



STOKE
DAMEREL

Aspire Achieve Thrive

Spring Term

Term 2

Photography

Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

Monday	Science Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Sparx Science	Option B Task 1	Sparx Maths
Wednesday	English Task 1	Science Task 2	Option C Task 2
Thursday	Ebacc Option A Task 2	Option B Task 2	Sparx Catch Up
Friday	Sparx Science	English Task 2	Sparx Maths

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
French	Art	Business Studies
Geography	Business Studies	Catering
History	Catering	Computer Science
	Childcare	Drama
	Triple Science	Health & Social Care
	Travel and Tourism	Media Studies
	Music	Photography
	Sport	Sport
	IT	Sociology

Half Term 3 (6 weeks) - Year 11

Week / Date	Homework task 1 Cornell Notes	Details
Week 1 6th January 2025	AO1: Artist Research Theme	Research <i>the theme</i> from your chosen question within the exam paper.
Week 2 13th January 2025	AO1: Artist Research Photographer 1	Research <i>Photographer 1</i> from your chosen question within the exam paper.
Week 3 20th January 2025	AO1: Artist Research <i>Photographer 1</i>	Use your Cornell notes on <i>Photographer 1</i> , to write 100-200 words based on the artist for your research page. Use the literacy guides to support you if needed.
Week 4 27th January 2025	AO1: Artist Research <i>Photographer 2</i>	Research <i>Photographer 2</i> from your chosen question within the exam paper.
Week 5 3rd February 2025	AO1: Artist Research <i>Photographer 2</i>	Use your Cornell notes on <i>Photographer 2</i> , to write 100-200 words based on the artist for your research page. Use the literacy guides to support you if needed.
Week 6 10th February 2025	AO1: Artist Research: <i>Photographer comparison</i>	Compare the work of the two <i>Photographer</i> that you have chosen from your exam question.

* 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 exam 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 11

Week / Date	Homework task 1 Cornell Notes	Details
Week 7 24th February 2025	AO4: Personal Response: Mock Exams week beginning 3rd March 2025	Mock Exam Preparation Answer the questions to help you to prepare for your mock exam.
Week 8 3rd March 2025	Mock Exams	Mock Exams
Week 9 10th March 2025	Mock Exams	Mock Exams
Week 10 17th March 2025	AO4: Personal Response 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.
Week 11 24th March 2025	AO4: Personal Response: Exams week start May 2025	Exam Preparation Answer the questions to help you to prepare for your exam.
Week 12 31st March 2025	AO4: Personal Response: Exams week start May 2025	Exam Preparation Answer the questions to help you to prepare for your exam.

* 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.

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ANALYSING PHOTOGRAPHERS WORK

Photographers Name, Title, Date & Image

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?**

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?
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.	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.
FRAMING: what the photographer has placed within the boundaries of the photograph.		REPRESENTATIONAL: an image which shows recognizable objects.	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?
CENTRAL FOCUS: the object(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.	EXPRESSIVE: concerned with communicating emotion.	VISUAL LITERACY	
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?	SHAPE: do you see geometric or organic shapes? What are they?		GEOMETRIC SHAPE: simple rectilinear or curvilinear shapes found in geometry, such as circles, squares, triangles, etc.
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.	ABSTRACT: an image that emphasizes formal elements (line, shape, etc) rather than specific, recognizable objects		DOCUMENTARY PHOTOGRAPHY: photographs whose main purpose is to record a place, person(s) or event.
		OBJECTIVE: a point of view free from personal bias, which attempts to consider all available information with equal regard and fairness		DIRECT APPROACH: confronting a scene in a straight-forward manner, without using unusual angles or distortion
		LANDSCAPE: an image that portrays the natural environment.		

