![Stoke Damerel logo]

STOKE DAMEREL

Aspire | Achieve | Thrive

Spring Term
Term 2

Photography

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Sparx Science	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Ebacc Option A Task 2	Sparx Maths	Option B Task 2
Friday	Sparx Science	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)	Option B	Option C
Computer Science	Business Studies	Art
Languages	Hospitality and Catering	Business Studies
Geography	Drama	Hospitality and Catering
History	Music	Computer Science
	Geography	Drama
	Health and Social Care	Photography
	ICT	Science (Triple)
	Media Studies	Sport
	Music	
	Sport	
	Travel and Tourism	

Half Term 3 (6 weeks) - Year 10		
Week / Date	**Homework task 1**	**Homework task**
Week 1 5th January 2026	**AO1: Artist Research** What is Macro Photography?	Research about *Macro Photography*. Take Cornell notes based on the topic.
Week 2 12th January 2026	**AO1: Artist Research** Who is Peter Fraser?	Read the information on the Artist: *Peter Fraser*. Take Cornell notes based on the topic.
Week 3 19th January 2026	**AO1: Artist Research** Who is Peter Fraser? And how does he use Macro Photography?	Use your Cornell notes on *Macro Photography* and *Peter Fraser* to write 100-200 words based around Who is he?, what he does?, why he does it and how he captures these images etc. Use the literacy guides to support you if needed.
Week 4 26th January 2026	**AO1: Artist Research** Image analysis	Use the *Writing frame for a critical analysis* sheet to analyse a piece of work by the artist investigated, Peter Fraser. Write up 100 - 200 words based on ONE of his images.
Week 5 2nd February 2026	**AO2: Experimentation** Collecting - Photographing	Take a series of your own images in the style of Peter Fraser - Macro Photography images of everyday objects.
Week 6 9th February 2026	**AO3: Record Ideas & Observations** Image selection	Present your best macro images and annotate (write) why you have chosen these pictures.

* 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**.

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.

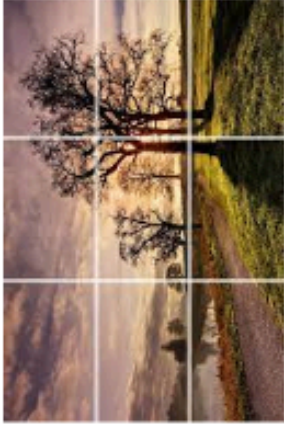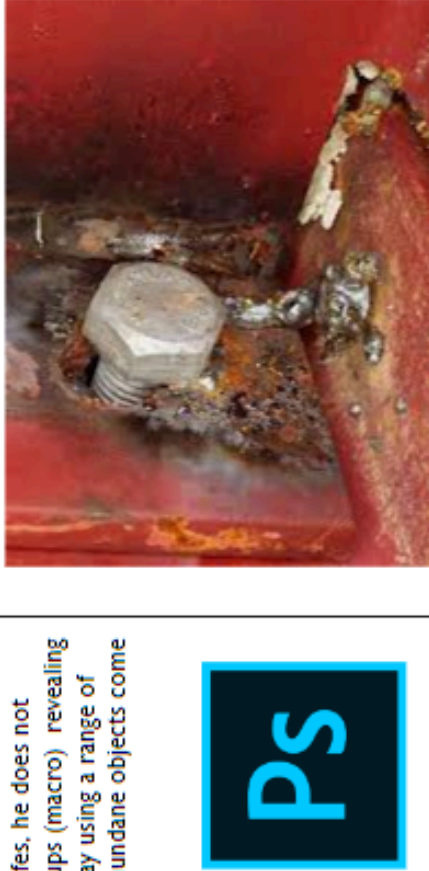| Half Term 4 (6 weeks) - Year 10		
Week / Date	**Homework task 1**	
Week 7 23rd February 2026	**AO1: Artist Research** What is Photomontage?	Read the information about *Photomontage*. Take Cornell notes based on the topic. (Link in GC) https://expertphotography.com/photomontage-definition-ideas/
Week 8 2nd March 2026	**AO1: Artist Research** Who was Hannah Hoch?	Read the information on the Artist: *Hannah Hoch*. Take Cornell notes based on the topic. (Link in GC) https://nmwa.org/art/artists/hannah-hoch/
Week 9 9th March 2026	**AO1: Artist Research** Who was Hannah Hoch? And how did she use Photomontage?	Use your Cornell notes on *Photomontage* and *Hannah Hoch* to write 100-200 words based around Who she was, what she did, why she did it and how to do it etc. Use the literacy guides to support you if needed.
Week 10 16th March 2026	**AO1: Artist Research** Image analysis	Use the *Writing frame for critical analysis* sheet to analyse a piece of work by the artist investigated, Hannah Hoch. Write up 100 - 200 words based on ONE of her images.
Week 11 23rd March 2026	**AO2: Experimentation** Collecting and selecting	Prepare for your own Hannah Hoch inspired manual edit by collecting pages out of magazines, newspapers, photos etc with interesting imagery that can be cut up.
Week 12 30th March 2026	**AO3: Record Ideas & Observations** Manual edit inspired by Hannah Hoch	Use your collection of images to make your own Photomontage manual edit inspired by Hannah Hoch. (Make at least 2)

