

Subject	Year	Term
photography	Yr12	Autumn
Topic		
Self-portrait		
Content (Intent)		
Prior Learning (Topic)		
<p>Students will be introduced to the challenge of working with portraiture. Students are encouraged to take risks and throw themselves whole heartedly into this 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 self-portraiture.</p> <p>Week 1- self-portrait Students are asked to take photographs in response to the three headings below.</p> <ol style="list-style-type: none"> 1. Flattering 2. Unbecoming 3. Unconventional <p>Students are asked to consider the following very carefully: lighting, makeup, clothes, props (narrative,) pose, depth of field, intimacy, concealment and ultimately the atmosphere created within the shot. Students have to answer the question- how do you want the viewer to connect with the subject.</p> <p>Week 2- Analysis – placing special consideration to the context in which you are working.</p> <p>Intent</p> <ul style="list-style-type: none"> • 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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