

## KS4: Medium Term Plan - Photography - Unit 1: Distortion - objects and places

Year group : 10	Subject: Photography
<b>Prior learning- linked to National curriculum</b>	Students will be building upon their knowledge and understanding of historical and contemporary artists and photographers. They will be utilising their previous learning on the formal elements in art and using their knowledge and understanding of concepts and contrasts taught within the portraiture and landscape projects in year 9. Throughout KS3, students have been taught about key elements of 'composition', from dynamic and static compositions to using planning techniques like grids to translate images from a photograph to a drawing. This knowledge will support their understanding of planning a photoshoot, considering balance and composition.
<b>Rationale</b>	Photography encourages students to see the world differently. The start of the course is very much about teaching the students how to use a digital camera and look through the lens, to open them up to a new way of viewing what they see. With cameras on phones, the students take photographs, view videos and 'reels' all the time. It is a part of their modern DNA. But they rarely slow down to actually line up a photograph correctly, with an understanding of composition. On the course, they have that time to slow down, learn the importance of patience and refine their skills as a photographer. Working with a broad theme for their first unit, they explore different photographic processes and techniques. Through the homework tasks, they are encouraged to explore their chosen spaces, in and out of the home, looking at their surroundings with a new perspective. The integration of contextual research encourages them to explore different styles of photography, different approaches, themes and techniques, alongside the development of their own ideas. Students are also encouraged to think about the variety of careers open to them, to 'dream big' and pursue careers in the creative arts sector.
<b>Vocabulary:</b>	Depth of field, aperture, focus, shutter speed, zoom, lens, digital, manipulation, composition, proportions, scale, layering, special effects, cyanotypes, lightbox, glass orb, distortion.
<b>Cultural Capital:</b>	Students are informed of exhibitions and workshops available to them in Brighton, Newhaven, Eastbourne, Lewes, London and surrounding areas. Through their contextual research, they are required to research

	contemporary and historical figures in the photography world. Students are given a list of photographers to choose from and are encouraged to explore artists from a range of cultural backgrounds.
<b>Key assessments- name the assessments</b>	<p>Year 10: Distortion</p> <p>Assessment 1: AO3 Students are assessed on their photographic skills and techniques based on the first 3 photoshoots, exploring 'depth of field' and composition. .</p> <p>Assessment 2: AO1 Students are assessed on their contextual research pages and their ability to create a response (photoshoots) that demonstrate an understanding of the photographers they have studied.</p> <p>Assessment 3: AO2 Media processes, techniques and materials: students develop a series of 'physical edits', using ink, paint, craft knives, glue, sewing equipment and other materials and processes.</p> <p>Assessment 4: AO3 Students are required to present a series of photographs which refine their ideas of the 'distortion' theme.</p> <p>Assessment 5: AO4 Students create a meaningful and personal response which concludes the 'distortion' project.</p>

<b>Week</b>	<b>Learning objectives</b>	<b>Adaptive teaching</b>	<b>Homework</b>
1-3	To be able to create a series of photographs demonstrating a knowledge and understanding of 'depth of field' and 'aperture'.	<p>Introduce the course, the structure and the assessment objectives.</p> <p>An introduction to photography and the digital camera. Intro to <b>depth of field, composition and shutter speed.</b></p> <p>Working in small groups using the cameras to take objects outside and explore 'depth of field' out the front of the school, in front of the food hall.</p> <p>Extension: Use i-pads to create research on depth of field and aperture. Own photographs to illustrate.</p>	<p>Create a moodboard on the theme of 'Distortion of objects' (slides on GC).</p> <p>Week 1: Collect images Week 2: Present on an A3 page with title.</p>

4-6	To be able to research and write about the selected photographers, demonstrating an understanding of the style of the work through personal responses (photoshoots)	<p>Introduce the first project within unit 1, which is on 'distortion: objects and places'.</p> <p>Students are to select from the list and choose 3 photographers that interest them.</p> <p>They are to create a series of contextual research pages which include images and information by the photographers as well as a written personal response. Students are then required to plan and create a photoshoot, inspired by their chosen photographers. This unit of the project is begun in class, in order to strongly embed the students' understanding of how to approach it, before students are assigned the rest of the contextual units, including the photoshoots, as homework tasks.</p>	<p>Create a moodboard on the theme of 'Distortion of objects' (slides on GC).</p> <p>Present a series of 3 contextual research pages with a title, images of the photographer's work, with evaluations and personal responses. Each contextual page then includes a photoshoot plan and a series of photographs, by the student, which explore the style of the photographer.</p>
7-8	To be able to create a series of 'physical edits' of the distortion photographs, using a range of media, processes, materials and techniques.	Students are shown the range of materials and processes on offer and are introduced to some different photographers and their processes before they are given 'free reign' to develop their own work. These are then evaluated and presented in the portfolios.	
9	To be able to develop a series of photographs on the theme of 'distortion: objects and places'.	Having developed the project, students are now to plan a final photoshoot for the theme which demonstrates their ability to refine and select work, to edit and create a final response, inspired by their chosen photographers. Students are shown previous 'final outcomes' and encouraged to develop processes and techniques that they have already confidently and successfully explored in the project.	Present the physical edits into the portfolio with a written evaluation.

10-14	To be able to create a final outcome for the 'distortion: objects and places' project.	Students are to create a final outcome for the project: previous final pieces include flip books and layered installations, a series of printed photographs that have been physically sliced and reformed and a hanging series of close ups of architecture.	Develop a series of portrait photographs on the 'distortion: portrait' theme, focusing on the style of at least 2 photographers from the list provided. The contextual research pages for this element of the 'distortion' unit, form the foundation for the second part to the distortion project.
-------	--	--	---