* 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**.

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.

Year 10 Photography

WEEK 1 & 4
FOCUS - Assessment Objective 1 (AO1)

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

Photographers - Half Term 3 - Abstract

Edward Weston (1886 - 1958) is considered to be one of the most influential American photographers of the 20th century. One of his most famous works, titled Pepper No. 30, is a monochrome photo of a single green pepper with beautiful, soft lighting. When Weston turned his camera on a humble green pepper, he made it look like a modernist sculpture. His work can be seen as quite abstract and very tonal in its appearance.

Key Terms

ABSTRACT - Sometimes called experimental, conceptual or concrete photography, it's a visual image that does not have an immediate association with the object and has been created through the use of photographic equipment, processes or materials.

COMPOSITION - The arrangement or structure of the formal elements that make up an image.

RULE OF THIRDS - The most common use of composition where the image is divided into 9 sections like a grid where focal points are placed on the lines and the where the lines cross over (See example picture on the right)

SHUTTER SPEED - Shutter speed is the length of time the camera shutter is open, exposing light onto the camera sensor. Essentially, it's how long your camera spends taking a photo. Shutter speed is measured in seconds and fractions of seconds.

WEEK 2 & 5
FOCUS - Assessment Objective 2 (AO2)

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

Peter Fraser (1953 - present day) is a British photographer. All of Fraser's photographs are found, still lifes, he does not construct his pictures but rather focuses on the enigmatic objects he finds. A lot of his photos are close ups (macro) revealing the edges, minute and incidental beauty and strangeness in the visible world. He photographs in such a way using a range of viewpoints and angles that you can't always see what the object is at first sight. He makes the everyday, mundane objects come alive.

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	

Glossary of terms

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

CONTOUR - The outline of an object or shape.

ORGANIC SHAPE - Shapes based on natural objects such as trees, mountains, leaves, etc.

GEOMETRIC SHAPE - Simple shapes found in geometry, such as circles, squares, triangles, etc.

APERTURE - In photography and digital photography, aperture is the unit of measurement that defines the size of the opening in the lens that can be adjusted to control the amount of light reaching the film or digital sensor. The size of the aperture is measured in F-stop. See also shutter speed.

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

Leading Lines - 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 (example to right).

Portrait Photography - Portrait photography, or portraiture, is a type of photography aimed toward capturing the personality of a person or group of people by using effective lighting, backdrops, and poses.
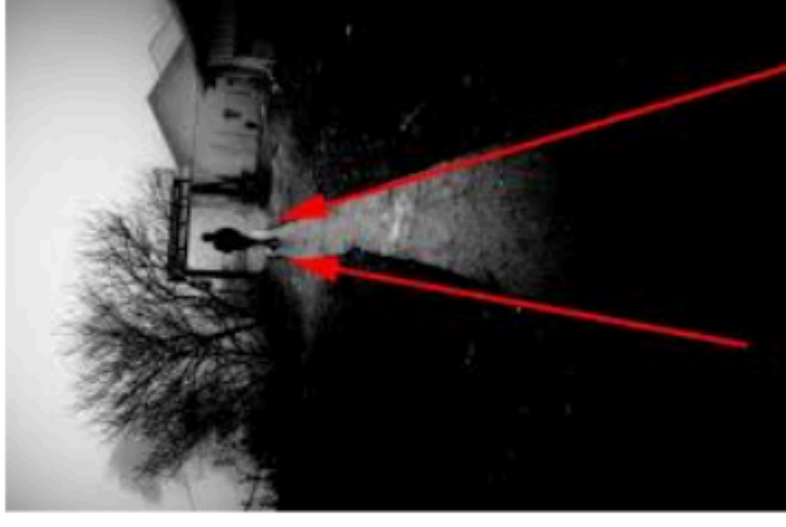
Exposure - Exposure is how light or dark an image is. An image is created when the camera sensor (or film strip) is exposed to light—that's where the term originates. A dark photo is considered underexposed, or it wasn't exposed to enough light; a light photo is overexposed or exposed to too much light. Exposure is controlled through aperture, shutter speed and ISO.

