

Photography

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Photography is a GCSE option to Key stage 4 pupils. During the course pupils will learn how to successfully capture a variety of images through digital photography, experimenting and enhancing their skills. By the end of a two year course, pupils will have developed a portfolio of work that will be submitted to gain a GCSE in AQA Art and Design – Photography.

Schemes of work:

Year 10

| Autumn Term | Spring Term | Summer Term |
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| <p>The Autumn term is primarily spent focusing on the introduction to photography and delivering the basic principles. This is completed using the formal elements found in photography.</p> <p>During the first half term, pupils are expected to complete photoshoots based on colour, texture, line, shape and space. Pupils will have teaching content delivered, one to one support as well as working independently to create shoots that evidence their understanding of the formal elements. This skill based evidence will comprise of gathered research, research of other photographers and finally pupils own photographs that show their capabilities in taking photos of the formal elements.</p> <p>The knowledge learned in the first term will guide pupils through the basic principles, in order to start creating their first project in the spring term.</p> <p>Areas of basic principles covered are:</p> <ol style="list-style-type: none"> 1. Types of Cameras 2. Types/Genres of Photography 3. Safety and the camera 4. Camera workings 5. Still / moving photography 6. DSLR vs. digital camera vs. camera phone. 7. History of photography 8. Composition formal elements 9. Recovering and saving photographs 10. Storing photographs digitally | <p>Spring term focuses on the first of two projects for year 10 which will be submitted as their coursework assignment worth 60% of the GCSE. The first project is an indoor shoot based project that focuses on Food and Drink Photography. This project is designed to test and showcase all the skills learned in the autumn term. All the areas of basic principles are required, as well as adding new teaching skill sets that consist of:</p> <ul style="list-style-type: none"> • ISO/White Balance/ • Focusing • Quality Resolution • Aperture • Shutter speed • Panning, Composition • Exposure value • Rule of thirds • Golden Triangle <p>Food photography is a type of still life art, and encourages pupils to showcase their skills in creating very creative and inspiring backdrops, object placements, and arrangements that allow the food and drink item to be the emphasis of the shoot.</p> <p>Pupils start off with simple products such as bright and colourful sweets, moving to textured cakes and pastries and developing their slow shutter speeds to focus in on hot drinks and cool drinks, capturing hot temperatures as well as icy drinks melting. In this project, pupils then take their own lead by zoning in on a theme of their choice, writing their own brief and beginning to work independently with their project. This could be any item from the food and drink category, such as colourful fruit, fizzy pop drinks, baked cakes and cookies, breakfast dishes, pizzas and pastas.... Again pupils will use skills learned to create their own interesting backdrops for their shoots that fit their desired theme.</p> <p>In this still life based food project, pupils new learning will also consist of</p> <ul style="list-style-type: none"> • exploring visual concepts such as abstraction, realism, distortion, surrealism, viewpoint, close-up, contrast and tone. • digital manipulation software to refine, alter and experiment with their images. | <p>The summer term encourages pupils to begin planning photography shoots outdoors with the integration of a project that involves rural and urban landscape photography. This Will be the second part of their coursework assignment. Pupils will use the opportunity to create shots that are inspired by the local landscape of the coast and sea, ferry ports and River. Alongside this, pupils will also take walks into the old town of the city and capture the historic building and landmarks, as well as spend some time creating visuals that contrast with this concept by looking at architecture for living – streets and roads, pavements and parks and spaces used by the public.</p> <p>Once again, pupils will use the knowledge they have gained from prior teaching with the addition of skills needed to capture landmarks and buildings. This skill set will consist of</p> <ul style="list-style-type: none"> • View-points and focus on view to present the subject matter. • Macro photography to capture architectural detail. The focus could be the study of texture, colour contrast or sharply focused detail • Position and point of focus to control depth of field as well as Wide Angle shots. • Camera shutter speed and motion to record movement. Demonstrating how to use shutter speed control to record the frozen moment in time and shutter control to record the passage of time as blurred movement • Film speed to explore the effect on resolution and response to lighting conditions. • Lighting techniques and how to capture light changing, natural and artificial light, light through windows or other obstructions. This area of focus will also concentrate on contracts such as soft and harsh lighting and shadow and highlight. |

Year 11

| Autumn Term | Spring Term | Summer Term |
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| <p>In the Autumn term, pupils are given time within their photography lessons to begin planning and preparing how they wish to format, display and present their two photography projects ready for internal and external moderation. This can be presented in numerous ways – folders, sketchbooks, display boards, digitally on PowerPoint or websites. Pupils are to formulate and create their own displays of work.</p> <p>Pupils need to showcase all the skills they have learned and evidenced throughout their photography shoots and proper planning takes place as to which photos are integrated into their final projects as well as how best to format and display.</p> <p>Pupils also begin to edit and enhance their selected imagery further, which allows pupils to scrutinise and reflect on each image. This process also helps to define their ideas of potential final outcomes for both Food Photography and Landscape Photography projects.</p> <p>Within their project displays, pupils must -</p> <ul style="list-style-type: none"> gather and document experiences of school organised visits and photography walks. demonstrate use of sources by learning how to effectively access, retrieve and subsequently record information relevant to the project themes of food and landscape. make clear, explicit connections between their selected sources and the development of ideas in their practical work. use the results of their analysis and explain their connections between sources (food or landscape) and the development of their ideas. explore and refine their ideas through trials and experimentation in any appropriate photographic media. record their ideas, insights and observations about their own work with relevant written annotation and purposeful drawing activity, suitable for photography. <p>This process of refinement will encourage pupils to create singular outcomes of photographs into a potential 'series' of images that can be used as their final photographic outcome for their coursework assignment.</p> | <p>Externally set assignment phase: Externally set assignment (ESA) papers are available to students and teachers from 2nd January. A preparatory period is followed by 10 hours of supervised work in which students are required to create a final response to one of the questions posed by the exam board. The externally set assignment is 40% of the GCSE.</p> <ul style="list-style-type: none"> Externally set assignment (ESA) papers are available to students and teachers from 2nd January. The paper consists of 8 photography starting points varying in subject matter. Pupils are required to select one as a brief for their ESA project. A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions. Schools may manage/timetable the preparatory period (informal supervision time) and ten hours of supervised time at their discretion, but must allow sufficient time to assess work and submit marks to AQA exam board by the deadline of 31 May. ESA papers will be given to students in their entirety and must not be edited, changed or abridged in any way. Pupils can then select the brief that appeals to them. Students do not have to reference all or any of the named photographers on the paper. They may do their own independent research and look at other sources but should clearly reference any photographer they use within the development of their project. Preparatory work must be available to students throughout the 10 hours of supervised time. They may refer to their preparatory work but must not add to it or amend it during the supervised sessions or between or after sessions. Drawing and written annotation must be evidenced. All work completed during the 10 hour supervised sessions must be clearly labelled as such. | <p>The summer term is time for pupils to display both Coursework Assignments and their Externally Set Assignment ready for internal moderation by the teacher and external moderation by the exam board.</p> <p>Pupils are encouraged to help display their work in a specific area, choosing which pieces of work belong to their research phase, developmental work and finally their final responses. Pupils are to select carefully, choosing works that showcase the best in their photography as well as works that define both projects.</p> <p>Once displays are created, the exam board representative will be invited into school to assess the work, ready for the final GCSE submission.</p> |

Syllabus materials KS4:

[AQA | Art and Design | Subject content | Photography](#)