

Upton by Chester High School

KS5 Photography

Learner Handbook



Exam Board—AQA

Name: _____

Candidate number: _____

Target grade: _____

Predicted Grade: _____

Photography—to write or draw with light

Health and safety

- Follow the school's behaviour expectations at all times.
- Listen to and follow the instructions in lessons.
- Follow instructions carefully regarding safe use of equipment and materials.
- Make sure you store bags and coats where directed.
- Use an apron when asked/necessary.
- When using materials and equipment in study time, make sure a member of staff is aware you are in the department.
- If using knives, scissors or other sharp instruments, as well as sewing machines, batik kettles and hot glue guns ensure you are directly supervised by a member of art staff.

Google sites

Your Google Websites at KS5 are your **coursework and supporting evidence**. They are visual record of your journey through each unit. They are a record of your development and refinement and show how you have satisfied the 4 Assessment Objectives. They also have a record of your progress conversations with your teacher.

- Always try your hardest.
- Have pride in your presentation—consider composition and content with care.
- Always do homework to your best ability—it supports and extends your learning.
- Make photoshoot planning slides with sketches and annotations of your intentions.
- Take Photoshoots on time and make sure they are uploaded to Google Photos.
- Remember to bring your camera or phone to your lessons.
- Use your storage wisely, at the end of a project, transfer your supporting evidence, (photos, edits, workflow. Artist links) to Google Drive.
- Always save work in progress as a Psd. file.
- Always save finished edits as Jpegs
- Do not delete anything!
- Look after your websites, (do not let others have your password)—along with your final pieces, they are your NEA coursework.
- Always act on the tracker/progress conversations to improve/complete coursework.
- Always publish at the end of every lesson.

A01
EXPLORE
ANNOTATE
THEME IMAGES
BEGIN TO LINK A
TO YOUR CHOSEN ARTISTS WORK
ARTISTS
WRITTEN ANALYSIS
LINK ARTISTS WORK TO
IDEAS AND ARTWORK
RESEARCH

A02
LINKING TECHNIQUES
TO ARTISTS
AND THEMES
EXPERIMENT
WITH A
RANGE
OF MEDIA
TEXTILES
WATER COLOUR
CLAY
MIXED MEDIA
PHOTOGRAPHS
OIL PASTEL
PEN AND INK

A04
MEANINGFUL
PIECE OF WORK
INFORMED
SHOW UNDERSTANDING
LINKS
RESPONSE
LINK BETWEEN
VISUALS AND ARTISTS
PRESENTATION
TO ARTISTS WORK
RELEVANT

A03
IDEAS LINKING TO
OBSERVATIONAL
ARTISTS WORK
DRAWINGS
ALL ARTWORK
LINKING TOGETHER
PLANS, DESIGNS
IN A RANGE OF
EXPLANATIONS
DIFFERENT MEDIA
ANNOTATION

A Level Coursework Framework

Year Group	Processes and Techniques which may be covered.	Starting Points	Homework and Study time
12 NEA 1 Portfolio	<ul style="list-style-type: none"> Photographing—Phone camera/ DSLR. How to use manual camera settings. Lighting set ups. Light painting. Composition. Physical manipulation —Collage/ montage/photomontage/Painting on a photograph. Sculpture—Making nets, creating 3D artefacts from photographs. Photojournalism—Physical journals/Digital journals. Collecting—images, objects, natural forms. Learning how to use Photoshop. Learning how to use other digital manipulation software such as Photopea.com and Snapseed. 	<p>Portfolio</p> <p>A range of skills, techniques and materials are covered to develop and refine skills learned at GCSE.</p> <p>Potential starting points:</p> <ul style="list-style-type: none"> Structure Architecture Portraits Natural forms Landscapes 	<p>4 hours homework and up to 9 hours independent study per fortnight.</p> <p>Homework may include:</p> <ul style="list-style-type: none"> Photographer research Experimenting with different media. Watching tutorials Learning new techniques Photoshoots
12 Mock	<ul style="list-style-type: none"> Use developing skills and techniques independently to develop a unit of work from a starting point to a final outcome. You must cover all 4 AOs. You should make links with the work of other artists/ photographers. Work must show refinement and development of ideas. You should record your ideas in different ways. You should make a final outcome which clearly links to the development of your preparation work. 	<p>Mock exam Fully independent.</p> <p>Learners develop a unit of work based on a theme, media, technique or interest from the Portfolio section.</p> <p>The final piece will be completed in a 5 hour exam in April of year 12.</p>	<p>Independent study may include:</p> <ul style="list-style-type: none"> Photographer research Experimenting New techniques Photoshoots Organising or annotating websites Watching tutorials. Completing extra supporting work.
Portfolio + Mock		=	Year 12 pass/fail Year 12 grade = UCAS prediction

