



**Cycle 2**

# **Photography**

# **Year 11**

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

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

## Year II Homework Timetable

<b>Monday</b>	English	Ebacc Option A	Option C	
<b>Tuesday</b>	Tassomai	Option B	Option D	
<b>Wednesday</b>	Hegarty	Science	Option C	
<b>Thursday</b>	Ebacc Option A	Tassomai	Option B	Option D
<b>Friday</b>	Hegarty	Science	English	

Tassomai - 50 questions per week

Hegarty - 4 tasks of Hegarty per week






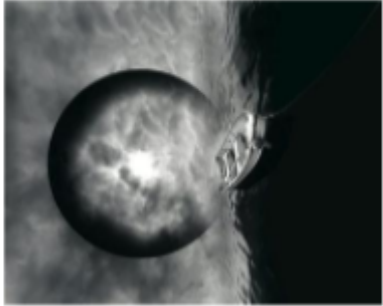
Block A	Block B	Block C	Block D
French	Art	Art	Business Studies
Geography	Business Studies	Business Studies	Catering
History	Child Development	Catering	Dance
Sociology	Catering	Drama	Drama
	Computer Science	History	Geography
	IT	Music	Media Studies
	Media Studies	Photography	Photography
	Sociology	Sport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

Photography Year 11 Cycle 2 - Homework Plan

Week / Date	Homework task	Details*
<p><b>Week 1</b> November 15th</p>	<p><b>AO1: Artist Research</b> Who was Jerry N. Uelsmann?</p>	<p>Read the information about the photographer: <i>Jerry N. Uelsmann</i> Take Cornell notes based on him and his work. (Link in GC) <a href="https://www.uelsmann.net/">https://www.uelsmann.net/</a></p>
<p><b>Week 2</b> November 22nd</p>	<p><b>AO1: Artist Research</b> Who was Jerry N. Uelsmann?</p>	<p>Use your Cornell notes on <i>Jerry N. Uelsmann</i> to write 100-200 words (of your own) based on: Who he was, what he did, why he did it and how to do it etc. Use the literacy guides to support you if needed.</p>
<p><b>Week 3</b> November 29th</p>	<p><b>AO1: Artist Research</b> What is Composition?</p>	<p>Read the information about <i>Composition</i>. Take Cornell notes based on the topic. (Link in GC) <a href="https://petapixel.com/2016/09/14/20-composition-techniques-will-improve-photos/">https://petapixel.com/2016/09/14/20-composition-techniques-will-improve-photos/</a></p>
<p><b>Week 4 &amp; 5</b> December 6th &amp; 13th</p>	<p><b>AO1: Planning and Preparation</b></p>	<p>Plan and prepare for your photography Mock Exam following the guidelines set out on Google Classroom.</p>
<p><b>Week 6</b> January 3rd</p>	<p><b>AO1: Artist Research</b> What is Composition?</p>	<p>Use your Cornell notes on <i>Composition</i> to write 100-200 words (of your own) based on: What it is, different types of composition supported with an example of each one.</p>
<p><b>Week 7</b> January 10th</p>	<p><b>AO1: Artist Research</b> Image analysis</p>	<p>Use the <i>Writing frame for critical analysis</i> sheet to analyse a piece of work by the artist investigated, <i>Jerry N. Uelsmann</i>. Write up 100 - 200 words based on ONE of his images. Make sure you write about the composition in detail.</p>
<p><b>Week 8</b> January 17th</p>	<p><b>AO1: Artist Research</b> Developing Ideas</p>	<p>Create a mind map of how Surrealism can be refined and developed into a particular category. For example . . Surreal Landscapes. Include images with the photographer's names and any relevant keywords and ideas you have.</p>
<p><b>Week 9</b> January 24th</p>	<p><b>DIRT:</b> Plug the gaps from Cycle 2</p>	<p><i>DIRT</i> 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**

