

# Y10 SOL – Technical Introduction

**Assessment** – pupils receive verbal feedback every lesson. Each of the four 'Assessment Objectives' (AO) is marked out of 24, to provide a working grade. Individual written feedback is provided half-termly onto pupils' PP presentation (in red). Work is remarked before final grade is given at the end of each project.

**A01:** Research into other photographers. **A02:** Refining & Experimenting with your own work.

**A03:** Recording Ideas and explaining work as it changes/progresses. **A04:** Final Photographs.

**Homework** – all portfolio work is expected to be completed at home or during afterschool club if deadlines are missed. Pupil should complete 2 hours of homework per week. Pupils are encouraged to explore new artists, techniques, drawings to extend their understanding and produce a diverse portfolio.

## SMSC/British Values

**Spiritual** – explore different style of photography from various artists, express their ideas, meaning & feelings.

**Moral** – look, discuss & evaluate the ethics of photography in the public domain. Discuss & share ideas about photoshop & filters, regarding the pressure felt from unrealistic expectations. Links to Body Confidence & mental well-being.

**Social** – explore photography from different movements, eras and genres, discussing how photography can and has implemented social reform, from it's infancy.

**Cultural** – work links with contextual themes that encompass cultures, civilization, beliefs & religions from around the world.

**British Values** – education and tolerance of depictions of other cultures, gender, sexual orientation and religious beliefs. Take in to account the views of others, follow classroom rules – safe practice, understand the consequences if rules are not followed, make own choices, study the photographic work from different faiths & cultures from around the world, review each others work respectfully, help & advise others, support each during practical sessions, photograph each other respectfully, always be polite.

**Keywords** – composition. Depth of Field. Shutter Speed. F-Stops. Focal Length. Shape. Tonal Range. Subject. Leading/dissecting lines. Framing. Decisive Moment. Macro. Single Lens Reflex. Capture. Ethical. Documentary. Photojournalism. Portraiture.

## Curriculum links

**Literacy** – Independent research. Keywords displayed in room. Make notes from talks & demonstrations. Writing personal comments on the outcome of experiments. Link artists to own work. Evaluations.

**Numeracy** – Calculating shutter speeds, f-stops, focal distances, light readings & print sizes.

## SEN/EAL

- Sentence starters.
- Keyword descriptors.
- 1-2-1
- Visual examples
- Pre-Prepared PowerPoint templates
- Revisit, review, retrieve
- New skills in small steps
- Group work

# Y10 SOL – Technical Introduction

**Aim** – This first term is very much an introduction into the subject. It is assumed that most (but not all) pupils have very little experience with a manual SLR camera, so we start with the basics. Cameras are provided so pupils do not need to have their own equipment, unless they discover a passion for the subject and wish to experiment further. This first term is a gentle grounding, from which all other topics throughout the course will be informed.

## project context

- **Artists research** – Lee Friedlander, Paul Alexander Knox, Cartier-Bresson, Various 'Styles' of photographic techniques from internet searches, and additional artists pupils want to independently research. Pupils will take inspiration from the artists they have researched and photographs they have taken.
- **Investigation & Photographic Experiments** – pupils will shoot images of each other with a specific technical aim each time. Composition/Depth of Field/Shutter Speed Experiments/Macro Lens, etc, investigating the workings of a manual camera and controlling aperture and shutter speeds for effect. They will learn basic Photoshop editing techniques such as cropping, colour (de)saturation. Primary observations will be carried out and developed further after each group crit. Each pupil will create a menu-style PowerPoint of the techniques they have learned, which should be professionally presented for GCSE grading, as well as an aide-memoire for future project work.
- **Evaluations** – Students will gain ¼ of their grade by discussing their learning and evaluating the progress they have made.
- **Edited Final Images** – Pupils will showcase their shooting and editing skills through a series of edited and curated final images, linking back to any of the artists they have studied.



**Resources** – SLR Cameras, 'point-and-shoot' cameras, Computers, Photoshop Editing, PowerPoint, Studio and Lighting, Props.