<p>12/13 NEA 1 Personal investigation</p>	<p>Component 1 - Personal Investigation (60%) You must show evidence of:</p> <ul style="list-style-type: none"> • your work relating to your personal investigation theme. • research and investigating and developing ideas. This should include visual work and, if appropriate, annotations or written work. • developing and refining your ideas beyond the initial response. • practical responses to the work of other artists, designers, craftspeople and photographers must show development in a personal way. <p>The 1000–3000-word written essay will cover all 4 assessment objectives and be a reflective commentary on the practical response. This must be written as continuous prose and include a bibliography.</p>	<p>Complete a Personal investigation of an idea, issue, concept or theme of your own choice, which as well as the practical journey, also includes a 1000–3000-word contextual response. This must cover all AOs.</p> <p>Hand in date for practical work + essay is 31st January of year 13.</p>	<p>4 hours homework and up to 9 hours independent study per fortnight.</p> <p>Homework may include:</p> <ul style="list-style-type: none"> • Photographer research • Experimenting with different media. • Watching tutorials • Learning new techniques • Photoshoots <p>Independent study may include:</p> <ul style="list-style-type: none"> • Photographer research • Experimenting • New techniques • Photoshoots • Organising or annotating websites • Watching tutorials. • Completing extra supporting work.
<p>Personal Investigation</p>		<p>=</p>	<p>60% of overall mark</p>
<p>Year 13</p>	<p>Component 2 – Externally set assignment. Preparatory period – from 1 February Learners consider the starting points and select one. Preparatory work should be presented using Google Sites. Preparatory work must stop at the beginning of the supervised time and all preparatory work published at this point. Supervised time – following the preparatory period, you must complete 15 hours of unaided, supervised time. In the 15 hours you must produce a finished outcome or a series of related finished outcomes, informed by your preparatory work. All work MUST be handed in at the end of the supervised time.</p>	<p>The AQA issued Externally Set Assignment will consist of a paper with a choice of eight questions to be used as starting points. You are required to select one. You will be provided with the starting points on 1 February, or as soon as possible after that date. The supervised time sessions will take place in May of year 13.</p>	<p>4 hours homework and up to 9 hours independent study per fortnight.</p> <p>Homework may include:</p> <ul style="list-style-type: none"> • Photographer research • Experimenting with different media. • Watching tutorials • Learning new techniques • Photoshoots <p>Independent study may include:</p> <ul style="list-style-type: none"> • Photographer research • Experimenting • New techniques • Photoshoots • Organising or annotating websites • Watching tutorials. • Completing extra supporting work.
<p>Externally set assignment</p>		<p>=</p>	<p>40% of overall mark</p>

Presentation of work

Coursework/NEA 1

Work will be on Google Sites. You will create a separate website for the portfolio/mock, the personal investigation. The Website is the responsibility of the learner throughout the 2 years and will be a record of their NEA. Passwords should, therefore, be kept secure. An A5 ring bound sketchbook, available from the school shop, must be used to present a record of trips and visits.

Externally set assignment/NEA 2

A separate Website must be used for the externally set assignment.

Assessment Objectives

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

A Level Coursework Framework to be used alongside the AQA syllabus for Art and Design.

Personal investigation: NEA1

= 60% Overall grade

Externally set assignment: NEA2

(12 Week prep work on AQA starting point + 15 hour exam)

= 40% Overall grade

Trips may include:

Liverpool galleries
Yorkshire Sculpture Park
Barbera Hepworth Gallery
Manchester degree show and galleries
Manchester Creative Careers Showcase

Workshops may include:

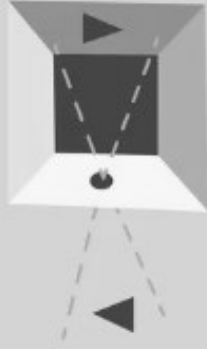
Light painting workshop
Collage workshop
How to use the DSLR camera
Lighting setups
Composition in photography
Flash photography

Other opportunities can include:

Running/helping with key stage 3 art/photo club
Taking part in community workshops
Working with local primary schools
Competitions
Helping at open evenings

(These opportunities, whilst supporting your learning also provide valuable content in your personal statement for your UCAS application.)

