**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 Aspects  1. **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 learning It is helpful if pupils have:  Developed an interest in and appreciation of visual culture  Developed their understanding of the formal elements of visual language – line, form, colour, tone, pattern, texture  Developed their skills in evaluating their own and others’ creative products  Developed their ability to generate imaginative ideas based on critical research. E Resources Mr Nicholls’ GCSE Photography site:  <http://mrngcsephotography.weebly.com>  Mr Nicholls’ GCSE photo blog:  <http://mrnphotoblog.tumblr.com>  Department 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 origins of photographic images?***  Introduction to photography:   * The camera obscura * The darkroom * Cameraless photography: Cyanoptypes, Photograms * Pinhole camera * Critical analysis * Documentation strategies (e.g. visual diary, blog, website)   AF 1, 2, 3 and 4 | * Analyse the work of [Abelardo Morell](http://www.abelardomorell.net). Create mini [camera obscura](http://www.youtube.com/watch?v=RuJ_Jd6Qgyo). 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/). 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. * Analyse the work of [Stephen Pippin](http://www.guardian.co.uk/turner1999/Story/0,,201737,00.html). Explore the use of various **pinhole cameras** e.g. wooden box, biscuit tins and waste bin. Make own pinhole cameras, refining technique as necessary. Document process and resulting images. | * 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. * Development of process of pinhole photography | PLTS 1, 2, 3, 5 and 6  ECM 1, 2 4 and 5  KS 1, 2, 3, 4 and 5  WRL 1 and 2  WCD 1, 6 and 7  COL  Homework:   * Document class work on blog and website. * Visit a photography exhibition and document what you learn. |
| Section 2: 7 weeks  ***How are photographic images made with the latest mobile devices?***  Introduction to mobile photography:   * iPod/iPadography – apps * Critical analysis * Street photography on location * Personal response   AF 1, 2, 3 and 4 | * What is mobile photography? Analyse the work of mobile photograhers e.g. [Misho Baronovic](http://mishobaranovic.tumblr.com/). Experiment with iPods and a variety of photography apps to create a **series of images on a set theme** e.g. ‘energy’, ‘patterns’, ‘structure’. * Trip to see an exhibition followed by some **mobile street photography** using iPod Touch devices. * Students create a **personal response #1: Mobile Photography** and document on websites. | * Knowledge and understanding of the work of key photographers * Development of concept of mobile photography. * Development of techniques associated with street photography. * Development of ability to review an exhibition of photographs. | PLTS 1, 2, 3, 5 and 6  ECM 1, 2 4 and 5  KS 1, 2, 3, 4 and 5  WRL 1 and 2  WCD 1, 6 and 7  COL  Homework   * Develop your ability to create **a series of images** on a particular theme using a mobile device * Document class work on blog and website. |
| Section 3: 6 weeks  ***What is the relationship between still and moving images?***  Introduction to the manual camera:   * The digital SLR – aperture, shutter speed, depth of field etc. * Light painting and long exposures * Introduction to iPhoto, Photoshop and other applications   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. * Research [Eadweard Muybridge](http://www.tate.org.uk/whats-on/tate-britain/exhibition/eadweard-muybridge) and experiment with **time lapse** and stop motion techniques (iPad apps, iStopMotion, DSLR trigger) | * Knowledge and understanding of: the key functions of a DSLR; the key applications for digital image manipulation * Development of concept of photographic manipulation - light painting * Development of process of stop motion and time lapse * Development of process of using a DSLR and associated tools/applications effectively; analysing the work of other photographers and documenting/evaluating own responses. * Knowledge and understanding of the work of key photographers | PLTS 1, 2, 3, 5 and 6  ECM 1, 2 4 and 5  KS 1, 2, 3, 4 and 5  WRL 1 and 2  WCD 1, 6 and 7  COL  Homework:   * Create your own series of **long exposure images** * Document class work on blog and website |
| Section 5: 6 weeks  ***What is an abstract photograph?***  Abstraction:   * Form, pattern & texture * Long exposure * Camera movement and focus   AF 1, 2, 3 and 4 | * Analyse the [*Motion Sound*](http://www.geh.org/ne/str085/htmlsrc8/m197402310009_ful.html#topofimage) images of Ralph Eugene Meatyard. * Research the photographs of [Ernst Haas](http://www.ernst-haas.com/colorGallery03.html) and [Francesca Woodman](http://www.tate.org.uk/art/artists/francesca-woodman-10512), particularly their use of longer shutter speeds. * Students create a **personal response** based on one or more of the above ‘Moving Image’ techniques/processes. | * Knowledge and understanding of the work of key photographers * Knowledge and understanding of: formal analysis of an image. * Development of concept of photographic abstraction through long exposures * Development of process of analysing the work of other photographers and documenting/evaluating own responses. | PLTS 1, 2, 3, 5 and 6  ECM 1, 2 4 and 5  KS 1, 2, 3, 4 and 5  WRL 1 and 2  WCD 1, 6 and 7  COL  Homework   * Experiment with **blurring, double exposure, camera shake, slow sync flash** and **no focus** techniques. * Document class work on blog and website |
| 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@N03/), [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 **personal 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 6  ECM 1, 2 4 and 5  KS 1, 2, 3, 4 and 5  WRL 1 and 2  WCD 1, 6 and 7  COL  Homework   * Create a **mixed media self-portrait** * Experiment with various approaches to **narrative and/or conceptual photography** * Document class work on blog and website |
| Section 6: 6 weeks  **What is the best way to show your work?**  The Portfolio:  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. | * Knowledge and understanding of: the key principles, processes and techniques of manual cameras * Development of concept of photographic composition and black and white film processing; analysing the work of other photographers and documenting/evaluating own responses. * Development of concept of studio portraiture. * Development of process of analysing the work of other photographers and documenting/evaluating own responses. | PLTS 1, 2, 3, 5 and 6  ECM 1, 2 4 and 5  KS 1, 2, 3, 4 and 5  WRL 1 and 2  WCD 1, 6 and 7  COL  Homework |