



Aspire Achieve Thrive

**Summer Term  
Term 3**

# **Photography - Year 10**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

## Year 10 Homework Timetable

<b>Monday</b>	English Task 1	Ebacc Option A Task 1	Option C Task 1
<b>Tuesday</b>	Option B Task 1	Modern Britain Task 1	Science Task 1
<b>Wednesday</b>	Sparx Maths	Option C Task 2	Sparx Science
<b>Thursday</b>	Ebacc Option A Task 2	Sparx Catch Up	Option B Task 2
<b>Friday</b>	Modern Britain Task 2	Science Task 2	English Task 2

### Sparx Science

- Complete 100% of their assigned homework each week

### Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Music
Sport
IT
Childcare
Triple Science
Travel and Tourism

Option C
Business Studies
Catering
Drama
Health & Social Care
Sport
Computer Science
Media
Photography
Sociology

Half Term 5 (6 weeks) - Year 10		
Week / Date	Homework task	Details*
<b>Week 1</b> 15th April 2024	<b>AO1: Technical Research</b> What is Cinemagraph?	Read the information about <i>Cinemagraphs</i> . Take Cornell notes based on the topic. (Link in GC) <a href="https://www.adobe.com/uk/creativecloud/video/discover/how-to-make-a-cinemagraph.html">https://www.adobe.com/uk/creativecloud/video/discover/how-to-make-a-cinemagraph.html</a>
<b>Week 2</b> 22nd April 2024	<b>AO1: Artist Research</b> Who is Nicholas Goodden also known as Nico?	Read the information on the Artist: <i>Nicolas Goodden (Nico)</i> . Take Cornell notes based on the topic. (Link in GC) <a href="https://www.nicholasgooddenphotography.co.uk/london-blog/2014/9/12/top-street-urban-photography-tips-advice">https://www.nicholasgooddenphotography.co.uk/london-blog/2014/9/12/top-street-urban-photography-tips-advice</a>
<b>Week 3</b> 29th April 2024	<b>AO1: Artist Research</b> Who is Nicolas Goodden? Give examples of his Cinemagraphs and who he has been commissioned by? (eg Adidas etc)	Use your Cornell notes on <i>Cinemagraphs and Nicolas Goodden's cinemagraph work</i> to write 100-200 words based around Who he is, what he does, who he has been commissioned by etc. Use the literacy guides to support you if needed.
<b>Week 4</b> 6th May 2024	<b>AO1: Artist Research</b> Image analysis - Eric Pickersgill	Use the <i>Writing frame for critical analysis</i> sheet to analyse a piece of work by the photographer Eric Pickersgill. Write up 100 - 200 words based on ONE of his images.
<b>Week 5</b> 13th May 2024	<b>AO2: Experimentation</b> What is light Graffiti?	Research what is Light Graffiti and experiment with capturing some of your own images - Inspired by Nicolas Goodden.
<b>Week 6</b> 20th May 2024	<b>AO3: Record Ideas &amp; Observations</b> Digital editing using either Photoshop (in school time) or free editing programme Photopea.	Use your recent light graffiti images to create some digital edits (at least two). Use the free editing programme Photopea to do this. <a href="https://www.photopea.com/">https://www.photopea.com/</a>

**Homework task 2**

Your second homework each week is to be completed in your sketchbook. This is to help support the work produced in lessons, as well as strengthen your exam preparation. You should be finishing off practical work started in lessons, producing additional drawings/research to support your exam question, taking observational photographs, or completing annotations in your book.

It is of paramount importance that you support your coursework preparation outside of lessons by completing **at least 1 hour** of additional practical work per week in your sketchbook.