The History of Photography



Chinese and Greek philosophers describe the basic principles of optics and the camera.



Louis Daguerre introduces the daguerrotype, a fixed image that did not fade.



General Electric invents the modern flash bulb.



Polaroid introduces the instant color film.

Canon demonstrates first digital electronic still camera.

5th-4th Centuries B.C.

1837

1888

1927

1963

1984

1814

Joseph Niepce achieves first photographic image using a camera obscura.



1851

Frederick Scott Archer invented the Collodion process, which reduced light exposure time to just 2-3 seconds.

1900

First mass-marketed camera, called the Brownie, goes on sale.



1948

Edwin Land launches the Polaroid camera.



1978

Konica introduces the first point-and-shoot autofocus camera.



MEET THE DSLR CAMERA



MANUAL MODE

WHAT IS MANUAL MODE IN PHOTOGRAPHY

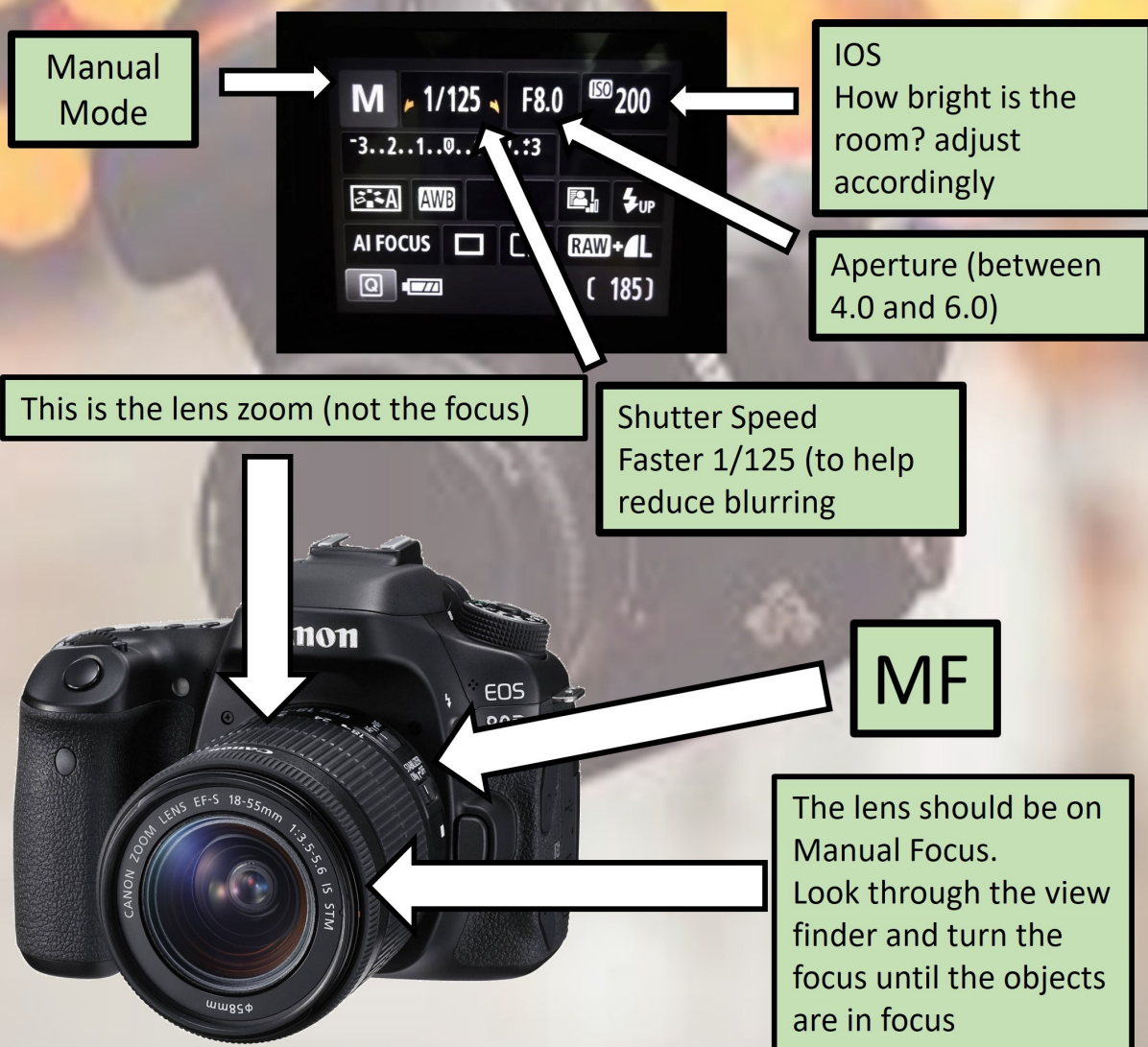
Manual mode gives you complete control over your camera settings. Once your camera is set to Manual, you can adjust different settings and even control your flash.

