



STOKE
DAMEREL

Aspire Achieve Thrive

Cycle 4

Photography

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	Bedrock Learning	Ebacc Option D	Option C	Modern Britain
Tuesday	English	Tassomai	Option B	Option A
Wednesday	Hegarty	Science	Modern Britain	Option C
Thursday	Ebacc Option D	Tassomai	Bedrock Learning	Option B
Friday	Hegarty	Science	English	Option A

Tassomai - 2 Daily Goals per week

Hegarty - 4 tasks of Hegarty per week


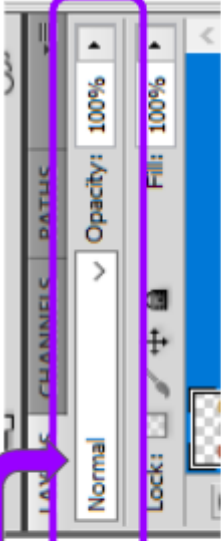


Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

Photography Year 10 Cycle 4 - Homework Plan

Week / Date	Homework task	Details*
<p>Week 1 April 25th</p>	<p>AO1: Technical Research What is Double Exposure Photography?</p>	<p>Read the information about <i>Double exposure</i>. Take Cornell notes based on the topic. (Link in GC) https://expertphotography.com/16-creative-double-exposure-ideas/as/</p>
<p>Week 2 May 2nd</p>	<p>AO1: Artist Research Who is Dan Mountford?</p>	<p>Read the information on the Artist: <i>Dan Mountford</i>. Take Cornell notes based on the topic.</p>
<p>Week 3 May 9th</p>	<p>AO1: Artist Research Who is Dan Mountford? Give examples of his Double Exposure Photographs</p>	<p>Use your Cornell notes on <i>Dan Mountford and his Double Exposure Photographs</i> to write 100-200 words based around Who he is, what he does, how he creates his images etc. Use the literacy guides to support you if needed.</p>
<p>Week 4 May 16th</p>	<p>AO1: Artist Research Image analysis</p>	<p>Use the <i>Writing frame for critical analysis</i> sheet to analyse a piece of work by the photographer investigated, Dan Mountford. Write up 100 - 200 words based on ONE of his images.</p>
<p>Week 5 May 23rd</p>	<p>AO2: Experimentation What is Typographic Photography?</p>	<p>Research what is Typographic Photography and experiment with capturing some of your own images. Record your images in your booklet</p>
<p>Week 6 June 6th</p>	<p>AO3: Record Ideas & Observations Digital editing using either Photoshop (in school time) or free editing programme Photopea.</p>	<p>Use your recent Typographic Photography images to create some digital edits (at least two). Use the free editing programme Photopea to do this. https://www.photopea.com/</p>
<p>Week 7 and 8 June 13th & June 20th</p>	<p>Self-questioning: Weeks 1 - 6</p>	<p>Revision for your knowledge assessment.</p>
<p>Week 9 June 27th</p>	<p>Self-questioning: Plug the gaps from Week 1 - 6</p>	<p>DIRT Use this time to complete any feedback points from your previous homework tasks not finished.</p>

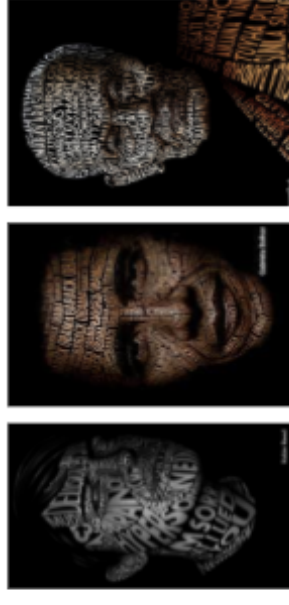
* Make sure you have your homework books each lesson. The work produced here will be used within your coursework of your **Assessment Objective 1-3**

