

Long Term Overview Subject: 6th form GCSE PHOTOGRAPHY 2022-23

Overview:

Introduction Workshops

The introductory workshops are designed for students to gain a basic knowledge and understanding of the settings of the camera and how the manipulation of these are used to control and capture light to create photographic imagery. They will begin to explore compositional techniques and develop their understanding of visual recording and visual communication. They will learn to further develop and refine imagery in post-production using beginner/intermediate Photoshop techniques and how to use the IT systems to create a digital portfolio. The technical knowledge gained in this section will support their development of personal projects in the assessed components of the GCSE.

Component 1 – Worth 60% of the final GCSE grade

Building on the introduction workshops, this component 1 project is designed to equip students with skills and concepts required to follow the creative process and develop personal responses to the theme of **Fragments**. By the end of this component, students will have developed an understanding of:

- the creative process
- the operations and principles of creating a photographic image, including the use of available and controlled light, lenses, cameras and light-sensitive materials, including digital and non-digital
- how ideas, thoughts and feelings can be conveyed to an audience (visual communication) through the elements, principles, materials, techniques and processes (visual recording)
- the processes for production and methods of presentation of digital photographs
- vocabulary and specialist terminology which is relevant to Photography.
- a range of photographers from different times and places and working with a range of subjects.
- the potential of collaborative working methodologies in the creative process
- the GCSE assessment objectives

This project will go towards 60% of the final GCSE grade. Work will be completed and submitted by Friday 20th January.

Component 2 – Worth 40% of the final GCSE grade

From the middle of January, students will embark on component 2: the externally set exam theme.

They will continue to build on skills of research, ideas development, experimentation and review learnt through component 1.

Students will be independent in their choices and gain confidence in expressing and communicating personal ideas in response to the world around them using the discipline of Photography.

Autumn Term 2022	Introduction workshops (6 weeks) Component 1 Project Title: Fragments
Component 1 – Worth 60% of the final GCSE grade	
Outline of Key Learning	Weekly Content breakdown
<p>Be able to apply The Creative Process:</p> <p><i>Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise - Evaluate</i></p> <p>Formal Elements: <i>Line; Shape; Form; Tone; Texture; Colour; Space.</i></p> <p>Principle: <i>Proportion; Contrast; Balance; Emphasis; Harmony; Movement; Pattern; Rhythm.</i></p> <p>Composition</p> <p>Materials/resources SLR camera; various lenses; ICT (Photoshop/Pixlr etc.); lighting studio; dark room; filters; forms; etc.</p> <p>Techniques and Process Aperture; shutter-speed; depth of field; various ways to convey light; compositional techniques; photomontage; digital manipulation (Adobe Photoshop); darkroom processes</p> <p>Skills: The ability to respond to a theme/brief The ability to follow the creative process in response to research The ability to use the camera and other resources technically and creatively to create an image with intention and purpose The ability to select appropriate resources to fulfil own creative intention To ability to demonstrate an understanding of the qualities of still and</p>	<p>Induction Workshops Build Photoshop into weekly tasks.</p> <p>Week 1: Introduction, Health and safety and IT; basic shoot and organisation of work</p> <p>Introduction to GCSE Photography Tour of the Photography area and Health and Safety induction</p> <p><i>Getting to know the camera and working digitally.</i></p> <p>Shoot1 – The Alphabet; auto setting and Jpeg file only. Students to source and record letters in and around the school building. Introduction to:</p> <ul style="list-style-type: none"> - basic camera settings, file types (RAW) and Auto mode on the Canon 1300D. - Focus – what this is and how to achieve this. - saving Jpeg files using your personal disc space and the shared OneDrive - setting up digital sketchbook (PowerPoint) - contact sheet (screenshot from folder) - selected best shoots – basic Photoshop: saving shots as jpeg files and then presented as a word or phrase in digital sketchbook. - organising folders in OneDrive <p>Teacher models and shows examples of how to present work appropriately</p> <p>Homework: Access/set-up OneDrive and Teams on your home computer.</p> <p>Week 2: Shutter speed and Exposure <i>Getting to know the camera</i> <i>Exposure basics – Gain basic knowledge of the <u>Shutter speed</u></i></p> <p>Shoot 2 - Students work in pairs to freeze movement and capture movement.</p>

moving images (in regard to production, developing, manipulation, printing)

