

## KEY STAGE 4 KEY KNOWLEDGE & SKILLS – Photography

Year 10	Year 11
<p><b><u>A Perspective on Type</u></b></p> <ul style="list-style-type: none"> <li>• Identify ways to effectively research relevant Artistic / Photographic references.</li> <li>• Explore a range of the formal elements within photographic practice (Line, tone + Contrast, Texture, Colour, B+W &amp; Perspective)</li> <li>• Describe the impact and importance of ‘The rule of Thirds’ when taking images in relation to composition.</li> <li>• Understand how to create / name / save and locate files within a given RO.</li> <li>• Identify ways to plan, structure and go about creating photoshoots in various locations both in and outside of school.</li> <li>• Learn and develop a proficiency in understanding and using a DSLR camera. (Specifically focal range, MF/AF lens aperture, P mode and lighting (ISO).</li> <li>• Explore and evaluate the various tools within Photoshop when composing and experimenting with personal imagery in relation to a defined topic theme.</li> <li>• Evaluate the impact of editing software and the ways photoshop has better enhanced an individual ‘journey’ or ‘outcome(s)’ in relation to a chosen stimulus.</li> <li>• Explore the local area and submit an entry in the ‘Winter Photography competition’</li> </ul> <p><b><u>Hear / See / Speak No Evil</u></b></p> <ul style="list-style-type: none"> <li>• Identify ways to effectively research relevant Artistic / Photographic references.</li> <li>• Develop, analyse and identify the importance of ‘job roles’ within the wider photographic industry when working within a team.</li> <li>• Explore a range of the formal elements within photographic practice (ISO range, Shutter speed, Focal range, Aperture, F-stops, Studio lighting and backdrops / props &amp; tri-pods)</li> <li>• Describe the impact and importance of ‘Natural VS Man Made studio lighting’ when taking images in relation to portraiture composition.</li> <li>• Identify ways to plan, structure and go about creating photoshoots in various locations both in and outside of school using models and props on location.</li> <li>• Continue to develop a proficiency in understanding and using a DSLR camera. (Specifically focal range, Shutter speed, Double Exposure &amp; (ISO).</li> <li>• Explore and evaluate the various tools within Photoshop when composing and experimenting with personal imagery in relation to a defined topic theme. (Focus on Levels and Lighting editing)</li> </ul>	<p><b><u>Hattie Stewart &amp; Hand generation</u></b></p> <ul style="list-style-type: none"> <li>• Identify ways to effectively research the Artist - Hattie Stewart &amp; Ana Strumpf</li> <li>• Effectively create a B&amp;W portraiture imagery of a chosen model and fully utilise a range of studio and natural lighting techniques.</li> <li>• Explore chiaroscuro photographic practice (ISO range, Focal range, Aperture, F-stops, Studio lighting)</li> <li>• Develop, explore and experiment with a range of mixed media and drawing techniques within photographic practice. (Hand Stitching, Oil Pastel, Ink &amp; Sellotape Transfer)</li> <li>• Explore and refine ways to compositionally create a mixed media photographic outcome that has been both digitally and physically manipulated using various mediums relevant to artistic reference.</li> <li>• Create a refined final A3 outcome that has been trimmed, mounted and framed for display.</li> </ul> <p><b><u>Collections</u></b></p> <ul style="list-style-type: none"> <li>• Explore and develop practical &amp; critical photographic sources as appropriate to pupils own work, to underpin contextual understanding.</li> <li>• Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.</li> <li>• Demonstrate taking risks and learn from experience when exploring and experimenting with photographic ideas, processes, media, materials and techniques</li> <li>• Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills in relation to photographic practice.</li> <li>• Develop and refine photographic ideas and proposals, personal outcomes or solutions with increasing independence.</li> <li>• Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent relevant to individual intentions.</li> <li>• Develop an awareness of the purposes, intentions and functions of photography in a variety of contexts and as appropriate to students’ own work and outcomes.</li> </ul>

- Evaluate the impact of editing software and the ways photoshop has better enhanced an individual 'journey' or 'outcome(s)' in relation to a chosen stimulus.
- Develop ways to dress 'pack shots' in relation to final products, ready for Point of Sale display (DVD)
- Create an in-depth evaluation that factors in a personal informed response the individual journey when creating defined outcomes to the topic 'Hear, See, Speak No Evil'

#### **Hattie Stewart & Hand generation**

- Identify ways to effectively research the Artist - Hattie Stewart & Ana Strumpf
- Effectively create a B&W portraiture imagery of a chosen model and fully utilise a range of studio and natural lighting techniques.
- Explore chiaroscuro photographic practice (ISO range, Focal range, Aperture, F-stops, Studio lighting)
- Develop, explore and experiment with a range of mixed media and drawing techniques within photographic practice. (Hand Stitching, Oil Pastel, Ink & Sellotape Transfer)
- Explore and refine ways to compositionally create a mixed media photographic outcome that has been both digitally and physically manipulated using various mediums relevant to artistic reference.
- Create a refined final A3 outcome that has been trimmed, mounted and framed for display.

#### **Exam**

- Develop ways to create a self-directed personally informed project, which is underpinned by the four GCSE assessment strands. A01,02,03,04 (As outlined by on p10 of the NC content Document, Points 41 to 50.)
- All pupils will Develop ideas through investigations, demonstrating critical understanding of sources
- All pupils will Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- All pupils will record ideas, observations and insights relevant to intentions as work progresses.
- All pupils will present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.