Half Term 6 (7 weeks) - Year 10		
Week / Date	Homework task	Details*
<b>Week 7 - 11</b> 3rd June 2024 - 1st July 2024	<b>AO4: Personal Response:</b> <b>Mock Exams week beginning 24th June 2024</b>	Mock Exam Preparation  Answer the questions to help you to prepare for your mock exam.
<b>Week 12</b> 8th July 2024	<b>AO4: Personal Response</b> Evaluation of the Mock Exam piece.	Use the <i>Mock Exam Evaluation</i> writing frame sheet to evaluate the piece of work produced in the mock exam.
<b>Week 13</b> 15th July 2024	<b>AO4: Personal Response</b> Evaluation	Use the <i>Project Evaluation</i> writing frame sheet to evaluate the whole unit of work produced on the theme of <i>Abstract</i> .

\* Make sure you have your homework books each lesson. The work produced here will be used within your coursework books as part of **Assessment Objective 1: Artist Research**.

# Year 10 Photography

**WEEK 1 & 4**

**FOCUS - Assessment Objective 1 (AO1)**

**Research, inspiration, mind maps, shoot plans and your ideas.**

## Artists/Photographers - Half Term 5 - My Generation

**Eric Pickersgill** (1986 - Present day) is an American photographer Eric Pickersgill who photoshopped away smartphones and digital devices from his portraits of everyday life. The project "Removed" aims to show our addiction to modern technology, social media, and hyper-connectivity. He explores the psychological and social effects that cameras and their artifacts have on individuals and societies as a whole. Pickersgill knows that he's also amongst the addicted.



## Key Terms

**CONTACT SHEET** - A collection of all the images taken during a photoshoot or project which helps you to compare the images and choose the best ones to use.

**FRAMING** - What the photographer has placed within the boundaries of the photograph.

**FOCAL POINT** - The most important part of the image where the eye is first drawn to.

**PHOTOJOURNALIST** - Is similar to a reporter, but uses a camera rather than the written word to tell news stories. He or she will often travel to places of particular note, or may live in a certain area in order to catch events as they unfold.

**SOCIAL IMPACT** - Is the effect on people and communities that happens as a result of an action or inaction, an activity, project, programme or policy.

**WEEK 2 & 5**

**FOCUS - Assessment Objective 2 (AO2)**

**Experimenting, photoshop edits, manual edits, taking photos using different camera settings.**

**Nicholas Goodden** (also known as Nico) is a London based street photographer. His street and urban city landscape photographs capture the 'hustle and bustle' of city life, often combining both still and moving images. His commercial clients include: Adidas, Heineken, Peugeot, Match.com and many more. "When you think about it we all, in one way or another, take photos from an early age, this holds even more truth today since all kids have access to their parent's mobile phone if not their own."

<https://www.nicholasgooddenphotography.co.uk/london-blog/a-level-photography-information>

## Technical Keyboard Shortcuts

**Ctrl + D** = Deselect

**Ctrl + C** = Copy

**Ctrl + X** = Cut

**Ctrl + V** = Paste

**Ctrl + T** = Transform

**Ctrl + Alt + Z** = Step backwards (undo)

**Ctrl + Shift + Alt + V** = Paste into selection



**Peter N. Turnley** (1955 - Present day) is an American photojournalist known for documenting the human condition and current events. He is also a street photographer who has lived in and photographed Paris since 1978. Turnley's photographs have been used on the cover of Newsweek more than forty times. His current work has been focused around the world pandemic of Covid-19 and the effects it has had on our everyday modern lives.



### WEEK 3 & 6

#### FOCUS - Assessment Objective 3 (AO3) & Assessment Objective 4 (AO4)

Writing, annotating, taking photos etc . . .  
Finished edits, outcomes, project evaluation & final piece.

#### Key Terms

**Contrast** defines the range of tonal difference between the shadows and lights of an image. As the contrast becomes higher it emphasizes these variations, resulting in stronger textures and colours. Pictures with lower contrast may be perceived as dull, as a smaller difference between lights and shadows results in a muted appearance.