File Format - The file format is how your camera lens will record the image or image file. Raw files contain more information than JPEGs, which makes them more suitable for photo editing in various editing software.
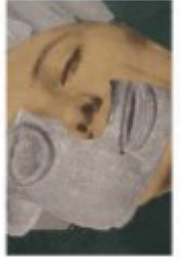
Flash Sync - You probably know that the flash is a burst of light - flash sync determines when the flash fires. Normally, the flash fires at the beginning of the photo, but changing the flash sync mode adjusts when that happens. The rear curtain flash sync mode, for example, fires the flash at the end of the photo instead of the beginning.

ISO - The ISO determines how sensitive the camera is to light. For example, an ISO of 100 means the camera isn't very sensitive - great for shooting in the daylight. An ISO 3200 means the camera is very sensitive to light, so you can use that higher ISO for getting shots in low light. The trade off is that images at high ISOs appear to be grainy and have less detail. ISO is balanced with aperture and shutter speed to get a proper exposure.

Year 10 photography

Half Term 4 (6 weeks) - Year 10
FOCUS - Assessment Objective 1 (AO1)

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

Photographers - Half Term 4 - Abstract (refined)

Bill Brandt (born Hermann Wilhelm Brandt (1904 – 1983) was a British photographer and photojournalist. Although born in Germany, Brandt moved to England, where he became known for his images of British society for such magazines as *Lilliput* and *Picture Post*, later he made distorted nudes, portraits of famous artists and landscapes. He would focus on parts of the body and make them the emphasis of his images. He would take the photos in such a way using a range of viewpoints and angles that it would change the perspective of the body part. He is widely considered to be one of the most important British photographers of the 20th century.

Key Terms

Composition For the arts, whether visual or musical, composition refers to the arrangement of elements used. In photography, it means paying attention to what will be photographed, how it is placed in relationship to other objects in the image, and how well the subject matter is expressed.
Depth of Field For many cameras, depth of field is the distance between the nearest and the farthest objects that are in acceptably sharp focus in an image. The depth of field can be calculated based on focal length, distance to subject, the acceptable circle of confusion size, and aperture.
Aperture is a space through which light passes in an optical or photographic instrument, especially the variable opening by which light enters a camera.
Perspective Photography allows you to evoke a sense of scale and depth by changing the camera's angle and position and using creative compositions.

FOCUS - Assessment Objective 2 (AO2)

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

Hannah Höch (1889 - 1978) is best known for her work of the Weimar period, when she was one of the originators of photomontage. Photomontage, is a type of collage in which the pasted items are actual photographs, or photographic reproductions. Inspired heavily by the avant-garde works of Pablo Picasso and her fellow Dada exponent Kurt Schwitters, Höch's dynamic and layered style managed to fit right in with some of the greatest names in modern art history.

Technical Keyboard Shortcuts

Ctrl + D = Deselect   Ctrl + C = Copy
Ctrl + X = Cut   Ctrl + V = Paste
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Ctrl + Alt + Z = Step backwards (undo)
Ctrl + Shift + Alt + V = Paste into selection

Ps

Glossary of terms

PANORAMIC - A photograph that often takes in a wide angle view of a landscape. This is usually presented in an extreme letterbox ratio.

LARGE FORMAT CAMERA - A Camera that shoots on either 5"x4" or 8"x10" film. These cameras are hard to set up and carry, however they give an image that has incredible detail.

