/michals/), [John Baldessari](http://www.youtube.com/watch?v=eU7V4GyEuXA) and [Mari Mahr](http://www.zonezero.com/exposiciones/fotografos/mahr/menu.html). Produce a series of related images that **tell a story or communicate an idea/concept** inspired by one or more of these examples. Document and evaluate results.
* Analyse the **mixed media techniques** of [Anna Barriball](http://tallisphoto.tumblr.com/post/23683922982/very-keen-on-anna-barriballs-use-of-found), [Maurizio Anzeri](http://www.saatchi-gallery.co.uk/artists/maurizio_anzeri.htm?section_name=photography) and [Joachim Schmid](http://www.lensculture.com/schmid.html). Create a response to these examples using found photographs. Document and evaluate results.
 | * Knowledge and understanding of the work of key photographers
* Knowledge and understanding of: various photo collage/montage techniques; various conceptual approaches to creating photographic images
* Development of concept of: mixed media, narrative and conceptual photography
* Development of process of: creating mixed media and narrative images; analysing the work of other photographers and documenting/evaluating own responses.
 | PLTS 1, 2, 3, 5 and 6ECM 1, 2 4 and 5KS 1, 2, 3, 4 and 5WRL 1 and 2 WCD 1, 6 and 7COLHomework* Create a **mixed media self-portrait**
* Experiment with various approaches to **narrative and/or conceptual photography**
* Document class work on blog and website
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| Section 6: 6 weeks**What is the best way to show your work?**The Portfolio:AF 1, 2, 3 and 4 | * Display strategies – mounting, framing, layout etc.
* Preparing work for exhibition/publication
* Compiling & assessment of C/W portfolio
 | * Knowledge and understanding of
* Development of concept of
* Development of process of analysing the work of other photographers and documenting/evaluating own responses.
 | PLTS 1, 2, 3, 5 and 6ECM 1, 2 4 and 5KS 1, 2, 3, 4 and 5WRL 1 and 2 WCD 1, 6 and 7COLHomework |