Most importantly, shooting in Manual lets you independently adjust the three key exposure variables:

1. ISO
2. Aperture
3. Shutter speed

Together, the ISO, aperture, and shutter speed determine the overall brightness of your photos (i.e., the exposure). They also affect your photos in other key ways – by adjusting the sharpness, depth of field, and overall image quality.

That's what makes Manual mode so powerful. In Manual, you can make your photos appear exactly as dark or light as you want. You can also ensure perfect sharpness, create different depth of field effects, and keep your low-light photos looking high quality.



SHUTTER

SPEED

Shutter speed dictates the character and atmosphere of an image. It plays an important role in freezing or blurring motion.

A fast shutter speed will let you stop time and show magical moments our brain wouldn't be able to preserve. Read on to find out how to use a fast shutter speed!

USING THE MANUAL MODE

If you set up a studio, you most likely have time to adjust camera settings at your own pace. In this case, you can choose the Manual Mode. When you choose a faster shutter speed, you're in charge of all the camera adjustments to get the correct exposure. Nothing is automatic. Use a higher ISO or a wider aperture (or both) to compensate for the short shutter time.

When using a flash, be mindful of your flash's sync speed in relation to the shutter speed. If the shutter speed is faster than your camera's flash, you can experience a black band across the image. It's because the shutter partially blocks the projection of the flash in that specific moment.

Manual Mode



IOS
How bright is the room? adjust accordingly

Aperture

Shutter Speed
Remember $1/125 = 1/125^{\text{th}}$ of a second.

So the larger the second number the faster the shutter speed. E.g. $1/1250 = 1/1250^{\text{th}}$ of a second. Average human blink is $1/3 = 1/3^{\text{rd}}$ of a second

USING THE SHUTTER PRIORITY MODE

The Shutter Priority Mode is usually marked on the dial with S or Tv. It's ideal when you know how much you would like to freeze motion, but you don't need full control over your camera settings. In this mode, you can set the shutter value, and the camera adjusts the rest of the settings for correct exposure. Shutter Priority mode works best in situations where you don't have time for setting everything.

Shutter Priority



IOS
How bright is the room? adjust accordingly

Aperture – automatic in this mode







Shutter Speed
Remember $1/125 = 1/125^{\text{th}}$ of a second.

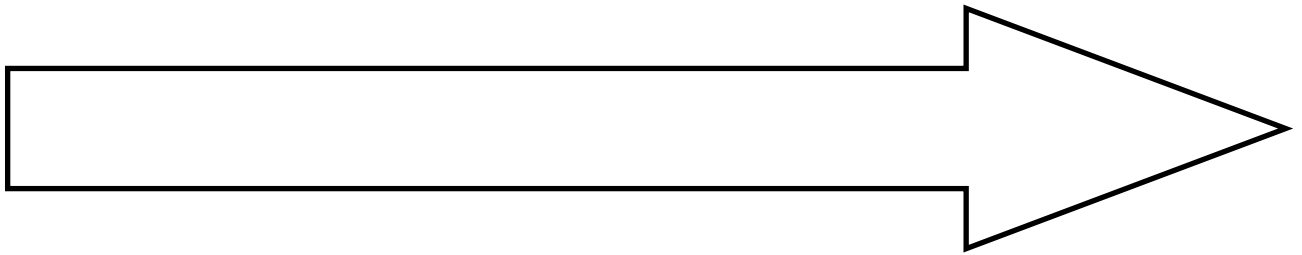
So the larger the second number the faster the shutter speed. E.g. $1/1250 = 1/1250^{\text{th}}$ of a second. Average human blink is $1/3 = 1/3^{\text{rd}}$ of a second







