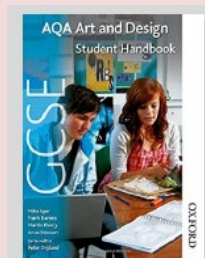




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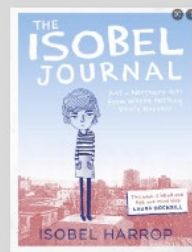
<u>Photography</u> <u>Year 10</u>	<u>Module 1</u>	<u>Module 2/3</u>
<u>Topic Theme and Intent</u>	A day in my life – A macro response. Students will be introduced to the course via this kickstart project. Student's will explore the formal elements within photography, discover the required criteria, processes and methods to facilitate interesting a photographic response .	INDEPENDENT PROJECT: Viewpoints, Reflections, Portraits, Movement. Pupils will select a theme, from multiple starting points, as a basis for research. Possible starting points of: Viewpoints, Reflections, Portraits and the figure and Movement are available to explore and echo the format of the end of year 11 AQA GCSE examination.
<u>Knowledge</u>	Pupils will start to think outside of the classroom and explore how hobbies and interests can be recorded photographically to support independent work. Pupils will undertake an extreme close up (Macro) approach to record minute formal element qualities. Pupils will be introduced to the creative possibilities of physical manipulation and mixed media techniques to support and enhance digital skills.	Pupils look at contemporary & past practice. Pupils develop personal ideas whilst using photographers work as inspiration. Pupils will draw from previous experience and photographic skills and knowledge to respond creatively and individually to chosen theme.
<u>Skills</u>	<ul style="list-style-type: none"> • AO1 – Developing Ideas • AO2 – Experimentation • AO3 – Record Ideas • AO4 – Present a personal response • Formative assessment of each strand. • Summative assessment of each strand on completion of the project 	<ul style="list-style-type: none"> • AO1 – Developing Ideas • AO2 – Experimentation • AO3 – Record Ideas • AO4 – Present a personal response • Formative assessment of each strand. • Summative assessment of each strand on completion of the project
<u>Literacy Links</u>	Reading skills: Students must undertake relevant in-depth research into appropriate sources to influence own artistic practice. Writing skills: •critical/contextual work, which could include written material such as journals, reviews, reflections and evaluations, annotations and historical background.	Reading skills: Students must undertake relevant in-depth research into appropriate sources to influence own artistic practice. Writing skills: •critical/contextual work, which could include written material such as journals, reviews, reflections and evaluations, annotations and historical background.
<u>Essential Vocabulary</u>	colour •• line •• form •• tone •• texture •• shape •• pattern •• composition •• stylisation •• simplification •• scale •• structure. Mixed media Detail Accuracy Pastiche. Experimental imagery.	colour •• line •• form •• tone •• texture •• shape •• pattern •• composition •• stylisation •• simplification •• scale •• structure. Mixed media Detail Accuracy Pastiche. Independent project.

Disciplinary Reading



AQA Art and Design Student Handbook

Reading for Pleasure



The Isobel Journal



Photography A Concise History



Street Sketchbook

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