**Landscape Photography** shows spaces within the world, sometimes vast and unending, but other times microscopic. Landscape photographs typically capture the presence of nature but can also focus on man-made features or disturbances of landscapes. Landscape photography is done for a variety of reasons.

**Cinemagraph** - A cinemagraph is a combination of a still image and a video, where most of the scene is stationary, while a section moves on a continuous loop. With the rise of GIFs (looping image files), cinemagraphs have gained popularity online, especially on social media platforms and e-commerce websites. "Still images have impact and the content can be quickly consumed. When you watch a video, people take more time to understand that content," artist and cinemagraph creator Lindsay Adler notes. Cinemagraphs are a cross between the two formats and can represent the best of both, with a smaller file size than a classic video.

#### Annotation Key words

**Leading lines** are lines that appear in a photograph that have been framed and positioned by the photographer to draw the viewer's eye towards a specific point of interest. These lines often draw the viewer's eye in a specific direction or towards a designated portion of the photograph.

**Photographic lighting** is the illumination of scenes to be photographed. A photograph simply records patterns of light, color, and shade; lighting is all-important in controlling the image. Illumination is desired to give an accurate rendition of the scene. In other cases the direction, brightness, and color of light are manipulated for effect. Lighting is particularly important for monochrome photography, where there is no color information, only the interplay of highlights and shadows. Lighting and exposure are used to create effects such as low-key and high-key.



# Year 10 Photography

## WEEK 7 & 8

### FOCUS - Assessment Objective 1 (AO1)

#### Artists/Photographer - Term 3 - Express Yourself

**Gillian Wearing** CBE, (born 10 December 1963) is an English conceptual artist, one of the Young British Artists, and winner of the 1997 Turner Prize. In her piece *Signs that say what you want them to say and not Signs that say what someone else wants you to say* (1992–1993), Wearing made a series of portraits where she approaches strangers that she encounters on the street and asks them to write what they are thinking about on a white sheet of paper.

#### Photoshoot planning

After researching your artist and exploring their techniques you need to create a photoshoot planning page. This should include . .

**WHAT** you will photograph (people (who, why?), objects etc), **WHERE** you will photograph (Studio, School, Town, Beach etc)

**HOW** (What settings on the camera (auto, macro, shutter speed (fast or slow) etc . . . ), **WHEN** will you shoot? Day, night,

sunrise, sunset. What problems might you face? Weather conditions, Equipment failure, wrong lighting etc . . . How will you

overcome them? In particular for this photoshoot you would need to plan some questions you would like to ask, Consider current affairs and what's in the news to make it relevant.

Research, inspiration, mind maps, shoot plans and your ideas.



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**FRAMING** - What the photographer has placed within the boundaries of the photograph.

**FOCAL POINT** - The most important part of the image where the eye is first drawn to.

**PHOTOJOURNALIST** - Is similar to a reporter, but uses a camera rather than the written word to tell news stories. He or she will often travel to places of particular note, or may live in a certain area in order to catch events as they unfold.

**SOCIAL IMPACT** - Is the effect on people and communities that happens as a result of an action or inaction, an activity, project, programme or policy.

## KEY TERMS

## WEEK 9 & 10

### FOCUS - Assessment Objective 2 (AO2)

#### Artists/Photographers

**Dan Mountford** is a British student studying graphic design at the University of Brighton, who has a project focusing on double exposure portraits. He achieved the double exposure effect on his images using the 'in-camera' method, while he states all of his post-production work consisted of a change in tone, the removal of blemishes and adding some lines.