History of Art Timeline

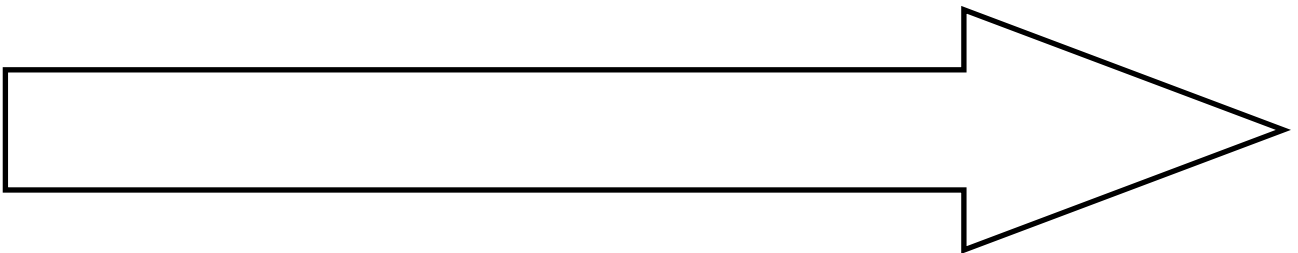
BCE—Before Common Era






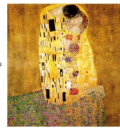
CE—Common Era

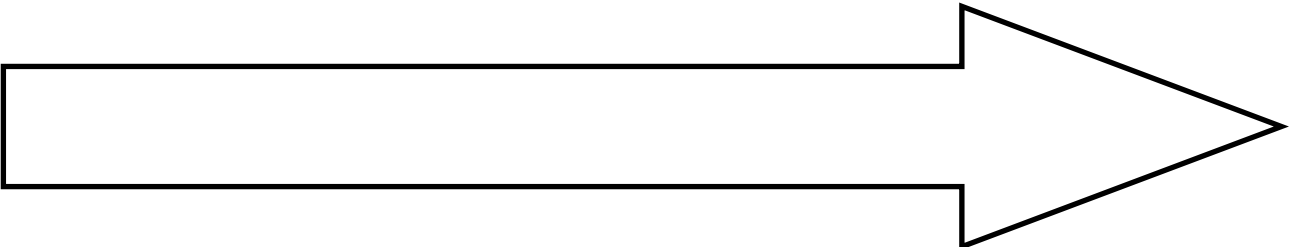
<p>Pre-Historic Cave Paintings</p>  <p>30,000 BCE</p>	<p>Ancient Egyptian</p>  <p>3100- 30 BCE</p>	<p>Greek Sculpture</p>  <p>650-27 BCE</p>	<p>Ancient Roman</p>  <p>500 BCE- 474 CE</p>	<p>Byzantine Period</p>  <p>474- 1453 CE</p>	<p>Romanesque</p>  <p>The Romanesque period in Europe's history started around the mid-10th century CE until the 12th century CE. As an art movement, it occurred throughout Europe and had different regional styles. It was primarily a large-scale architectural style that emulated the Classical Roman styles from the Antiquity and Byzantine periods. Also known as the Medieval period.</p> <p>1000- 1150 CE</p>
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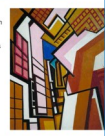