TECHNIQUES - The method used to either take the photo or to edit the photo.

PROCESSES - The method used to edit a photograph that usually follows a range of steps rather than just one change.

INVERT - Put upside down or in the opposite position, order, or arrangement.

PHOTOMONTAGE - A piece of work constructed from photographic images cut or torn and layered to create a new image/concept/meaning.

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

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

Burst Mode

Rule of Thirds

Key Terms

Landscape Photography 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.

Burst Mode - You can take photos one at a time. Or, you can turn the burst mode on and the camera will continue snapping photos as long as you hold the button down, or until the buffer is full (which is a fancy way of saying the camera can't process any more). Burst speeds differ based on what camera you own, some are faster than others. Just how fast is written in "fps" or frames (pictures) per second. Example bottom right

RAW is a file type that gives the photographer more control over photo editing. RAW is considered a digital negative, where the default JPEG file type has already been processed a bit. RAW requires special software to open, however, while JPEG is more universal.

Annotation Key words

Rule of Thirds proposes that an image should be imagined as divided into nine equal parts by two equally spaced horizontal lines and two equally spaced vertical lines, and that important compositional elements should be placed along these lines or their intersections. Example top right

Noise is simply little flecks in an image, also sometimes called grain. Images taken at high ISOs have a lot of noise, so it's best to use the lowest ISO you can for the amount of light in the scene.

Artificial Lighting is indoor strip lighting, studio lighting, ring lighting etc. Any light that is purposefully set up or used to enhance your images.

Natural Lighting is where you try and use the daylight to your advantage, bright sunny days will make your images more vibrant, overcast days with slight cloud cover can act a softbox and grey cloudy days can give you a duller appearance, although these are all factors that can be experimented with and enhanced in Photoshop.

1. INTRODUCTION
Write a minimum of five sentences introducing us to the photographer.

- Briefly state **Who** created the work.
- Briefly state **When** and Where the work was made.
- Briefly state the themes that the artist explores & the general style of their work

2. CONTEXT
- **When** was it created? Describe the period/context when/where the work was made?
- **What** was happening in the world at that time that might have influenced the artwork?
- **How** does the period/context influence the work?
- **What** else was happening when the work was made (art, life, politics) that may have influenced the artist and their work?
- **What** does the work represent?
- **What** does it mean? What does it stand for?
- **What** does it symbolise?
- Explain and give examples of how the photographer has conveyed meaning in their work

You will have to research the artist and their work to help you with this.

3. CONTENT
- Describe the image.
- **What** is the photo about/what is the subject matter?
- Describe the photograph as though you were explaining it to someone who cannot see it.
- **What** can I see (foreground, middle ground, background)?
- **What** is the most important thing in the photo?
- Does the Title express the Theme behind the work?
- **Where** and when was it taken (i.e., in a studio, on location, etc)?
- Is it a real event or is it staged?
- Is the image realistic or has it been manipulated in any way?

You will have to research the artist and their work to help you with this.

4. THE FORMAL ELEMENTS
- **What** formal elements has the photographer/artist chosen to use?
- **Why** has the photographer selected to use these elements?
- **How** do these elements **convey meaning**? **Give examples.**

Line
Tone
Colour
Form
Shape
Space
Texture
Pattern

You will have to describe these elements.

5. PROCESS
- How was the piece produced?
- What is it made from?
- What techniques have been used?

All artists have their own style and technique. You should be able to understand something about the way they work.

6. MOOD
- Does the work capture a **mood, feeling or emotion**?
- How would you describe the **mood** of the image?
- **How** has this been achieved?
- **How** has the artist created this emotion?
- **What do you like** about the painting and why?
- **Compare** this work to others that may be of a similar theme or made in a similar way.
- **How might this artwork influence your own work? Explain?**

GENERAL PHOTOGRAPHY GUIDANCE

Visual References:
Stick the images across a page leaving space for a paragraph, include the following:
1. Include the photographers name, title & date of the image (if known).
2. Describe everything you see in the image using buzz words
3. What is the main focal point? How does the viewer's eye move around the image? Explain which formal element(s) stand out. (line, shape, form, tone, colour, pattern, texture).
4. Give your personal response to the image. What interests you or inspires you? What do you like/dislike?