**Blending Styles** - These are used to merge two layers (pictures) together and will help to create the double exposure look like in Dan Mountford's work along with some use of the eraser tool and changing the opacity. (Opacity means how see through something is)

#### Technical Keyboard Shortcuts

Ctrl + D = Deselect

Ctrl + C = Copy

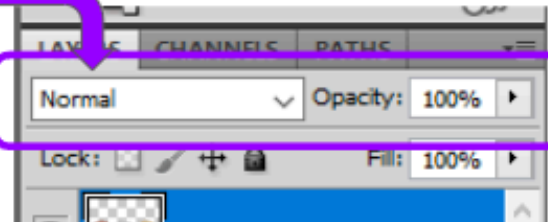
Ctrl + X = Cut

Ctrl + V = Paste

Ctrl + T = Transform

Ctrl + Alt + Z = Step backwards (undo)

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Experimenting, photoshop edits, manual edits, taking photos using different camera settings.

### Artists/Photographers

**Robin Reed** calls himself an artist more than he does a photographer due to how he works on top of and manipulates portraits. The portraits themselves would be described as LOW KEY portraits where only one light source is used to illuminate parts of the face and casts other areas into shadow. Having a dark background also helps. He uses typography (writing styles) to then draw on top of the portraits using a variety of words that are either relevant at the time, relevant to him or relevant to the person in the portraits. He writes in different sizes and follows the contours of the face to help it look more realistic and have 3D form. The majority of his work is monochrome, however he has done a few with a small colour palette.



### WEEK 11 & 12

#### FOCUS - Assessment Objective 3 (AO3) & Assessment Objective 4 (AO4)

Writing, annotating, taking photos etc . . .  
Finished edits, outcomes, project evaluation & final piece.

### Key Terms

**Contrast** defines the range of tonal difference between the shadows and lights of an image. As the contrast becomes higher it emphasizes these variations, resulting in stronger textures and colours. Pictures with lower contrast may be perceived as dull, as a smaller difference between lights and shadows results in a muted appearance.

**Landscape Photography** shows spaces within the world, sometimes vast and unending, but other times microscopic. Landscape photographs typically capture the presence of nature but can also focus on man-made features or disturbances of landscapes. Landscape photography is done for a variety of reasons.

**What Is Double Exposure?** Double exposure photography is a technique that layers two different exposures on a single image, combining two photographs into one. Double exposure creates a surreal feeling for your photos and the two photographs can work together to convey deep meaning or symbolism. A similar technique, called a "multiple exposure," is when you combine more than two exposures in a single image.



### Annotation Key Words

**Leading lines** are lines that appear in a photograph that have been framed and positioned by the photographer to draw the viewer's eye towards a specific point of interest. These lines often draw the viewer's eye in a specific direction or towards a designated portion of the photograph.



**Photographic lighting** is the illumination of scenes to be photographed. A photograph simply records patterns of light, color, and shade; lighting is all-important in controlling the image. Illumination is desired to give an accurate rendition of the scene. In other cases the direction, brightness, and color of light are manipulated for effect. Lighting is particularly important for monochrome photography, where there is no color information, only the interplay of highlights and shadows. Lighting and exposure are used to create effects such as low-key and high-key.