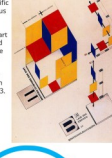




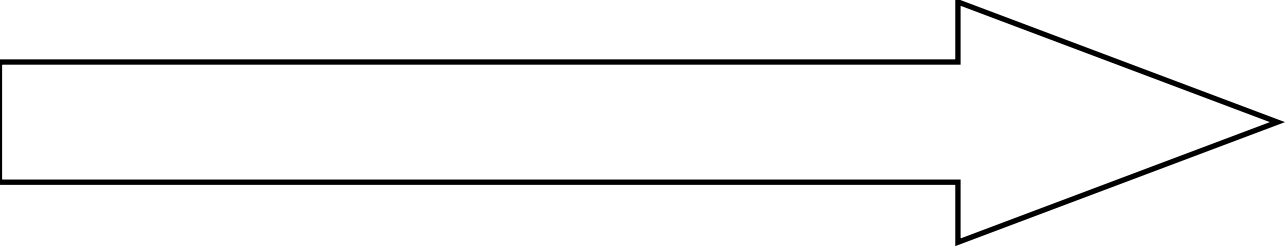
<p>Gothic Art</p>  <p>1140- 1600</p>	<p>Renaissance</p>  <p>1495- 1527</p>	<p>Baroque</p>  <p>1600- 1725</p>	<p>Rococo</p>  <p>1700- 1800</p>	<p>Neoclassical</p>  <p>1770- 1840</p>	<p>Romanticism</p>  <p>1800- 1850</p>
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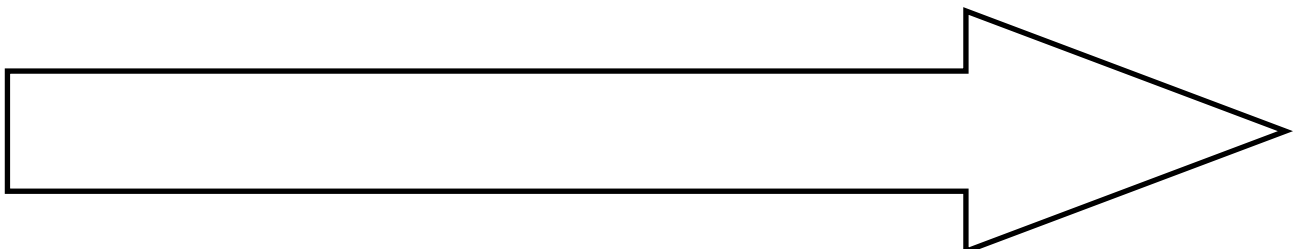
<h3>The invention of the photograph</h3> <p>Louis Daguerre</p> <p>On January 7, 1839, members of the French Académie des Sciences were shown products of an invention that would forever change the nature of visual representation: photography. The astonishingly realistic pictures they saw were the work of Louis-Jacques-Mandé Daguerre (1788-1851). A Romantic painter and inventor, most famous until then as the proprietor of the Diorama, a popular Parisian spectacle featuring theatrical settings and lighting effects. Each daguerrotype (as Daguerre's eponymous invention) was a one-of-a-kind image on a highly polished, silver-plated sheet of copper.</p>  <p>1839</p>	<h3>Pre-Raphaelite</h3> <p>The inflexible conventions of classical art, combined with the social unrest that was arising as a result of large-scale industrialization set the scene in the mid-19th century for a rebellious group of young artists to express their discontent through an art movement they termed called the Pre-Raphaelite Brotherhood. It challenged the values of classical Victorian art by reviving the methods and ideals of Renaissance and Medieval art.</p>  <p>1848-1854</p>	<h3>Impressionism</h3> <p>The Impressionist era is one of the most significant of the 19th century. Impressionism saw a revolution in the style, technique, and location of painting. Theowing out the traditional painting playbook, Impressionist painters like Claude Monet, Mary Cassatt, and Edgar Degas tried to capture the randomness of the world around them. The Impressionist style has become a household name, a lack of traditional brushwork, a lack of traditional colours, and a sense of impermanence.</p>  <p>1874-1900</p>	<h3>Fauvism</h3> <p>Fauve artists used pure, brilliant colour aggressively applied straight from the paint tubes to create a sense of an explosion on the canvas. The Fauvists departed directly from nature, as the Impressionists had before them, but Fauvist works were invested with a strong expressive reaction to the subjects portrayed.</p>  <p>1900-1908</p>	<h3>Expressionism</h3> <p>Expressionism existed as a period within art that abandoned realistic and accurate representations of scenes and subjects in an attempt to capture the subjective perspective of the artists. Seen as a modernist movement, Expressionist Art developed within Germany prior to World War One before spreading out across the world.</p>  <p>1905-1920</p>	<h3>Art Nouveau</h3> <p>The Art Nouveau movement explored a decorative and aesthetic style that thrived in the United States and Europe from around 1880. The Art Nouveau style, which was popularly applied in interior design, architecture, jewelry and glass designs, advertising and graphics, is distinguished by the employment of long, serpentine, natural forms.</p>  <p>1895-1915</p>
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<h3>Cubism</h3> <p>Cubism is an art movement that emerged out of a collaboration between Pablo Picasso and Georges Braque in France at the turn of the 20th century. Building on the geometric abstraction of the Fauvist movement, Cubism broke many of the rules of traditional western art styles.</p>  <p>1907-1914</p>	<h3>Futurism & Vorticism</h3> <p>Futurism was an Italian movement, while Vorticism was a British response. There are similarities between the 2 movements such as the use of geometric shapes, bold colours but Vorticism didn't embrace the industrial advances that Futurism did.