# Year 11 Photography

<p><b>WEEK 1 &amp; 4</b> <b>FOCUS - Assessment Objective 1 (AO1)</b></p>	<p>Research, inspiration, mind maps, shoot plans and your ideas.</p>
<p><b>Artists/Photographers - Cycle 1 - Surrealism</b> <b>Erik Johansson</b> (1985 - present day) is a Swedish-born artist based in Prague who creates surreal images by recombining photographs and other materials. He captures ideas by combining images using Photoshop in new ways to create what looks like a real photograph, yet with logical inconsistencies to impart an effect of surrealism.</p> <p><b>Inferring photographs</b> is where you closely study the image to be able to infer what is going on and what the story about that image is, looking to see if there is a hidden meaning or what it could represent.</p> <p><b>Perspective in photography</b> is defined as the sense of depth or spatial relationship between objects in a photo. By changing perspective, subjects can appear much smaller or larger than normal.</p>	 
<p><b>Glossary of terms</b> <b>Composition</b> (The layout) Put simply, composition is how the elements of a photo are arranged. A composition can be made up of many different elements, or only a few. It's how the artist puts those things within a frame that help a photograph become more or less interesting to the viewer.</p> <ul style="list-style-type: none"><li>• Rule of Thirds</li><li>• Leading Lines</li><li>• Framing</li><li>• Vertical Lines</li><li>• Horizontal Lines</li><li>• Rule of Triangle</li></ul>	 
<p><b>WEEK 2 &amp; 5</b> <b>FOCUS - Assessment Objective 2 (AO2)</b></p>	<p>Experimenting, photoshop edits, manual edits, taking photos using different camera settings.</p>
<p><b>Jerry N. Uelsmann</b> (1934 - present day) is an American photographer and was an early exponent of photomontage in the 20th century in America. His work in darkroom effects foreshadowed the use of Adobe Photoshop to make surrealistic images in the late 20th century. His work combines several images into one to create a mysterious and dream-like image.</p> <p><b>Key Terms</b> <b>TECHNIQUES</b> - The method used to either take the photo or to edit the photo. <b>PROCESSES</b> - The method used to edit a photograph that usually follows a range of steps rather than just one change. <b>SCANNING</b> - A way of making a copy of your manual edits and viewing them on your computer. <b>TRIPOD</b> - A 3 legged stand that the DSLR camera is screwed onto and ensures the camera is held in place, ideal for portrait, studio and slow shutter speed photoshoots.</p>	 

**Photoshoot Planning** After researching your artist and exploring their techniques you need to create a photoshoot planning page. Include **technical research** if needed. What problems might you face? Weather conditions, Equipment failure, wrong lighting etc... How will you overcome them? 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.

**WEEK 3 & 6**  
**FOCUS - Assessment Objective 3 (AO3) & Assessment Objective 4 (AO4)**

**Technical Keyboard Shortcuts**  
**Ctrl + N** = New page  
**Ctrl + C** = Copy  
**Ctrl + T** = Transform  
**Ctrl + Shift + Alt + V** = Paste into selection  
**Ctrl + V** = Paste  
**Ctrl + X** = Cut  
**Ctrl + Alt + Z** = Step backwards (Undo)

**Glossary of Terms**  
**Juxtaposition** - When a photographer puts two objects close to each other and tries to attract the viewer's attention to their differences. When the contrast between these two objects is the first thing that catches the viewer's eye, juxtaposition is achieved.  
**COLOURED FILM** - Different coloured thin clear plastic used to manually edit photos or put on the end of the camera lens to act as a colour filter when taking photos.  
**ADJUSTMENT LAYERS** - In Photoshop are a group of super useful, non-destructive image editing tools that add colour and tonal adjustments (hue/saturation, levels etc) to your image without permanently changing its pixels. With the adjustment layers, you can edit and discard your adjustments or restore your original image at any time.  
**FILTERS** - In Photoshop, filters are individual algorithms (e.g. behind-the-scenes calculations) that alter the appearance of an image. For example, a simple filter might blur a selected region while an advanced filter could make a photograph look like a hand-drawn sketch.  
**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.

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

**Assessment Keywords**  
**Personal response** - Belonging to or affecting you rather than anyone else. How you feel about your work.  
**Meaningful** - To show meaning (to express or represent an idea).  
**Intentions** - Something that you want and plan to do.  
**Visual Language** - How your images communicate to the viewer.  
**Screenshots** are an important part of AO3, it's a picture taken of each step of your editing process in Photoshop (or photos if manually editing) You do this by using the print screen button on your keyboard and then Ctrl + V to paste into your digital sketchbook. You should also support these screenshots with annotation as to what tools you used and why you used them



**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      /      /

# WEEK 2

**Who was Jerry N. Uelsmann**

Answer:-

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Writing Frame for Critical Analysis (Photography)		
Structure	Useful Starters	Useful Vocabulary
<b>Introduction:</b> 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
<b>Photographers intention</b>	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.
<b>Source of inspiration and influences</b>	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
<b>Your reaction (own opinion)</b>	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.
<b>Use of form and composition</b>	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.
<b>Use of colour, tone and texture</b>	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, monochrom, monochromatic.
<b>Conclusion</b>	I like this particular work./style because . . . .	Refer to all of the above that you have written about to form your overall opinion.



**Date**     /     /

**Create a mind map**