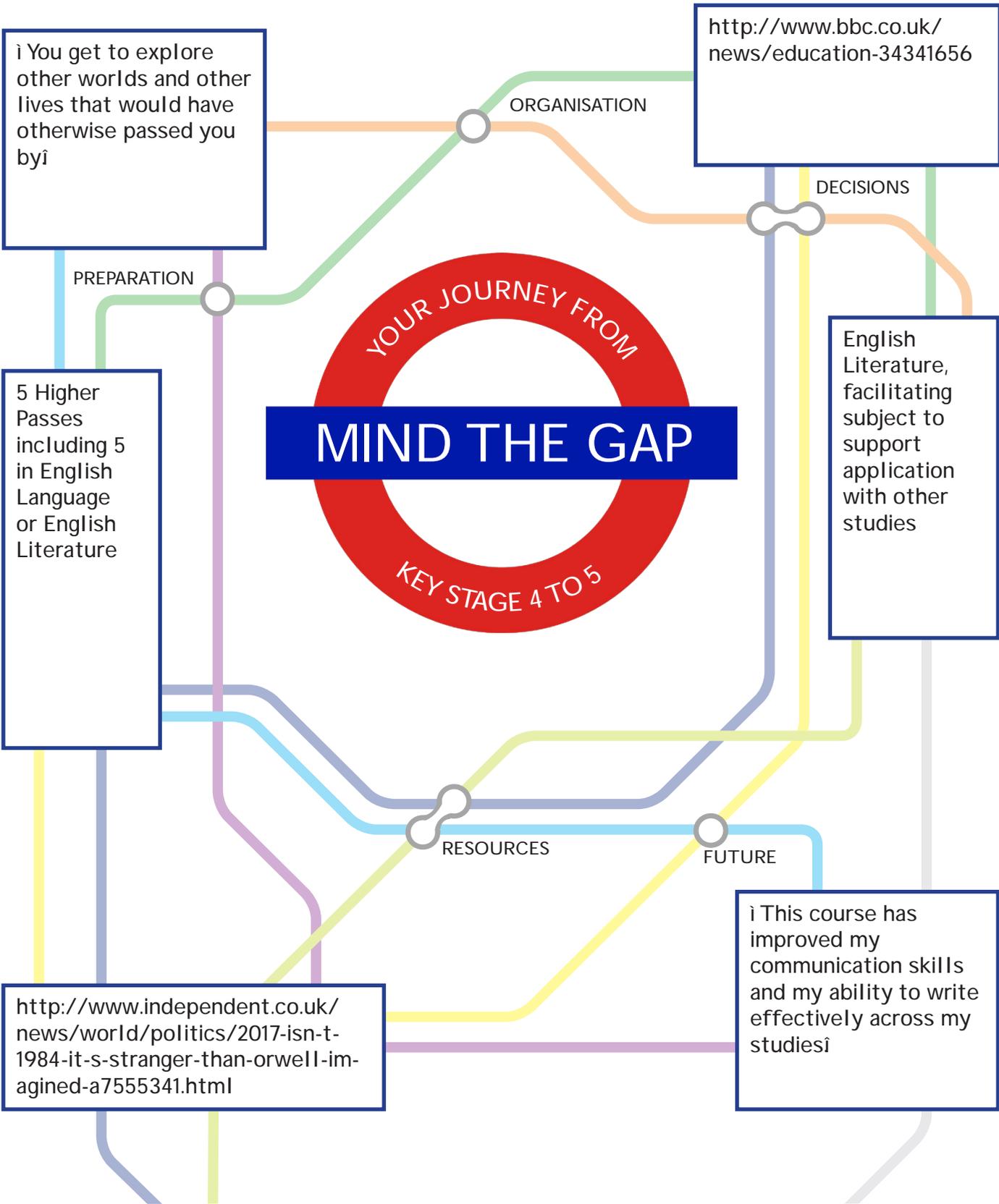




NAME:.....

PHOTOGRAPHY



THIS BOOKLET MUST BE COMPLETED IN FULL IN ORDER TO BEGIN THIS COURSE. THE BOOKLET AND ALL ADDITIONAL WORK SHOULD BE HANDED IN DURING THE FIRST LESSON IN SEPTEMBER.

SUBJECT OVERVIEW

Which exam board? AQA

Which style of qualification? Academic Route

Describe the specification units for Year 1 in this course

AS comprises of a two units, one of which is an exam. All specialisms develop a student's ability to use skills linked to the chosen area of study through the application of practical skills. At AS level students are introduced to a variety of experiences employing a range of media, processes and techniques appropriate to their chosen area of study. Photography uses the digital camera as a creative tool.