Compare the photographs.

What are their similarities/ differences? Which do you prefer and why? How do they link to your topic? What ideas has this images given you for your own work?

Shoot Evaluation:
Print shoot wallet size
1. **Aim:** Sum up the aims of the shoot. Explain who or what you chose to photograph.
2. What photographer(s) does this shoot link to?
3. **3 Best:** Identify 3 or more images that are the most successful – briefly sum up what is effective …look for interesting compositions, unusual viewpoints, effective focus, atmospheric shots, sharply focused images
4. **Summary:** Summarise the shoot overall by writing a few sentences answering:
   - What has been successful, and Why?
   - What could be improved, and How? E.g re-positioning the camera, by turning the flash on/off, sharper focus, more light, different subject etc.

Experiments: *All experiments need to be presented neatly in your book, explained well and summarised.*
- For **Photoshop edits** you must keep an edits log explaining stages of your edit, then write… **1.** Why did you do this edit/ Who or what was this edit inspired by? **2.** Is this a successful edit, why?
- **All other experiments: 1.** Explain what you did **2.** WWW/EBI **3.** How does the experiment connect to your own work? **4.** Is this a success, why?

TERMINOLOGY

CONTACT PRINT: Whole shoot thumbnail size.

ENHANCEMENTS: Use Photoshop or other editing programmes to subtly alter the contrast/hue and saturation of images to improve them prior to printing.

MANIPULATIONS: These are physical processes and techniques such as collaging, using acetate, slicing and weaving, mono-printing and darkroom and post darkroom.

EDITS: Use an editing programme such as Photoshop to take an image through a set of processes to change the way it looks.

Mind Map/ Shoot Plan:
A mind map can be used to think of ideas for a shoot. Include information to cover the following points:
1. Intentions: What is your idea? How does it fit the theme/ brief? Location: Where will you do your shoot?
2. Subject Matter: e.g. people, model, objects, buildings, structures etc..
3. Composition & Techniques: How will you photograph your subject matter to make it look interesting? e.g. high/ low viewpoint, fast / slow shutter speed, natural / artificial lighting, macro setting, rule of 3rds, etc.
4. Restrictions: Weather, travelling or getting to locations, time of day etc.

Extend your writing!! Point – Evidence - Explain

VISUAL LITERACY

ANGLE: the vantage point from which the photograph was taken; generally used when discussing a photograph taken from an unusual or exaggerated vantage point.

LIGHT: what areas of the photograph are most highlighted? Are there any shadows? Does the photograph allow you to guess the time of day? Is the light natural or artificial? Harsh or soft? Reflected or direct?

SETTING: actual physical surroundings or scenery whether real or artificial.

CONTOUR: the outline of an object or shape.

TEXTURE: if you could touch the surface of the photograph how would it feel? How do the objects in the picture look like they would feel?

CONTENT: the subject, topic or information captured in a photograph.

ORGANIC SHAPE: shapes based on natural objects such as trees, mountains, leaves, etc.

SUBJECT: the main object or person(s) in a photograph.

COMPOSITION: the arrangement or structure of the formal elements that make up an image.

BALANCE: the distribution of visual elements in a photograph. Symmetrical balance distributes visual elements evenly in an image. Asymmetrical balance is found when visual elements are not evenly distributed in an image.

REPRESENTATIONAL: an image which shows recognizable objects.

EXPRESSIVE: concerned with communicating emotion.

SHAPE: do you see geometric or organic shapes? What are they?

REPETITION: are there any objects, shapes or lines which repeat and create a pattern?

SPACE: is there depth to the photograph or does it seem shallow? What creates this appearance? Are there important negative spaces in addition to positive spaces? Is there depth created by spatial illusions?

FRAMING: what the photographer has placed within the boundaries of the photograph.

CENTRAL FOCUS: the objects(s) which appears most prominently and/or most clearly focused in a photograph.

CONTRAST: strong visual differences between light and dark, varying textures, sizes, etc.

ABSTRACT: an image that emphasizes formal elements (line, shape, etc) rather than specific, recognizable objects

GEOMETRIC SHAPE: simple rectilinear or curvilinear shapes found in geometry, such as circles, squares, triangles, etc.