# Y10 Photography SOL – Technical Introduction

Week	Theme	Tasks	Evidence-annotated
<b>TERM 1</b> 1-6 Sept-Oct half term	Camera Work, Digital Image Transfer Introduction to better photographs.  Introduction to producing evidence for your work.	“How to” camera work, Demonstration and practical on taking light readings/shutter speed/focus etc.	‘Technical Knowledge’ PowerPoint presentation, Write up evaluation of each topic, Annotated on how to achieve effect and what went right/wrong. How it could be improved.  Producing work relevant to GCSE marking criteria in order to achieve maximum possible grade.
<b>TERM 1</b> 7-12 Oct-Dec	Introduction to Marking Criteria  More advanced camera Work, Digital Image manipulation using Photoshop.  Using <b>FORMAL ELEMENTS</b> to improve our own practice.	Introduction to chosen Photographers.  ‘How to’ achieve maximum grades by understanding marking criteria. “How to” research the work of others. “How to” critique a given image. Production of own PowerPoint Presentation. “How to” Introduction to Contemporary Photographers (with research notes.)	Continue with PowerPoint, annotation describing how you achieved and what could be improved? Pupils to produce own research PowerPoint on: <b>Composition</b> <b>Depth of Field</b> <b>Shutter Speeds</b> Full Write-up required Evaluate own images/project with photographs as reference, comparing your work with chosen photographers. (Cartier-Bresson, Friedlander, Maier and local photographers such as Robin Cowings, Paul Knowles, Ian Weldon)

**Extension task** – pupils will use cameras to produce independent studies relating to the technical topics they have been introduced to.



# Y10 SOL – Portraiture Project

**Aim** –This project is concentrated on the editing process. Having already studied rudimentary photoshop processes, The final two terms of this year will progressively increase the complexity of the work required and steadily build confidence in the use of digital photographic editing techniques. Cameras are provided, so pupils do not need to have their own equipment, unless they discover a passion for the subject and wish to experiment further. This second project is important for fulfilling the DRAWING ELEMENT, which is a compulsory element of the GCSE photographic course. The emphasis here is very much on MASTERY of the entire photographic process, from conception of ideas to final presentations.

## project context

- **Artists research** – David Hockney, Picasso, Jordon Andrew Carter, Pop Art, Various 'Styles' of photographic techniques from internet searches and practical experiments, with additional artists pupils want to independently research. Pupils will take inspiration from the artists they have researched and photographs they have taken, evaluating the process as they progress. This is worth ¼ of their overall grade.
- **Investigation & Photographic Experiments** – pupils will shoot images of each other with a specific technical artistic each time. They will learn and master basic Photoshop editing techniques such as layering, digital paint styles, cropping, adjusting colour and collage techniques. Primary observations will be carried out and developed further after each group crit. Each pupil will create a menu-style PowerPoint of the techniques they have learned, which should be professionally presented for GCSE grading, as well as an aide-memoire for future project work. This is also worth ¼ of their overall grade.
- **Evaluations** – Students will gain ¼ of their grade by discussing their learning and evaluating the progress they have made.
- **Edited Final Images**– Pupils will showcase their shooting and editing skills through a series of edited and curated final images, linking back to any of the artists they have studied. This is worth another ¼ of their overall grade.



**Resources** – SLR Cameras, 'point-and-shoot' cameras, Computers, Photoshop Editing, PowerPoint, Studio Lighting, Props and Models.

# Y10 Photography SOL – Portraiture

Week	Theme	Tasks	Evidence-annotated
<b>TERM2</b> 1-6           <b>TERM 2</b> 7-12	First 'Project' <b>PORTRAITURE</b>	Learning about the visual language and historic references around the subject of 'Portraiture' digging deeper into visual clues, technical practices and symbolism, throughout historic painting and photographic portraiture. Experiment with techniques, locations, models, practices and equipment: Camera, Phone, Tablet, Drawing and Painting into Photographs, Re-editing with Photoshop and other Apps. First introduction to <b>Photoshop</b> , using techniques such as: Joiners, Pop Art, Low Key Lighting.	Research with notes into 2-3 chosen artists & practice. Produce and deliver PP presentation. Re-cap and evaluate work done in writing, Studio practice and editing techniques. Full explanations of editing processes <b>AO2, AO3</b> Production of set number of pictures, evaluated/related to artist. Begin the production of a formal portfolio of work in preparation for college interview. Evaluate work in comparison to chosen artists. <b>AO4</b>
<b>TERM 3</b> 1-6	Art/Photography History and research <b>AO1</b>	Trips to art gallery, workshops. End of term day out . Dates TBC	PowerPoint presentation, photographs, drawings and annotations.
<b>TERM 3</b> 7-12	Research continued. Local studies, observational drawing in different approaches <b>AO1 AO3</b>	Analysing photographic images in relation to the Formal Elements. Colour, Tone, Form, Line, Shutter Speed, Depth of Field, Composition.	PowerPoint of contact sheets, Experimental work menus, final photographs, annotations and evaluation pages relating to coursework and linking it to Formal Elements.

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**A01:** Research into other photographers. **A02:** Refining & Experimenting with your own work.

**A03:** Recording Ideas and explaining work as it changes/progresses. **A04:** Final Photographs.

**Homework** – all portfolio work is expected to be completed at home or during afterschool club if deadlines are missed. Pupil should complete at least 2 hours of homework per month. Pupils are encouraged to explore new artists, techniques and drawings to extend their understanding and produce a diverse portfolio.

