



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>Introduce course structure.</p> <p>Getting to the know the camera.</p>	<p>To understand the course structure and how the Photography course is assessed.</p> <p>To have a clearer understanding of how to use a DSLR (Digital Single-Lens Reflex) camera and some of its functions.</p>	<p>DSLR</p> <p>Frame</p> <p>Angles</p> <p>Composition</p>	<p>Pupils will be introduced to the course by firstly seeing pupil exemplar material and will be given a guided tour of what to expect.</p> <p>Students will learn how to analyse various styles of photographs.</p> <p>Students will label the DSLR cameras to understand what each function is used for.</p>	<p>English - understanding new Photographic language.</p> <p>Using key vocabulary to describe photographs.</p> <p>Pupils will have access to GOOGLE CLASSROOM at home and school. Here they will find useful resources and it is where their work will be assessed.</p>	<p>A 5 week homework project will be set. Pupils will be asked to take photographs of shapes which could be turned into make a letter from the alphabet. A full alphabet will be created. Pupils will use Photography skills learnt in class to create various shots.</p>
<p>Understanding Photography and the Formal Elements</p> <p>Photoshoot planning</p>	<p>To understand how to take a good photograph and how to use the formal elements to create it.</p> <p>Produce a photoshoot plan and show understanding of various camera and composition basic skills.</p> <p>Create a set photographs showing skills learnt on composition.</p>	<p>Line</p> <p>Tone</p> <p>Texture</p> <p>Shape</p> <p>Pattern</p> <p>Colour</p> <p>Photoshoot</p>	<p>The students will analyse various photographs showing the formal elements being used.</p> <p>The students will work in pairs to plan a photoshoot which include the formal elements using the basic camera skills learnt so far.</p> <p>Photographs to be presented to class.</p>	<p>Art - diagrams used to gain a drawing mark required for the course</p> <p>ICT - Presenting work on Photoshop and creating files</p> <p>English - understanding keywords</p>	<p>As above</p>
<p>Start mini project— Still Life' - 'An introduction to camera skills'.</p> <p>Focus points</p> <p>ISO</p>	<p>Introduce coursework project 1.</p> <p>To understand how to use the camera functions to focus on certain points of objects.</p> <p>To understand how light affects photographs .</p> <p>Demonstrate how to use these functions.</p>	<p>ISO</p> <p>Focus Points</p> <p>Composition</p> <p>Still Life</p>	<p>Using various small objects, pupils will create a range of photoshoots based on demonstrating the use of Focus Points and how various lights affect a photograph.</p> <p>Students will research artists and photographs who use focus points in their work.</p>	<p>English - understanding keywords</p>	<p>As above</p>



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<p>Still Life’ - ‘An introduction to camera skills’ - continued.</p> <p>Resolution</p> <p>Shutter speed</p>	<p>To understand and demonstrate the importance of how and when to change the quality of a photograph.</p> <p>Demonstrate how to use various shutter speeds to show the movement of objects.</p>	<p>Resolution</p> <p>Shutter speed</p>	<p>Students will take photographs of still life objects demonstrating various photograph quality.</p> <p>Students will experiment with various shutter speeds to demonstrate the best outcome to show movement and how to freeze a moving object.</p>	<p>Maths - numeracy is required to evaluate shutter speed.</p> <p>The following websites are useful for photography research and helpful hints.</p> <p>www.lensculture.com</p> <p>www.magnumphotos.com</p> <p>www.bit-online.com</p> <p>www.art2day.co.uk</p>	<p>Pupils will research various photographers who use shutter speeds in their work.</p> <p>Pupils may use their cameras and phones to experiment with a range of shutter speeds .</p> <p>Pupils can also look into light painting.</p>
<p>Rule of Thirds and composition - indoor and outdoor composition.</p> <p>Monochrome - including critical studies.</p>	<p>To have a clearer understanding how to create a good composition using the ‘Rule of Thirds’.</p> <p>Demonstrate this using still life photo shoots and outdoor settings.</p> <p>To understand, demonstrate and evaluate why taking monochrome photographs can be valuable.</p>	<p>Rule of Thirds</p> <p>Horizon</p> <p>Leading lines</p> <p>Monochrome</p> <p>Viewpoint</p> <p>Depth</p> <p>Frame</p> <p>Symmetry</p>	<p>Students will plan their own photoshoots to demonstrate how they have used the ‘Rule of Thirds’ to create a good composition.</p> <p>Indoor and outdoor photoshoot to demonstrate outcomes.</p> <p>The students will take a variety of shots around the school building to emphasise why monochrome works for certain shoots.</p>	<p>Maths and Art—Diagrams drawn to demonstrate the Rule of Thirds.</p>	<p>Create a still life set up at home demonstrating the Compositional rules and how they can be broken to create interesting photographs.</p>
<p>Introduce Photoshop basic skills for editing photographs.</p> <p>Layers and distortion</p>	<p>Utilise basic Photoshop tools to edit photographs and create a variety of effects to change and distort photographic outcomes.</p> <p>Demonstrate how a variety of materials can distort objects and create interesting effects with out the use of Photoshop.</p>	<p>Filters</p> <p>Edit</p> <p>Distort</p> <p>Layers</p>	<p>Students will understand how to upload a photograph and use some of the basic Photoshop filters. Some may use prior knowledge to distort photographs further.</p> <p>Plan photoshoot to create distorted effects using a range of found materials.</p>	<p>English and ICT: All Photographs will be added to a simple PowerPoint and annotated to show students understanding of each topic.</p> <p>Pupils will be expected to use Photography keywords and terms.</p>	<p>To find material at home which might change the effect of a photograph, such as the light, colour, texture and appearance.</p> <p>Take photographs of still life objects using these materials to create a variety of effects.</p>