

Subject	Year	Term
photography	Yr12	Autumn
Topic		
Course introduction- colour, line, tone- 4wk challenge		
Content (Intent)		
Prior Learning (Topic)		
<p>Course introduction- Students will be introduced to the course outline for the year. Students are encouraged to take risks and throw themselves whole heartedly into the challenges. The overarching premise for the year is 'finding your voice'- Students are to complete a 4 wk challenge by responding to 4x weekly challenges.</p> <p>Week 1- collage Students choose 2 formal elements from the following list: COLOUR, LINE, TONE, TEXTURE, DETAIL / CLOSE UP and FORM / SHAPE and create 2 collages. Students are to use collaged images and examples of photographers' work which exemplify the terms. Students are asked to pay special attention to the graphic element of their presentation.</p> <p>Week 2- Analysis For each formal element chosen in week 1- students are asked to select and analysis 2 photographers that exemplify this formal element. Students are taught how to layout their work specifically. Students are required to use key terminology and subject specific vocabulary.</p> <p>Week 3- Own images Students are now asked to take their OWN photographs around the school (during lessons) and for homework (outside of school) recording images which exemplify the terms. Students are taught to consider their vantage point and importantly photographic composition. They are taught how to consider all areas within the shot (foreground, middle ground and background) and think carefully about the relationship between elements within the frame. Students are taught the rudiments of the compositional technique -the rule of thirds (both horizontal and diagonal.)</p> <p>Week 4- Editing Students initially select their best <u>12</u> images for each section. They are then asked to 'select down' further and choose <u>3</u> images for each section. These are then edited. Students produce 2 successful edits for each image. Students then review and analyse one image from each section using their new gained knowledge.</p> <p>Intent</p> <ul style="list-style-type: none"> <li>• Building on a mixture of previous learning, due to the fact that photography is only taught at A Level- 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.</li> <li>• 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.</li> </ul>		

- 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)

#### Implementation

- 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.
- 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.

### How will your understanding be assessed & recorded (Impact)

#### Impact

- 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 in a technically convincing and creative way. (Assessment Objective 4)
- 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.

### How can parents help at home?

Parents can help by encouraging experimental approaches to the subject.

### Helpful further reading/discussion

#### Reading

#### Reading/discussion

- Reading Artist Blogs
- Pinterest
- Gallery web sites
- Ppt provided by the teacher

#### Vocabulary Lists

Mark making- bold, expressive, movement

- Using scaffolding sheets (with vocabulary) to discuss other artists work

#### Careers Links

Photographer, fine artist, graphic designer, film maker, animator, advertising executive, publishing