LINE: are there objects in the photograph that act as lines? Are they straight, curvy, thin, thick? Do the lines create direction in the photograph? Do they outline? Do the lines show movement or energy?

FOCUS: what areas appear clearest or sharpest in the photograph? What do not?

VALUE: is there a range of tones from dark to light? Where is the darkest value? Where is the lightest?

OBJECTIVE: a point of view free from personal bias, which attempts to consider all available information with equal regard and fairness

DOCUMENTARY PHOTOGRAPHY: photographs whose main purpose is to record a place, person(s) or event.

BACKGROUND: the part of a scene or picture that is or seems to be toward the back.

INTENTION: reason(s) why the artist made a work of art.

LANDSCAPE: an image that portrays the natural environment.

DIRECT APPROACH: confronting a scene in a straight-forward manner, without using unusual angles or distortion

THEME: a unifying or dominant idea in one work of art or in a collection of works.

PHOTOGRAPHY WORD BANK

LIGHT	COMPOSITION AND SPACE		TEXTURE	PATTERN	COLOUR	LINE	FEELING
Artificial	Background	Proportion	Ridged	Regular	Monochromatic	Organic	Alive
Contrast	Blurred	Perspective	Wrinkled	Irregular	Harmonic	Angular	Atmospheric
Evening	Complex	Dominates	Grainy	Repeating	Complementary	Aggressive	Delicate
Gentle	Confused	Open	Pixelated	Repetition	Primary	Bold	Depressing
Fading	Distance	Vast	Scratchy	Random	Secondary	Strong	Dignified
Gradual	Eye line	Crowded	Smooth	Chaotic	Warm	Faint	Disturbing
Subtle	Focus	Depth	Glossy	Tessellating	Cool	Inconsistent	Fresh
Uneven	Foreground	Foreground	Smokey	Mirrored	Hue	Directional	Expressive
Inconsistent	Form	Background	Clouded	Symmetry	Tint	Vanishing	Humorous
Varying	Middle ground	Horizon	Clear	Embellishment	Gradient	Blurred	Imposing
Unnatural	Near	Distance	Damaged	Decorative	Subtle	Broken	Nostalgic
Dramatic	Perspective	Scale	Chalky	Structure	Vivid	Gentle	Sad
Irregular	Proportion	Overlapped	Uneven	Geometric	Seasonal	Merged	Sentimental
Broken	Scale	Busy	Silky	Organic	Transparent	Endless	
Dark	Shape	Oppresive	Matt	Motif	Opaque	Continous	
Intense	Symmetry	Tight	Waxed	Shape	Matt	Parallel	
Shady	Linear	Movement	Incised	Colour	Radiant	Harsh	
		Fragmented	Embellished		Dull	Feathery	
		Empty			Bland	Vigorous	
		Balanced			Glare	Tapered	
		Restricted			Luminous	Flowing	
		Boundaries			Saturation	Fine	
					Realistic	Sensitive	

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.

WEEK 1: Cornell Notes (Homework task 1)

Topic: What is Macro Photography?

Links Questions	Notes

Summary

WEEK 2: Cornell Notes (Homework task 1)

Topic: Who is Peter Fraser?

Links Questions	Notes

Summary

WEEK 3: Artist research (Homework task 1)

Topic: Who is Peter Fraser? And how does he use Macro Photography?

Answer:-

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WEEK 4

Writing Frame for Critical Analysis (Photography)		
Structure	**Useful Starters**	**Useful Vocabulary**
Introduction: Introduce who the photographer is then describe the work - pretend that you are telling someone who cannot see it.	. . . . is a photographer who specialises in . . . . This piece of work was made in . . . . The work portrays	Suggests, conveys, conjures, recalls, recreates, when looking at closely, from a distance
Photographers intention	I think the photographer is trying to . . . . . . The reason I think this is because	Exaggerate, distort, conjure, recreate, observe, reflect, express, mood or ideas, explore techniques, surreal, abstract, realistic.
Source of inspiration and influences	I think the photographer was inspired by . . . . . because . . . . The photographer used . . . . technique/s in his images to show	Observation, memory, imagination, other artists and photographers, current affairs etc. . . Macro, slow/fast shutter speed, sport mode, repetition, tone, texture, shape, space (negative), light, focus, colour
Your reaction (own opinion)	The work makes me feel . . . . . because . . . . . I am inspired by the photographer because	Happy, sad, suggests, evokes, conveys, mood, feeling, atmosphere, recalls, reminds me of.
Use of form and composition	The work has been composed of . . . . The main composition that is shown is	Balanced, symmetrical, foreground, background, mid ground, arrangement, design, strong lines, leads the eye, shapes, small, large, angular, curved, rule of thirds, leading lines, horizontal/vertical lines, rule of triangle.
Use of colour, tone and texture	The photographer has captured . . . . I think he/she has done this to show/suggest	Warm, cool, bright, dull, vivid, sombre, pastel, clashing, matching, range, variety, complimentary, harmonious, primary, monochrome, monochromatic.
Conclusion	I like this particular work./style because	Refer to all of the above that you have written about to form your overall opinion.