### WEEK 13

Revise all

## STEP 2: CREATE CUES

**What:** Reduce your notes to just the essentials.

**What:** Immediately after class, discussion, or reading session.

**How:**

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

**Why:** Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

## STEP 1: RECORD YOUR NOTES

**What:** Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

**When:** During class lecture, discussion, or reading session.

**How:**

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

**Why:** Important ideas must be recorded in a way that is meaningful to you.

## STEP 3: SUMMARISE & REVIEW

**What:** Summarise the main ideas from the lesson.

**What:** At the end of the class lecture, discussion, or reading session.

**How:** In complete sentences, write down the conclusions that can be made from the information in your notes.

**Why:** Summarising the information after it's learned improves long-term retention.









Image analysis - Eric Pickersgill

Structure	Useful Starters	Useful vocabulary
Introduction: Describe the work – pretend that you are telling someone who cannot see it	<p>..... was completed by .....</p> <p>..... in ..... The work portrays .....</p>	<p>suggests, conveys, conjures up, recalls, recreates, when looking at closely, from a distance.</p>
Artists intention	<p>I think the artist is trying to .....</p> <p>The reason I think this is because .....</p>	<p>exaggerate, distort, conjure up, recreate, observe, reflect, express mood or ideas, explore material, line, tone, texture, colour, shape, see, feel, think, imagine.</p>
Source of inspiration and influences	<p>I think the artist worked from .....</p> <p>because.....</p> <p>The artist prepared for this work by.....</p>	<p>observation, memory, imagination, supporting sketches, photographs.</p>
Your reaction	<p>The work makes me feel ..... because .....</p>	<p>happy, sad, suggests, evokes, conveys, mood, feeling, atmosphere, recalls, reminds me of, inspires me.</p>
Use of form	<p>The work has been composed of.....</p>	<p>balanced, symmetrical, foreground, background, arrangement, composition, design, strong lines, leads the eye, shapes, small, large, angular, curved.</p>
Use of colour, tone and texture	<p>The artist's use of .....suggests.....</p> <p>I think he/she has done this to suggest.....</p>	<p>hot, cold, bright, dull, vivid, sombre, pastel, clashing, matching, range, variety, rough, smooth, broken.</p>
Style	<p>The artist's style is .....</p> <p>I can tell this by .....</p>	<p>technique, abstract, realistic, surrealist</p>
Conclusion	<p>I like this work because .....</p>	