Possible Areas of study:

portraiture, street, architecture, spaces, still life, landscape, documentary, new media (computer generated, projected image) moving image (eg animation)

Art Period/Movement/Style

Introduced to a range of Modern and contemporary photography as initial inspiration

IBACC Soft skills (Habits of mind)

To become creative, critical, independent, visual thinkers

- **RESILIENCE**
Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills
- **INDEPENDENCE**
Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.
- **COMMUNICATION**
Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.

UNDER all 3 of the IBACC skills:

INQUISITIVE: *Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).*

IMAGINATIVE: *Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.*

DISCIPLINE: *Craft & improve your work through a process of refinement and development. Adapt working methods. Reflect critically on the work of others and your own images and ways of working.*

PRESENTATION: *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

COLLABORATIVE: *Share Ideas. Work on group projects. Exhibit. Peer*

Present shoots on digital sketchbook.
Basic Photoshop – What is a PSD? Contrast/brightness, hue/saturation, desaturate – present edits on digital sketchbook
Annotate learning.

Homework:

- 1 - Short test on TEAMS
- 2 – Research and select at least two photographs that show examples of interesting depth of field

Week 2/3: Aperture and Exposure, Depth of field, Focus Points

Part 1 - Getting to know the camera - Focus points

Gain knowledge and understanding of focal points, how and when to use them.

Shoot 3 - Use at least two objects (one behind the other) – selection of objects in the studio or on student’s person: A short practical for students to experiment with the focus point settings and explore the importance of this.

Part 2 – Exposure basics - Aperture and Depth of Field (DoF)

Shoot 4 – recording objects in the studio and in/around the room, exploring effects on exposure when changing the AV and the distance to subject.
- Use at least two objects (one behind the other)

Present shoots on digital sketchbook.
Basic Photoshop – filters – present edits on digital sketchbook
Annotate learning.

Homework:

- 1 - Short test on TEAMS
- 2 – Research and select at least two photographs that show examples of interesting use of different shutter speed techniques.

Week 3/4: Lenses and focal length – standard, macro and zoom
Getting to know the camera

critique: give & receive feedback. Contribute. Co-operate. Listen.

Homework

(linked to class project)

Length: varied

Set: As necessary

- Ensure checklist deadlines are met.

Assessment method: Teacher assessment alongside classwork where overall level will be awarded.

Ongoing Formative Teacher:

DIRT in sketchbooks (as necessary)

Plus...

Student self and peer assessment.

Key terminology Spelling and comprehension test.

End of unit assessment:

Holistic grade based on all classwork and homework...Current level working at.

Student Handbooks: Highlighted assessment grid with current grade and targets.

Gaining awareness and basic knowledge of the benefits and usage of 3 lens types in the department:

- Standard zoom
- Macro
- Telephoto

Shoot 5 – Landscape and portrait photography using all three lens types. Compare and contrast effects.

Present shoots on digital sketchbook.

Basic Photoshop – selection tools, applying previous learnt techniques to selected areas – present edits on digital sketchbook

Annotate learning.

Homework:

Ensure all slides are complete and up to date.

Week 4/5: Lighting Conditions and white balance

Capturing and controlling light

Students to learn how different lighting transforms the image and how to manipulate camera settings in responses to this.

Explore various lighting conditions – lighting studio, darkroom, light cube, tungsten, outside/natural Students follow instruction first and then experiment within the lighting studio.

Introduction to White balance and why this needs to be considered when shooting.

Shoot 6 - Students to arrange and shoot made and natural forms in various lighting conditions – lighting studio, darkroom, light cube, tungsten, outside/natural.

Present shoots on digital sketchbook.

Present any edits on digital sketchbook

Annotate learning.

Homework:

Short test on TEAMS

Week 5: Formal elements, compositional techniques, and subject

Visual recording – what makes a striking image?