WEEK 4: Image analysis (Homework task 1)

Topic: Image analysis

Peter Fraser - Image Analysis

Answer:-

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WEEK 5: Image taking (Homework task 1)

Topic: Experimentation - Photographing

Take a series of your own images in the style of Peter Fraser - Macro Photography images of everyday objects.

WEEK 6: Write up (Homework task 1)

Topic: Image selection

Present your best macro images below and annotate (write) why you have chosen these pictures.

Answer:-

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_____

_____

_____

_____

_____

WEEK 7: Cornell Notes (Homework task 1)

Topic: Artist Research - What is Photomontage?

Links Questions	Notes

Summary

WEEK 8: Write up (Homework task 1)

Topic: AO1: Artist Research - Who was Hannah Hoch?

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Topic: AO1: Artist Research - Who was Hannah Hoch?

WEEK 9 : Write up (Homework task 1)

Topic: AO1: Artist Research - Who was Hannah Hoch? And how did she use Photomontage?

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WEEK 10

Writing Frame for Critical Analysis (Photography)		
Structure	**Useful Starters**	**Useful Vocabulary**
Introduction: Introduce who the photographer is then describe the work - pretend that you are telling someone who cannot see it.	. . . . is a photographer who specialises in . . . . This piece of work was made in . . . . The work portrays	Suggests, conveys, conjures, recalls, recreates, when looking at closely, from a distance
Photographers intention	I think the photographer is trying to . . . . . . The reason I think this is because	Exaggerate, distort, conjure, recreate, observe, reflect, express, mood or ideas, explore techniques, surreal, abstract, realistic.
Source of inspiration and influences	I think the photographer was inspired by . . . . . because . . . . The photographer used . . . . technique/s in his images to show	Observation, memory, imagination, other artists and photographers, current affairs etc. . . Macro, slow/fast shutter speed, sport mode, repetition, tone, texture, shape, space (negative), light, focus, colour
Your reaction (own opinion)	The work makes me feel . . . . . because . . . . . I am inspired by the photographer because	Happy, sad, suggests, evokes, conveys, mood, feeling, atmosphere, recalls, reminds me of.
Use of form and composition	The work has been composed of . . . . The main composition that is shown is	Balanced, symmetrical, foreground, background, mid ground, arrangement, design, strong lines, leads the eye, shapes, small, large, angular, curved, rule of thirds, leading lines, horizontal/vertical lines, rule of triangle.
Use of colour, tone and texture	The photographer has captured . . . . I think he/she has done this to show/suggest	Warm, cool, bright, dull, vivid, sombre, pastel, clashing, matching, range, variety, complimentary, harmonious, primary, monochrome, monochromatic.
Conclusion	I like this particular work./style because	Refer to all of the above that you have written about to form your overall opinion.

WEEK 10: Image analysis (Homework task 1)

Topic: Image analysis

Hannah Hoch - Image Analysis

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WEEK 11: Collecting and selecting (Homework task 1)

Topic: Experimentation - Collecting and selecting

Prepare for your own Hannah Hoch inspired manual edit by collecting pages out of magazines, newspapers, photos etc with interesting imagery that can be cut up.

WEEK 12: Present (Homework task 1)

Topic: Image selection

Use your collection of images to make your own Photomontage manual edit inspired by Hannah Hoch. (Make at least 2)

Aspire (ACHiEVE) Thrive

Develop your character

STOKE DAMEREL

Aspire | Achieve | Thrive