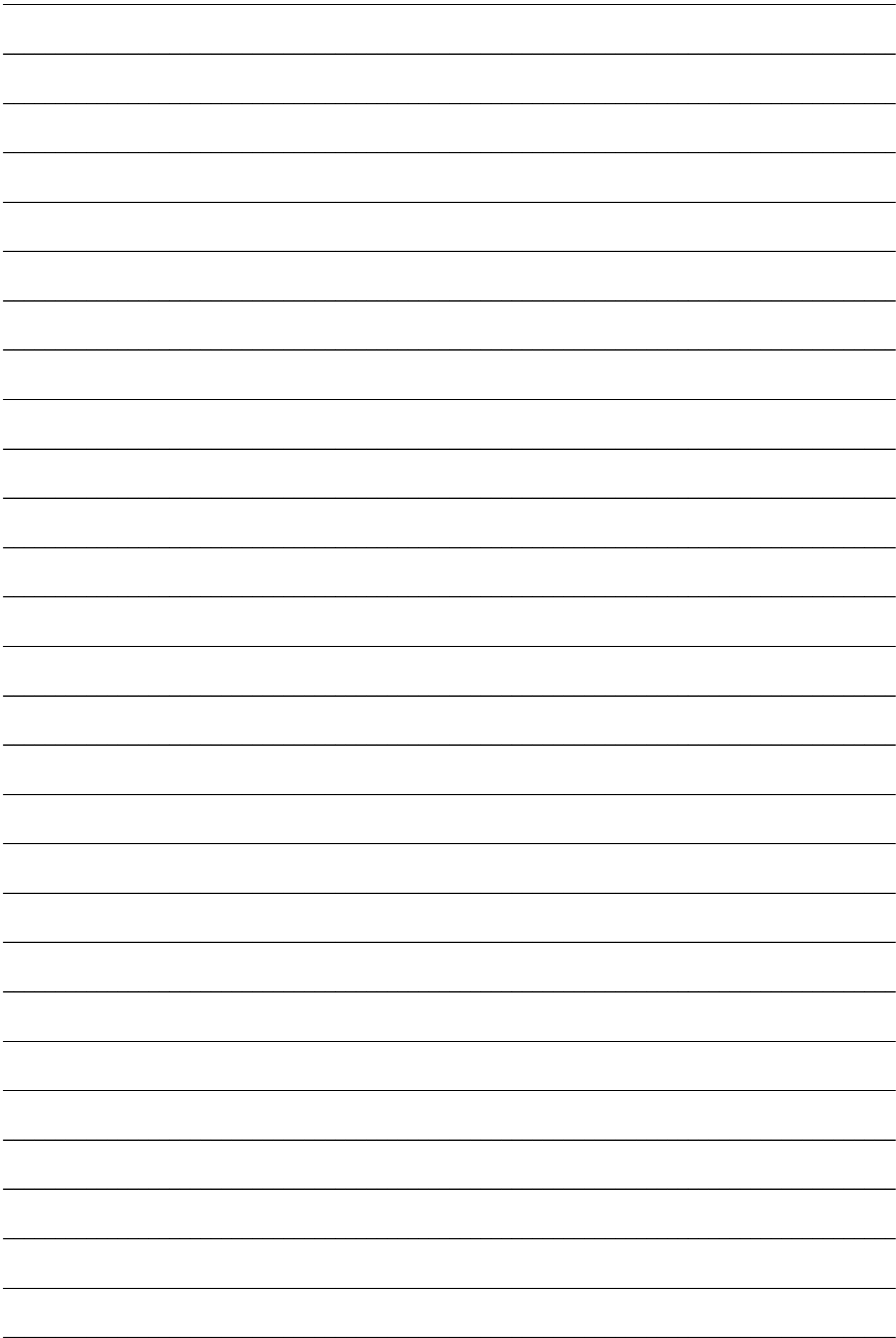


Date 20/05/24

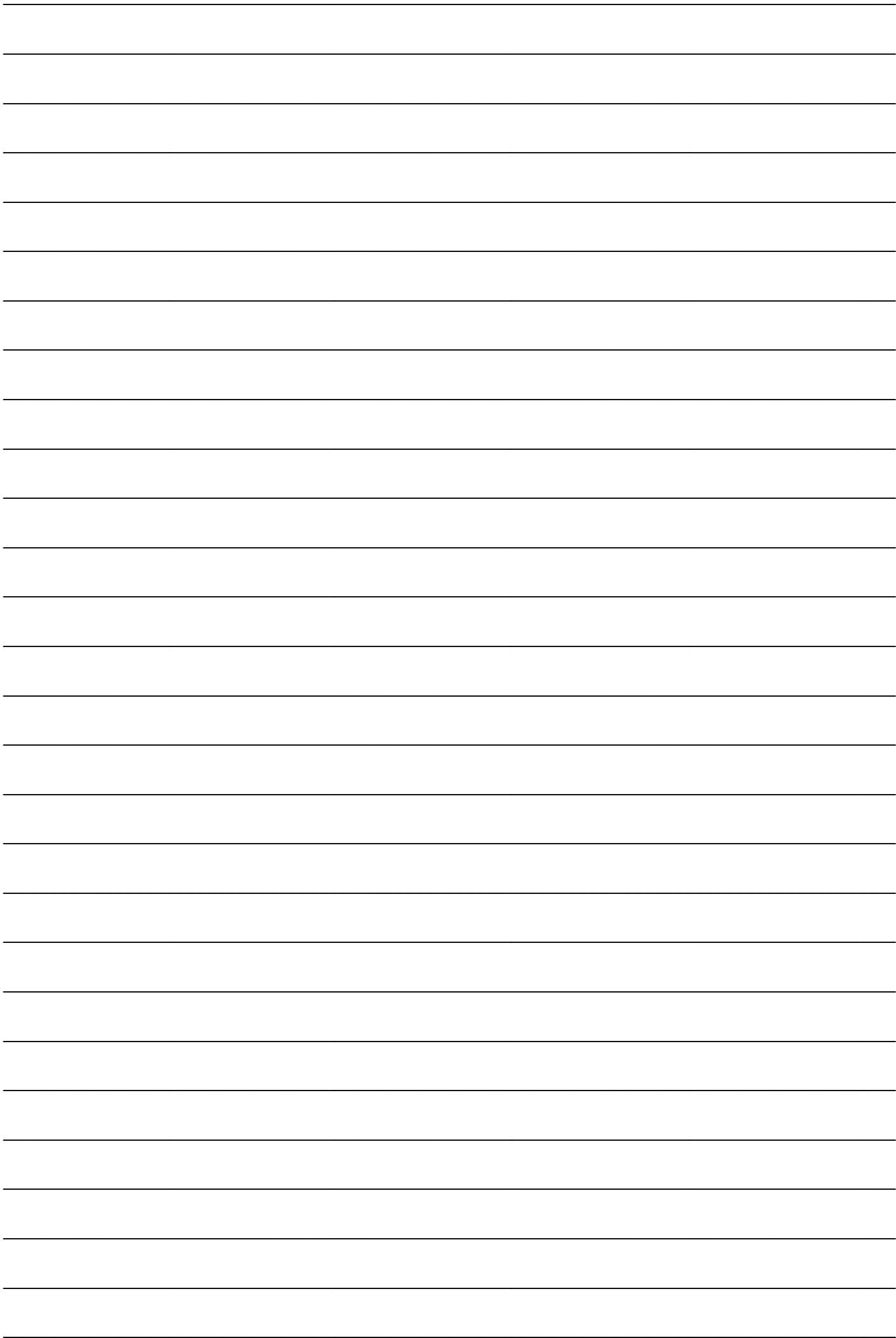
**WEEK 6**

Use your recent light graffiti images to create some digital edits (at least two).











# Evaluation

An evaluation is a chance to show the examiner your thoughts and creative processes discovered during the projects.

You need to write what research you have undertaken, about your creative experimentations and the development of your designs towards a final piece. On the way, discuss the artists you have researched and any problems you had. Finally you write an opinion of your work and how you could improve if you had more time/were to investigate the topic again.

Below is a writing frame to help you; use the bullet points to structure an evaluation answering all the assessment objectives.

Assessment Objectives	Possible sentence starters
<p>A01 – Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding</p> <ul style="list-style-type: none"> <li>• Chosen theme</li> <li>• Artists, designers and cultures investigated</li> <li>• Why I investigated the artists etc.</li> <li>• How they inspired me and my work</li> <li>• What I wanted to achieve</li> </ul>	<p>I have studied the theme...                      I research the work by...                      What attracted me to the artist was...                      I was inspired by...                      My research was useful because it helped me...</p>
<p>A02 Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes</p> <p>A03 Record ideas, observations and insights relevant to their intentions in visual and/or other forms</p> <ul style="list-style-type: none"> <li>• Observational studies (Drawings, paintings etc)</li> <li>• Photographs taken</li> <li>• Experimentation with different materials, what worked well and why?</li> <li>• Experimentation in the style of the artists, what worked well and why?</li> <li>• Development of ideas (After experimentation)</li> <li>• Final design/piece – Why did you choose those materials and techniques, how does it reflect the artists you have investigated and why?</li> </ul>	<p>I recorded from direct observation... I used...to show...                      I photographed...                      I experimented with...                      This worked well because...                      My experimentations connect to the artist because...                      It worked well because...                      After experimenting with... I decided to develop my ideas by...                      I adapted my work because...                      The different media I used lent me to decide to use...for my final piece.</p>
<p>A04 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</p> <ul style="list-style-type: none"> <li>• Did you produce your own imaginative ideas and outcomes?</li> <li>• Is your work similar to the artists and designers you have investigated?</li> <li>• Are you happy with your final design and piece?</li> <li>• How could you improve your work?</li> </ul>	<p>I developed my ideas by...                      My work connects to the artist(s) because...                      Looking back over my project, I think...                      I could improve my work/final piece by...</p>

Take care with spelling and grammar, then type up your evaluation and present in your sketchbook with, if possible, a photograph of your final piece.









Aspire  
ACHIEVE  
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Develop your character



Aspire Achieve Thrive