Drawing exercise – sketch out examples of the elements of line, shape, form, etc.
Introduced to compositional techniques and the principles of art.

Shoot 7 – Students shoot a range of images showing a range of compositional techniques

Present shoots on digital sketchbook.
Present any edits on digital sketchbook
Annotate learning.

Homework:

Research a select a series of famous photographs that demonstrate learnt compositional techniques. Annotate.

Begin Coursework Component 1

Week 6: Artist research 1: Responding to Photographers

Students study two artist in two disciplines – portrait photography and architectural photography. They will choose their favourite to inspire the coursework project (to be started in week 7).

Students are taught how to analyse photographer's imagery and how to create personal responses.

Shoot – Jenny Okun (architectural)

Students learn how to plan for a shoot.

Shoot simple forms and structures in ICC building, look for shadow, interesting angles (low, high etc).

Photomontage: Learn to go beyond simply recording the world as it is, but to combine and abstract imagery to recreate the environment around them.

Basic Photoshop – Layers; selection tool; multiple effects; abstraction, photomontage

Shoot - Miki Takahashi (Portraiture)

Shoot portrait shots in light studio – flags, lighting, contrast, pose.

Merge/layer previous shots (architectural and natural form) into parts of the face.

Basic Photoshop – Layering/merging, free transform, photomontage

(Students will choose their favourite photographer, shoot and edits and present all work on their digital sketchbook after the Transformation visual mind map – present contacts and edits on digital sketchbook).

Week 7: Component 1 Coursework: Theme – ‘Fragments’

Initial exploration of the theme ‘Fragments’.

Students choose their favourite subject/shoot from the introduction workshops as a starting point - architectural forms or portraiture. This is the area that their project will develop around i.e. Fragments and architecture; Fragments and portraiture

TASK: Students begin new digital portfolio/sketchbook - Initial ideas: visual mind map (potential sub-themes) **AO3**. Title either ‘Fragments and architecture’ or ‘Fragments and portraiture’.

Students add the chosen photographer work after the visual mind map, so, if ‘fragments and architecture’ is their title then they will add the Jenny Okun series of work.

Homework:

Complete the visual mind map

Week 8:

Research 2:

- Students select their first artist/photographer research to inspire the start of their project ensuring a strong connection to the theme of Transformation. They consider context and content as well as technical and visual qualities. **AO1**

Shoot plan 1:

- Students learn to create a shoot plan **AO3**

Shoot 1:

- Students produce their shoot (minimum 20 shots) then produce their contact sheet, select their best shots and present these in their digital sketchbook. **AO3/AO2**
- Annotate (Students taught to annotate/review this appropriately). **AO3**
- **NOTE:** if the first shoot does not work out for any particular reason, then

students will be encouraged to shoot a second, refined shoot. Both shoots should be included in the digital sketchbook.

Week 9:

First edits and development:

- **Digital manipulation - Adobe Photoshop** Students bring forward selected images from previous shoots transforming visual ideas using Adobe Photoshop. Developing by experimentation and deliberate intention **AO1/AO2/AO3**

Week 10, 11, 12, 13

Students continue to develop their project following the creative process as set above. There is no maximum amount of research though 3 is the minimum and the more (refined) shoots within in this the better:

- research – shoot plan – contacts – best selected – edits – develop

Students build on learning from the year to date and teachers continue to develop knowledge, understanding and skills personalised to student's creative pathway (in camera use, lenses, studio, Photoshop etc.). Darkroom workshops (e.g. photogram) are built in for some students.

Students continue to:

- Develop own ideas in response to the research
- Develop knowledge of a range of photographers and how photographic images are made in different contexts and for different purposes
- Explore how ideas, feelings and meanings can be conveyed and interpreted in images created in their chosen area(s) of Photography
- Build confidence in planning and executing shoots
- Work in a range of techniques and processes, building confidence in experimentation and developmental work

Week 14

Developing Personal Response (final piece) to be produced in the mock in January.