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

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	Oppressive	Matt	Motif	Opaque	Continuous	
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: Exam theme research

Links	Notes
Questions	

Summary

WEEK 2: Cornell Notes (Homework task 1)

Topic: Photographer 1

Links	Notes
Questions	

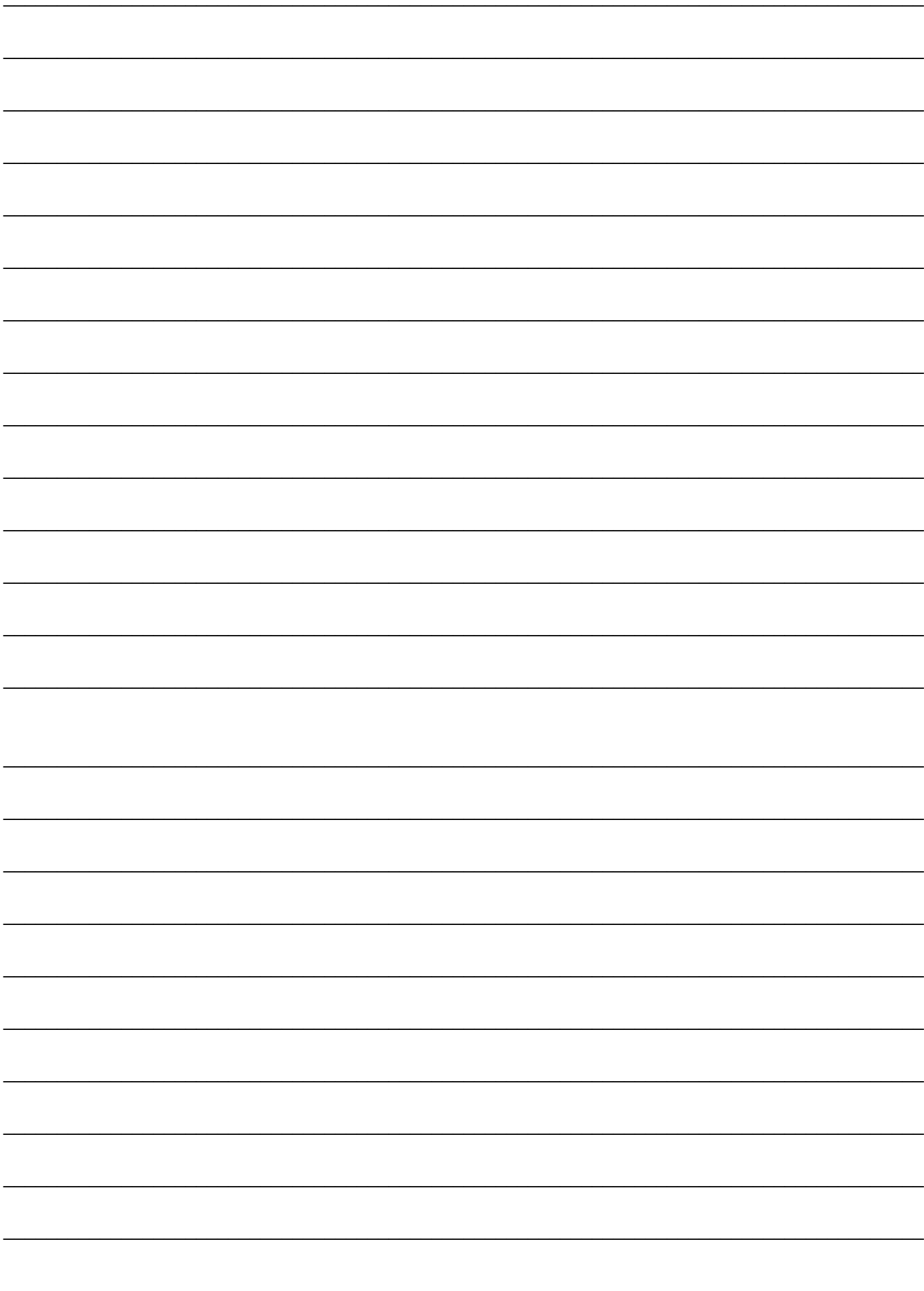
Summary

WEEK 4: Cornell Notes (Homework task 1)

