



| Topic  | Learning Objectives   | Key Vocabulary   | Learning Sequence   | Linked Learning   | Home Learning  |
|--|---|--|---|---|--|
| <p>‘Projection Art/<br/>Photography</p> <p>Photoshoot—<br/>Projection Art</p> <p>Annotate topic</p>                    | <p>Pupils will learn about how you can project other photographs onto the face to distort it.</p> <p>To investigate ways of how pattern and graffiti can be projected onto the portrait.</p> <p>Evaluate investigation and annotate Photographs created.</p>            | <p>Projection</p> <p>Distortion</p> <p>Pattern</p> <p>Graffiti</p> <p>Annotate</p>   | <p>Students will be introduced to ways in which the face can be distorted. After several examples—pupils will create their own ways to distort pattern and graffiti on to the face/ figure. Pupils will take photographs of texture and pattern/graffiti and project these on to further portrait photographs.</p>  | <p>Art—Creative ideas and plans.</p> <p>Maths—scale and proportion considered.</p>  | <p>Pupils will take photographs on location to link to the pattern and graffiti topic.</p>   |
| <p>Critical Studies</p> <p>Research distortion<br/>photographers/artists</p> <p>Distortion<br/>photoshoot</p>          | <p>Understand how other photographers have distorted portraits and research appropriate photographers.</p> <p>To understand how to recreate Art/ photographs in a photographers style.</p> <p>To create Photoshoot inspired by critical studies and Portrait theme.</p> | <p>Critical studies</p> <p>Evaluate</p> <p>Research</p> <p>Style</p>                 | <p>Students will research a distortion photographer of their choice and plan a photoshoot inspired by the photographer/artist.</p> <p>Students will plan and create a photoshoot independently inspired by their chosen photographer. Students will consider various camera skills to achieve the best results.</p>   | <p>English - to read and understand how photographers achieve their style.</p> <p>English—communicating with subject and directing a shoot. Using keywords to annotate plans.</p> | <p>To further research Photographers and plan photoshoot.</p> <p>Some photoshoots maybe done on location to develop the project further. For example on holiday, at the park, around town where graffiti is present.</p> |
| <p>Edit Photographs<br/>taken for<br/>personalised topic.</p> <p>Speed sketches</p> <p>10 –hour mock<br/>exam plan</p> | <p>To experiment with Photographs and edit to the appropriate style.</p> <p>To plan 10-hour mock exam with sketches and plans inspired by work produced so far for the Portrait distortion mock exam project.</p>   | <p>Hue/saturation</p> <p>Colour balance</p> <p>Filters</p> <p>Layers</p> <p>Plan</p> | <p>Pupils will use various Photoshop tools to edit their Photographs.</p> <p>Students will develop their photographs further with Photoshop.</p> <p>To plan and prepare the 10 hour mock exam to be done independently in this time. Plan a series of Photoshoots to be edited in this time frame linked to the ‘Distortion and Portraits ‘Mock exam theme.</p> | <p>ICT—using CAD to edit photographs.</p> <p>Art - creative planning and drawing.</p> <p>English—annotated plans</p>  | <p>As above</p>  |



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| <p>10 hour mock exam</p> <p>Photoshoot and editing of pupil's choice linked to plans</p> | <p>To undertake planned photoshoot linked the mock exam theme of 'distortion and portraits'.</p> <p>This is done with no teacher input as it is the 'exam' period.</p> <p>Edit photographs taken in personal choice using Photoshop and possibly other creative editing tools.</p>                              | <p>Distortion</p> <p>Develop</p> <p>Independent ideas</p> <p>Assessment objectives</p> <p>Critical studies</p> <p>Final outcome</p> | <p>Students will carry out their 10 hour mock exam in exam conditions during 1 full day and during lesson time.</p> <p>The photoshoot and editing of their final outcomes will be done during this time.</p>  | <p>English—communicating with the subject and reading plans.</p> <p>Maths - using scale and proportion</p> <p>Pupils can research further ideas on Pinterest.</p>  | <p>Pupils can take further photographs to edit in class to link to their topic/</p>                          |
| <p>Final editing</p> <p>Photoshop developments</p> <p>Annotate powerpoint</p>            | <p>Continue developing ideas as above ensuring all the assessment objectives are met.</p> <p>To evaluate and review work completed and create a plan to improve.</p> <p>Final power point for the mock exam project is annotated with appropriate keywords, intentions and appropriate camera skills added.</p> | <p>Camera skills</p> <p>Colour balance</p> <p>Scale</p> <p>Annotate</p> <p>Assessment objectives</p>                                | <p>Pupils will continue evaluating and developing their photographs to ensure the assessment criteria is met.</p> <p>Some pupils may add further photoshoots if required.</p> <p>Students will annotate their photoshoot and final outcomes with keywords stating camera skills used and editing tools.</p> | <p>www.theschoolofphotography.com is a valuable website which as tutorials on Photoshop and also ideas of how to improve photographs as well as project ideas.</p> | <p>As above</p>  |
| <p>Mount Final edits from 10 hour exam.</p> <p>Final improvements.</p>                   | <p>To evaluate Mock exam project and improve final edits with feedback given from the assessed pieces.</p> <p>Improvements and development of year 10 coursework</p>  | <p>Mounting</p> <p>Develop</p> <p>Improve</p> <p>Evaluate</p>   | <p>Students will respond from assessed work and feedback given to improve their final pieces.</p> <p>Final improvements of the year 10 coursework can be developed and improved ensuring all the assessment objectives are fully covered.</p>   | <p>English—use of keywords in annotation</p> <p>ICT—use of Photoshop when editing.</p>   | <p>Research ideas to develop coursework. Look at the school of Photography and youtube videos for ideas.</p> |