

Subject	Year	Term
photography	Yr12	Autumn
Topic		
Double exposure		
Content (Intent)		
Prior Learning (Topic)		
<p>Students will be introduced to the challenge of working with double-exposure. Students are encouraged to take risks and throw themselves whole heartedly into these challenges. The overarching premise for the year is 'finding your voice'- Students are to complete a 2 wk challenge by responding to the theme of double-exposure.</p> <p>Double-exposure Students are asked to follow the 'cat' powerpoint and then complete the challenge outlined-</p> <ul style="list-style-type: none"> • Students are asked to create a mood-board on double exposure/layering. • Select and analyse 2 photographer's work. Analyse how they have used double exposure / layering in their work. Remember to use key terminology and subject specific vocabulary. • Plan, consider and record your intentions for a shoot. • Show your thumbnails for the shoot. Use at least 2 images from the shoot, show the original and at least 2 different edits. Ensure you label the original and best edit and screen shot your editing steps. <p>Intent</p> <ul style="list-style-type: none"> • Students will further learn the rudiments of Adobe Photoshop. • Building on previous learning, students will learn to take risks about their subject choices and begin to cement the understanding that the process of making images is just that: a process. • Students can access the course confidently and are familiar with some of the terminology used; especially around the discussions surrounding image making- both theirs and other photographers. • Students also further see how the choice of subject matter and context in which they are working, hugely affects the outcome. 		
Future Learning (Topic)		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Implementation</p> <ul style="list-style-type: none"> • Students are introduced to the course and discuss how the decisions made by the photographers at the start of the making process hugely affect the outcome. Relevant artists/photographers work discussed and reviewed. 	<p>Impact</p> <ul style="list-style-type: none"> • Practical skills are assessed with regard to being able to review, refine and control materials, processes and techniques. (Assessment Objective 2) Final outcomes are assessed by the quality with which a student has presented a personal response which is clearly supported by their research. They will realise their intentions 	

<ul style="list-style-type: none"> • A series of weekly responses outlined above start them successfully on their journey to find their 'voice'. • Students will review their work and comment with increasing confidence on their progress. They will evaluate their outcomes and make informed connections with the work of others. 	<p>in a technically convincing and creative way. (Assessment Objective 4)</p> <ul style="list-style-type: none"> • Personal annotation will be assessed by the quality of insight and understanding demonstrated. Writing will be personal and thoughtful. (Assessment objective 3) • Students will be taking increased ownership of their work, developing and experimenting with increased independence.
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How can parents help at home?

Parents can help by encouraging experimental approaches to the subject.

Helpful further reading/discussion

<p>Reading Reading/discussion</p> <ul style="list-style-type: none"> • Reading Artist Blogs • Pinterest • Gallery web sites • Ppt provided by the teacher 	<p>Vocabulary Lists</p> <p>Mark making- bold, expressive, movement</p> <ul style="list-style-type: none"> • Using scaffolding sheets (with vocabulary) to discuss other artists work 	<p>Careers Links</p> <p>Photographer, fine artist, graphic designer, film maker, animator, advertising executive, publishing</p>
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