

Subject	Year	Term
photography	Yr12	Autumn
Topic		
Still life- food photography		
Content (Intent)		
Prior Learning (Topic)		
<p>Students will be introduced to the challenge of working with still life and demonstrating understanding of how you can set not only the camera but also how you can create mood and atmosphere by the use of styling/props etc.</p> <p>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 Still life- food.</p> <p>Challenge- Plan a food photography shoot:</p> <ul style="list-style-type: none"> • Students are asked to carefully consider the props and food they will be using – They need to be asking questions about the style of product + how best to sell the concept to an audience. -Are they making the food or using existing product + how are they going to style the shoot. • Students are asked to consider the lighting carefully and plan what resources you will experiment with. Think about how you are going to control the light. • Students would have planned the shoot beforehand and created an inspirational mood board. <p>Intent</p> <ul style="list-style-type: none"> • Students will further learn the rudiments of how the camera works and gain more control over their image making + learn more about how photographs exist in a context and how important to understand the mechanics of this. • 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. 	<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 	

<p>Relevant artists/photographers work discussed and reviewed.</p> <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>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)</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>Commercial photographer, fine artist, graphic designer, film maker, animator, advertising executive, publishing</p>
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