## SMSC/British Values

**Spiritual** – explore different style of photography from various artists, express their ideas, meaning & feelings.

**Moral** – look, discuss & evaluate the ethics of photography in the public domain. Discuss & share ideas about photoshop & filters, regarding the pressure felt from unrealistic expectations. Links to Body Confidence & mental well-being.

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**Keywords** – Composition. Depth of Field. Shutter Speed. F-Stops. Formal Elements. Subject. Symbolism. Leading/dissecting lines. Framing. Decisive Moment. Macro. Ethical. Documentary. Photojournalism. Portraiture. Narrative. Art History. Film Still. Location. Studio. Shoot Plan

## Curriculum links

**Literacy** – Independent research. Keywords displayed in room. Make notes from talks & demonstrations. Writing personal comments on the outcome of experiments. Link artists to own work. Evaluations.

**Numeracy** – Calculating shutter speeds, f-stops, focal distances, light readings & print sizes.

## SEN/EAL

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# Y11 SOL – Independent Project

**Aim** –The beginning of Y11 is very much focussed on (supported) independent study. Having already completed a PowerPoint presentation on 'Portraiture', The final project hopes to build confidence by allowing a choice of project titles. Pupils should build upon their strengths and personal interests to complete the final project from a list of three.

**Documentary Photography:**

**Film Stills:**

**Still Life:**

Cameras are provided, so pupils do not need to have their own equipment, unless they discover a passion for the subject and wish to experiment further.

## project context

- **Artists research** –Various 'Styles' of photographic techniques from internet searches and practical experiments, with additional artists pupils want to independently research. Pupils will take inspiration from the artists they have researched and photographs they have taken, evaluating the process as they progress. This is worth ¼ of their overall grade.
- **Investigation & Photographic Experiments** –Pupils must be self motivated for this project. They are expected to plan and carry out suitable photoshoots for whichever title they have chosen. They should now have some mastery Photoshop editing techniques such as layering, digital paint styles, cropping, adjusting colour and collage techniques. Each pupil will create a menu-style PowerPoint of the techniques they use in their shooting and editing process, which should be professionally presented for GCSE grading, as well as an aide-memoire for exam work. This is also worth ¼ of their overall grade.
- **Evaluations** – Students will gain ¼ of their grade by discussing their learning and evaluating the progress they have made. Professional presentation with relevant images is important.
- **Edited Final Images**– Pupils will showcase their shooting and editing skills through a series of edited and curated final images, linking back to any of the artists they have studied. It is vital that they show a strong understanding of visual language. This is worth another ¼ of their overall grade.



**Resources** – SLR Cameras, 'point-and-shoot' cameras, Computers, Photoshop Editing, PowerPoint, Studio Lighting, Props and Models.

# Y11 Photography SOL – A: Documentary/Photojournalism

Week	Theme	Tasks	Evidence-annotated
<b>TERM2</b> 1-4	<b>Documentary Research:</b> Bill Owen, Sirkka Lisa Konttinen, Eugene Atget, William Klein, Lee Friedlander, <b>‘The City’ or ‘People &amp; Places’</b> <b>Ethics: Social Change: Historic Documentation</b> Trips to art gallery, workshops. End of term day out. Date TBC	Research with notes into 2-3 chosen artists & practice relating to ‘Documentary Photography’. Produce and deliver PP presentation.	Begin the production of a formal portfolio of work in preparation for college interview. <b>AO1</b>
<b>TERM 2</b> 4-9	<b>Shooting Techniques:</b> Approaching the subject, Politeness, Respect, Composition, Camera Angles, Appropriate Content. Presentation.	Studio practice and editing techniques. Experimental editing. Showing evidence of emulation and independent experimentation, inspired by chosen, documentary photographers.	All work to be represented in the form of contact sheets, in order calendar order. <b>AO2</b>
<b>TERM 2</b> 7-12	Editing	Learning how to edit down from a large amount of images. Full explanations of editing processes AO2, AO3 .	Present and evaluate work processes in writing, with comparisons to chosen artists and pictorial menu as aide memoir. <b>AO3 &amp; AO4</b>
<b>TERM 2</b> 9-12		Production of a minimum amount of pictures, evaluated and related to chosen artists.	Full page presentation of best/final images <b>AO4</b>