Describe the specification units for Year 2 in this course

Full A level comprises of two units, one of which is an exam. A2 level students should build upon the knowledge, understanding and skills gained at AS with greater depth of study.

The emphasis of each unit component will be on the development of understanding and skills using an appropriate range of materials, processes and techniques. Students should produce a collection of materials that exemplifies work carried out during the AS course.

Each student must include in their portfolio: a selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study at least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials

Describe the Assessment Objectives for the course

There are four assessment objectives for both the AS and the Full A level course.

A01 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

A02 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

A03 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

A04 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

How will students be assessed for each unit in Year 1?

Final Examination, Practical Assessment

How will students be assessed for each unit in Year 2?

Final Examination, Practical Assessment

Styles of teaching and learning which operate in this subject

Group work, Independent Learning, Lecture, Practical, Presentations

To be successful in this course you will have and/or develop the following skills:

Studying art will develop the following:- fine motor skills, hand-eye co ordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. You must be willing to work independently and meet specific deadlines across the length of each course.

EQUIPMENT LIST / RESOURCES

Stationary Photography:- A digital camera (essential) will put you at an advantage as previous and current students have learnt to understand and use their own digital camera. Card reader and USB.

Software Photoshop

Additional Items

READING LIST



FICTION

Title	Author	Publisher
Hockney (A Pilgrims Progress)	Sykes Christopher Simon	Random House
Vivienne Westwood by Vivienne Westwood	Westwood Vivienne & Ian Kelly	Picador
Girl with a Pearl Earring	Chevalier Tracy	Harper Collins

NON-FICTION

Title	Author	Publisher
Art & Design student handbook	AQA	Nelson Thomas
Styles, Schools & Movements	Dempsey. A (2002)	Thames. Hudson London
This is Modern Art	Collings. M (2000)	Weidenfield & Nicholson London
A History of pictures from the cave to the computer screen	Hockney . David & Gayford . Martin	Thames and Hudson
A history of photography from 1839 to present	The George Eastman House Collection	Taschen
20th Century Photography	Mibelbeck Reinhold, Bieger ñ Thielemann Marianne	Taschen

OTHER (website/articles/programme/film...)

Title	Author	Publisher
Nationalgallery.org.uk	website	
Guggenheimcollection.org	website	
Npg.org.uk	website	

LESSON 1

SUBJECT: PHOTOGRAPHY

Induction Pack: Lesson 1 (1 hour)

Title: An introduction to photography

Skills to be learnt:

Examination of photographic terms and meaning

Additional resources: Range of photographs which provide examples of different techniques, processes and terminology.

PRESENT YOUR RESEARCH AS A MINI GUIDE TO photography terminology

Questions

What is photography? What are the differences between traditional and contemporary photography processes?

What are the different functions of a digital camera?

What special effects can be added to a photograph to vary the look of the final image?

What is unique about black and white photography?

Tasks

Working in pairs or small groups label the various parts of the camera. Once labelled you have the correct parts of the camera match the correct definition of its function.

Feedback outcomes and answers to the rest of the class

Camera basics: - look at the power point/you tube presentations which explain the role and function of camera settings. You are to record the definitions of these camera settings.

What is ISO?

What is aperture?

What is shutter speed?

You will need to research and record the definitions of the camera basics.

Working in pairs using a camera change various ISO, aperture and shutter speed settings to develop an understanding of how these effect the quality of the picture taken.

You are to print off your photos and record these findings as a mini guide to photography

LESSON 1



SUBJECT: PHOTOGRAPHY

Reflection from lesson: For students to fill in towards the end of the lesson. Responses should be articulate and define students' next steps in their learning

What did I learn?

What did I find challenging?

What do I need to go away and do?

LESSON 2

SUBJECT: PHOTOGRAPHY

Induction Pack: Lesson 2 (1 hour)

Title: Developing your sketchbook

Skills to be learnt:

What do the different assessment objectives mean and how to show evidence in your sketchbook

Additional resources:

Exploring techniques and processes to develop your photographic ideas

Producing photographic outcomes not only relies on the skills of the camera alone. Many photographers manipulate their images using traditional art techniques and computer aided design.

Weaving, multiple exposure, hand sewing, painting, collage, photomontage, saturation, superimposed are just some of the methods used in photography to produce an image that is unique.