Topic: Photographer 2

Links	Notes
Questions	

Summary



Final Evaluation

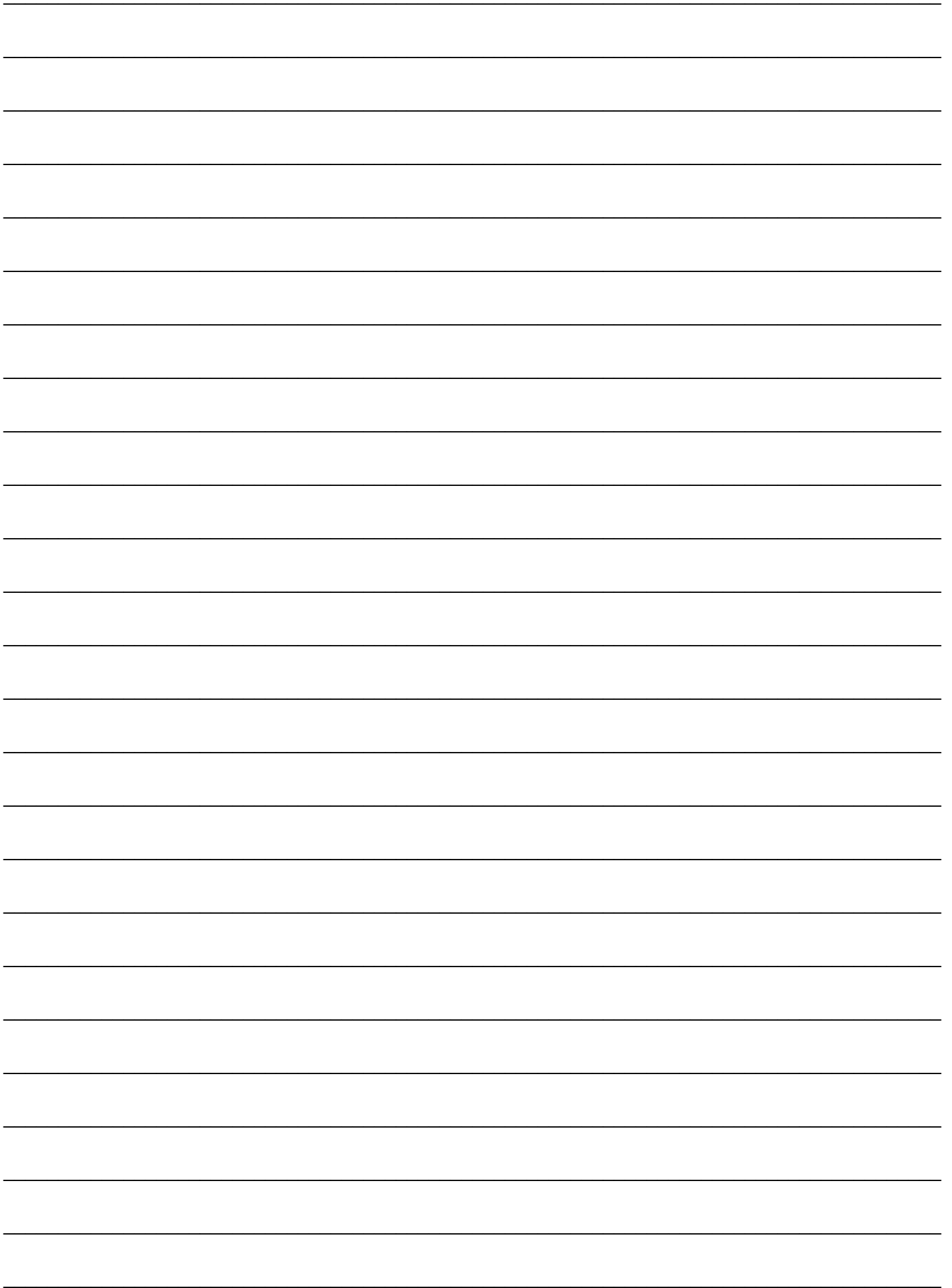
Use full sentences to complete your final evaluation.

Include these key points below;

1. What new camera skills have you developed?
2. What new Photoshop skills have you experimented with?
3. Which was your most successful photo shoot? Why was it successful?
4. Which was your best edit? Why was it your best edit?
5. How does your work compare the work of other photographers you have researched?
6. If you have carried out manual experiments how successful were they?
7. What would you do to improve your project?

Sentence Starters . . .

- New camera skills I have experimented with are because
- I have experimented in photoshop by
- I have used the following techniques.....
- Through working in this way I have learned how to
- I could have made greater use of
- My most successful photoshoot wasbecause.....
- I believe my best edit wasbecause.....
- This piece could have been improved by including
- My work is similar to that of They have influenced my work because..... However, I have made it my own by.....
- My manual edits were unsuccessful/successful because. . . .
- I chose to edit my final piece by because
- I am pleased / not pleased with my final outcome because.....
- If I were to do the project again I would improve it by



Aspire
ACHIEVE
Thrive

Develop your character



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