**Extension task** – ??



# Y11 Photography SOL – B: Film Stills

Week	Theme	Tasks	Evidence-annotated
TERM2 1-4	Aesthetic Research: Wes Anderson, Cindy Sherman, Richard Tuschman, Holly Andres, Juno Calypso, Edward Hopper Lighting: Narrative: Composition: Camera Angles Trips to art gallery, workshops. End of term day out. Date TBC	Research with notes into 2-3 chosen artists & practice relating to 'Film Stills'. Produce and deliver PP presentation.	Begin the production of a formal portfolio of work in preparation for college interview. <b>A01</b>
TERM 2 4-9	Shooting Techniques:  Arranging/designing sets, Composition, Camera Angles, Appropriate Content. Colour. lighting Pesentation.	Studio practice and editing techniques. Experimental editing. Showing evidence of emulation and independent experimentation, inspired by chosen, photographers & Film Makers.	All work to be represented in the form of contact sheets, in order calendar order. Original, then Edited. <b>A02</b>
TERM 2 7-12	Editing	Learning how to edit down from a large amount of images. Deciding how to re-shoot after group crit. Full explanations of editing processes A02, A03 .	Present and evaluate work processes in writing, with comparisons to chosen artists and pictorial menu as aide memoir. <b>A03 &amp; A04</b>
TERM 2 9-12	Final Images	Production of a minimum amount of pictures, evaluated and related to chosen artists.	Full page presentation of best/final images <b>A04</b>

**Extension task** – Emulate a Scene from one of your favourite Films ??

# Y11 Photography SOL – C: Still Life

Week	Theme	Tasks	Evidence-annotated
TERM2 1-4	<p>Objects/Still Life</p> <p>History: Lighting: Symbolism: Composition: Camera Angles</p> <p>Trips to art gallery, workshops. End of term day out. Date TBC</p>	<p>Research with notes into 2-3 chosen artists &amp; practice relating to the study of 'Still Life' throughout the ages, culminating in contemporary photographic practice.</p> <p>A study Symbolism within this genre</p> <p>Produce and deliver PP presentation.</p>	<p>The production of a formal PowerPoint portfolio of work in preparation for college interview.</p> <p>Research showing an understanding of visual language.</p> <p>A01</p>
TERM 2 4-9	<p>Shooting Techniques:</p> <p>Arranging/designing sets, Composition, Camera Angles, Appropriate Content. Colour. Lighting, depth of field. Presentation.</p>	<p>Studio and location practice. Editing techniques.</p> <p>Experimental editing. Showing evidence of emulation alongside independent experimentation, inspired by chosen artists &amp; photographers .</p>	<p>All work to be represented in the form of contact sheets, in order calendar order.</p> <p>Original, then Edited.</p> <p>A02</p>
TERM 2 7-12	Editing	<p>Learning how to edit down from a large amount of images. Deciding how to re-shoot after formative feedback.</p> <p>Full explanations of editing processes and artistic decisions made A02, A03 .</p>	<p>Present and evaluate work processes in writing, with comparisons to chosen artists and pictorial menu as aide memoir. A03 &amp; A04</p>
TERM 2 9-12	Final Images	<p>Production of a minimum amount of pictures, evaluated and related to chosen artists.</p>	<p>Full page presentation of best/final images</p> <p>A04</p>

Extension task - ??

# Y11 Photography SOL – Controlled Assessment

Week	Theme	Tasks	Evidence-annotated
TERM 2 1-4	EXAM PAPER  Art/Photography History and research <b>A01</b>	Pupils will choose their own exam question from a paper of approximately 10 questions.  Their research should be based around ONE of the questions.  Analysing photographic images in relation to the Formal Elements. Colour, Tone, Form, Line, Shutter Speed, Depth of Field, Composition.  Possible Gallery Visit.	Research with notes into 2-3 chosen artists & practice. Ensure some Art/ Photography history is linked. Produce and deliver PP presentation, showing an understanding of VISUAL LANGUAGE and FORMAL ELEMENTS used by chosen Artists. <b>A01</b>
TERM 3 4-8	Experimentation <b>A02</b>	Experiments and Editing. Evaluate & Re-shoot.  DRAWING ELEMENT MUST BE ADHERED TO.	Studio or location practice and editing techniques. Full explanations of editing processes <b>A02, A03</b> PowerPoint presentation, photographs, drawings and annotations.
TERM 3 6-11	Presentation of experiments. Evaluative comments and re-shoots accordingly. <b>A01 A03</b>	Analysing photographic images in relation to the Formal Elements. Colour, Tone, Form, Line, Shutter Speed, Depth of Field, Composition.	PowerPoint of contact sheets, Experimental work menus, Step-by=step guide to inform processes and editing decisions made. <b>A03</b>
TERM 3 8-12 <b>DEADLINE:</b> <b>April 10th</b>	Presentation of final images and final evaluation. <b>A04</b>		Full Page presentation of best images, appropriate to exam question chosen, showing and understanding of visual language. <b>A04</b>