- Mind Map their favourite ideas and sketch out a final Piece. **AO3**
- Further Research as necessary **AO1**.
- Thumbnails; shoot plan, trial shoot (s) **AO3**.
- (If the shoot cannot be produced in school, it can be done before the exam)

Spring and Summer Term 2023	Component 1 Project Title: Fragments (<i>first 3 weeks</i>) Component 2 Project Title: Edexcel set theme
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Project Overview: (up until Monday 20 th January) Completion of Component 1 – Worth 60% of the final GCSE grade (from Tuesday 23 rd January) Begin Component 2 – externally set exam project worth 40% of the final grade
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Outline of Key Learning	Weekly Content breakdown
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<p>Be able to apply The Creative Process:</p> <p><i>Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise - Evaluate</i></p> <p>Formal Elements: <i>Line; Shape; Form; Tone; Texture; Colour; Space.</i></p> <p>Principle: <i>Proportion; Contrast; Balance; Emphasis; Harmony; Movement; Pattern; Rhythm.</i></p> <p>Composition</p> <p>Materials/resources SLR cameras; macro and zoom lenses; ICT (Photoshop/Photo Elements etc.); lighting studio; dark room.</p> <p>Techniques and Process A range of techniques and processes (Dependent on student choice).</p> <p>Possible Areas of study: portraiture, street, architecture, spaces, still life, landscape, documentary, new media (computer generated, projected image) moving image (eg animation)</p>	<p>Week 1 and 2 Prep week 1 then Mock Exam:</p> <ul style="list-style-type: none"> • Day 1: Monday 9th January (5 hours) • Day 2: Tuesday 10th January (5 hours) <p>Producing final outcome in 'exam conditions' (AO4). This will include:</p> <ul style="list-style-type: none"> - Shoot and contacts AO3 - Edits/developments AO2 <p>Week 3 Students to complete their Component 1 submission worth 60% of their final GCSE Photography grade. This includes the digital sketchbook and final outcome.</p> <p>All work must be completed and presented appropriately ready for submission. DEADLINE for component 1: <u>Friday 20th January</u></p> <p>Week 4 to the end of course Begin Component 2 (EXAM): From <u>Monday 23rd January</u></p> <p>Students begin the Edexcel set exam project (unknown theme). 40% of the final GCSE grade.</p> <p>Students will produce personal responses to the given theme following the creative process as learnt over the previous projects. They will complete preparatory work</p>
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<p>Art Period/Movement/Style <i>Student Choice</i></p> <hr/> <p>IBACC Soft skills (<i>Habits of mind</i>) To become creative, critical, independent, visual thinkers</p> <ul style="list-style-type: none"> ● RESILIENCE <i>Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills</i> ● INDEPENDENCE <i>Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMs; writing frames and the art student handbook. Can use learning outside of lessons.</i> ● COMMUNICATION <i>Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.</i> <p>UNDER all 3 of the IBACC skills:</p> <p>INQUISITIVE: <i>Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).</i></p> <p>IMAGINATIVE: <i>Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.</i></p> <p>DISCIPLINE: <i>Craft & improve your work through a process of refinement and development. Adapt working methods. Reflect critically on the work of others and your own images and ways of working.</i></p> <p>PRESENTATION: <i>Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.</i></p> <p>COLLABORATIVE: <i>Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.</i></p> <hr/> <p>Homework (linked to class project)</p> <p><i>Length:</i> varied Set: As necessary</p> <ul style="list-style-type: none"> - Ensure checklist deadlines are met. 	<p>towards a sustained final outcome (10 Hours) that will be created on the following dates:</p> <ul style="list-style-type: none"> • Day 1: Wednesday 26th April (5 hours) • Day 2: Thursday 27th April (5 hours) <p>DEADLINE for component 2 and end of course:</p> <ul style="list-style-type: none"> • Friday <u>28th April</u>
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Ongoing Formative Teacher:

DIRT in sketchbooks (as necessary)

Plus...

Student self and peer assessment.

Key terminology Spelling and comprehension test.

End of unit assessment:

Holistic grade based on all classwork and homework...Current level working at.

Student Handbooks: Highlighted assessment grid with current grade and targets.

FORMAL ASSESSMENT: Final assessment against GCSE criteria ready to be sent to the exam board. Component 1 is worth 60% of the final GCSE grade.