Year 10 Photography

<p>WEEK 1 & 4 FOCUS - Assessment Objective 1 (AO1)</p>	<p>Artists/Photographer - Cycle 4 - Express Yourself</p> <p>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 <i>Signs that say what you want them to say and not Signs that say what someone else wants you to say</i> (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.</p> <p>Photoshoot planning</p> <p>After researching your artist and exploring their techniques you need to create a photoshoot planning page. This should include . . .</p> <p>WHAT you will photograph (people (who, why?), objects etc). WHERE you will photograph (Studio, School, Town, Beach etc)</p> <p>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.</p>	<p>Research, inspiration, mind maps, shoot plans and your ideas.</p> 
<p>WEEK 2 & 5 FOCUS - Assessment Objective 2 (AO2)</p>	<p>Artists/Photographers</p> <p>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.</p> <p>Blending Styles - These are used to merge two layers (pictures) together and will help to create the double exposure look like in Dan Mountfords work along with some use of the eraser tool and changing the opacity. (Opacity means how see through something is)</p> <p>Technical Keyboard Shortcuts</p> <ul style="list-style-type: none"> Ctrl + D = Deselect Ctrl + X = Cut Ctrl + T = Transform Ctrl + Alt + Z = Step backwards (undo) Ctrl + Shift + Alt + V = Paste into selection Ctrl + C = Copy Ctrl + V = Paste  	<p>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.</p> <p>FRAMING - What the photographer has placed within the boundaries of the photograph.</p> <p>FOCAL POINT - The most important part of the image where the eye is first drawn to.</p> <p>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.</p> <p>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.</p> <p>KEY TERMS</p>
		<p>Experimenting, photoshop edits, manual edits, taking photos using different camera settings.</p> 

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 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.

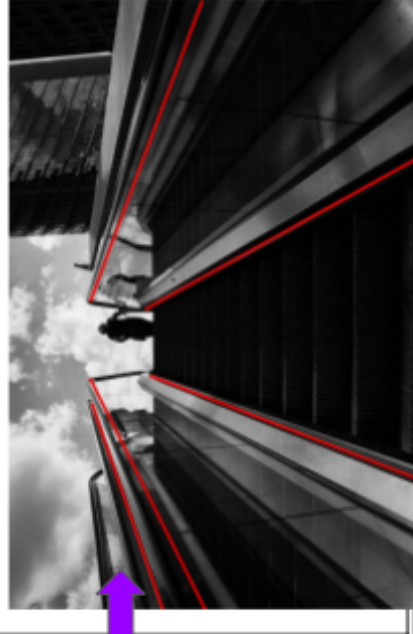
Landscape Photography shows spaces within the world, sometimes vast and unending, but other times microscopic. Landscape photographs typically capture the presence of nature but can also focus on man-made features or disturbances of landscapes. Landscape photography is done for a variety of reasons.

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 7 & 8

Revise all

WEEK 9

Plug the gaps

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.

Date / / Topic : Cornell notes on - What is Double Exposure Photography?

Questions	Notes

Summary

Date / / Topic : Cornell notes on - Who is Dan Mountford?

Questions	Notes

Summary

Writing Frame for Critical Analysis (Photography)		
Structure	Useful Starters	Useful Vocabulary
<p>Introduction: Introduce who the photographer is then describe the work - pretend that you are telling someone who cannot see it.</p>	<p>..... is a photographer who specialises in</p> <p>This piece of work was made in</p> <p>The work portrays</p>	<p>Suggests, conveys, conjures, recalls, recreates, when looking at closely, from a distance</p>
<p>Photographers intention</p>	<p>I think the photographer is trying to</p> <p>The reason I think this is because</p>	<p>Exaggerate, distort, conjure, recreate, observe, reflect, express, mood or ideas, explore techniques, surreal, abstract, realistic.</p>
<p>Source of inspiration and influences</p>	<p>I think the photographer was inspired by because</p> <p>The photographer used technique/s in his images to show</p>	<p>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</p>
<p>Your reaction (own opinion)</p>	<p>The work makes me feel because</p> <p>I am inspired by the photographer because</p>	<p>Happy, sad, suggests, evokes, conveys, mood, feeling, atmosphere, recalls, reminds me of.</p>
<p>Use of form and composition</p>	<p>The work has been composed of</p> <p>The main composition that is shown is</p>	<p>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.</p>
<p>Use of colour, tone and texture</p>	<p>The photographer has captured</p> <p>I think he/she has done this to show/suggest</p>	<p>Warm, cool, bright, dull, vivid, sombre, pastel, clashing, matching, range, variety, complimentary, harmonious, primary, monochrom, monochromatic.</p>
<p>Conclusion</p>	<p>I like this particular work./style because</p>	<p>Refer to all of the above that you have written about to form your overall opinion.</p>

Date / /

Research what is Typographic Photography and experiment with capturing some of your own images.

Date / /

**Use your recent Typographic Photography images to create some digital edits (at least two).
Use the free editing programme Photopea to do this.**