Individual work making practical responses

You are to research at least four of the techniques listed and then apply these techniques to either your own photographs or those provided in class.

Evaluate the success of your outcomes

LESSON 2



SUBJECT: PHOTOGRAPHY

Reflection from lesson: For students to fill in towards the end of the lesson.
Responses should be articulate and define students' next steps in their learning

What did I learn?

What did I find challenging?

What do I need to go away and do?

LESSON 3

SUBJECT: PHOTOGRAPHY

Induction Pack: Lesson 3 (1 hour)

Title: Responding to the work of other photographers and photography techniques

Skills to be learnt:

How to develop ideas using a range of different approaches when looking at and responding to the work of other artists

Additional resources: Examples of artwork and images

Task 1 Using influences and ideas from the work of other artists and designers

How much artist work must I use to help support and develop ideas?

What information do I need to look at and include in my sketchbook?

What are the assessment criteria for this aspect of the portfolio?

Group task

Look at the various examples of photographs.

Decide what technical processes and information can be gleaned from the images provided?

Decide which questions are the most important to ask in order to fully support the development of your ideas.

Select from the range of questions provided and place them in rank and order.

Assess the sketchbooks of previous A level students and match the work produced to the assessment criteria.

Look closely at the phrases and wording of the assessment objectives and develop an understanding of what they mean.

Individual work making practical responses when developing ideas from a contextual starting point.

Questions

Look closely at the four different styles of photographs provided?

What is unique about black and white photography?

Which of the photographs could be defined as sequence photography? What is sequence photography? What does this style of photography allow the photographer to do?

Which of the images provided have made use of multiple exposure?

What are the advantages of multiple exposure?

Look at the list of photographers. You will need to research and find examples of their work. Choose the photographer whose work you are most inspired by and provide an information sheet about their work. Use the analysis sheet to help you complete this task

David Hockney, Tim Walker, David Bailey, Cecil Beaton, Bill Brandt, Edward Weston, Tommy Ingberg, Man Ray

Use the analysis sheet to help you annotate your research

LESSON 3



SUBJECT: PHOTOGRAPHY

Reflection from lesson: For students to fill in towards the end of the lesson. Responses should be articulate and define students' next steps in their learning

What did I learn?

What did I find challenging?

What do I need to go away and do?

EXTENDED WRITING TASK

There are many different styles of painting and paintings that have been created throughout art history from both traditional to contemporary starting points. You are to provide a brief introduction to the history of painting when linked to one of the main genres in art (landscape, still life and portrait).

Choose one of the possible starting points below.

You are to explore and record significant changes in styles of painting as you move towards more current and contemporary examples. You are to choose two artist styles that have inspired you and produce a detailed exploration of their work and style of painting.

Starting points

1. Research the history of photography. Who invented photography and why? What themes were first explored in photography?
2. How has movement been captured in photography? Find four different examples and explain how the photograph has captured the theme of movement in the images produced? Look at traditional and contemporary examples to support your research.
3. What is surrealist photography? How are processes such as size and scale as well as multiple exposure most suited to this style of photography? Find different examples of surrealist photography from both traditional photographers to more contemporary examples. Make a comparative analysis of two images found. (Use the comparative analysis sheet to help you).

YSC TASK(S)



Photo manipulation

Using photo shop explore three different ways in which the original image can be manipulated and changed.

Record the processes you have used and present your three different examples.

Choose two traditional art processes to change the appearance of your photograph. (or the photograph provided)

- A) Draw into sections of the photograph then re photograph the image you have created.
- B) Add additional objects to your image to change the appearance by adding a three dimensional object to a 2D photograph

Create your own joiners photograph. Step one is to define the term 'joiners' in photography, use the images found as a starting point from which to develop your own ideas. Look at the work of David Hockney as a starting point to influence and inspire ideas.

SUPPORTING GLOSSARY

(not exhaustive)

RULE OF THIRDS

ZOOM BLUR

LIGHT TRAILS

ISO

APERTURE

SHUTTER SPEED

MULTIPLE EXPOSURE

PIN HOLE CAMERA

PANNING

MACRO PHOTOGRAPHY

LOW KEY

HIGH KEY

EXPOSURE

BACK LIGHTING

DEPTH OF FIELD

FOCAL LENGTH

COLLAGE

ZOOMING

CONTRAST

COLOUR CONVERSION FILTER

DOUBLE EXPOSURE

PERSPECTIVE AND SCALE

DEPTH OF FOCUS

AMBIENT LIGHT

ANGLE OF VIEW