</p>  <p>1909-1914</p>	<h3>Dadaism</h3> <p>Dadaism is one of the most unconventional and bizarre art and cultural movements of the 20th century. Inspired by the European social climate following the First World War, Dadaism rejected wartime politics, bourgeois culture, and capitalist economic systems. Using non-traditional materials, nonsensical content, satire, and the fantastic.</p>  <p>1912-1928</p>	<h3>Bauhaus</h3> <p>Bauhaus art is associated with a specific institution. The Bauhaus was undoubtedly the most significant progressive school of art in the 20th century and was responsible for the development of many prominent Bauhaus artists. It closed under extreme pressure from the Nazi regime in 1933.</p>  <p>1920-1925</p>	<h3>Surrealism</h3> <p>In the wake of World War One, Surrealism entered into the art world like a storm, wreaking havoc on any preconceived ideas the people of Paris. Drawing upon theories in psychoanalysis, this revolutionary art movement reached deep into the psyche, by provoking intense intellectual and emotional inquiry in this way, it changed the face of modern art.</p>  <p>1924-1945</p>	<h3>Abstract Expressionism</h3> <p>It was said to be the first explicitly American movement in existence, as it achieved worldwide prominence and replaced Paris as the focus of the Western art world. Abstract Expressionism made use of different styles and techniques that were often unconventional and unrealistic in order to emphasize the freedom that artists had when conveying their attitudes and emotions.</p>  <p>1945-1960</p>
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<h3>Pop Art</h3> <p>In the United States and the United Kingdom, a new art movement, pop art, began to grow in popularity. This new art movement took inspiration from the otherworldly, consumerist, slightly kitschy, and mass-produced parts of popular culture. Artists drew attention to the growing consumerism in the markets and our art consumption.</p>  <p>1956-1969</p>	<h3>Minimalism</h3> <p>Minimalism is an extreme form of abstract art developed in the USA in the 1960s and typified by artworks composed of simple geometric shapes based on the square and the rectangle.</p>  <p>1960-1975</p>	<h3>Op Art</h3> <p>Op art was a major development of painting in the 1960s that used geometric forms to create optical effects.</p>  <p>1965-1970</p>	<h3>Photorealism</h3> <p>Photorealism is a painting style that emerged in Europe and the USA in the late 1960s, characterized by its painstaking detail and precision.</p>  <p>1960-Present</p>	<h3>Neo Expressionism</h3> <p>Neo-expressionism acted as a major revival of painting in an expressionist manner in the 1980s and it occurred internationally.</p>  <p>1980-1990</p>	<h3>Graffiti Art</h3> <p>Graffiti art as a term refers to images or text painted usually onto buildings, typically using spray paint.</p>  <p>1967-present</p>
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Diversity Artist Timeline

LGBT+ Artists

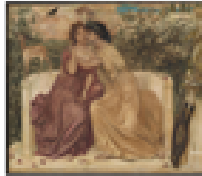
Artists from around the world

Artists with disabilities



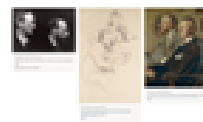
J.M.W. Turner - English Romantic painter
 Turner was a prominent English Romantic painter, draughtsman, and watercolorist. He is known for his masterful use of color and light, and for his depictions of the changing seasons and the effects of weather on the landscape.

1853-1890



Gustav Klimt - Austrian Symbolist painter
 Klimt was an Austrian Symbolist painter who used a style that combined traditional techniques with modernist elements. He is best known for his depictions of women in elaborate, ornate dresses.

1864



CHARLES F. BRISSETT AND CHARLES SHANNON - ARTISTS WITH PHYSICAL DISABILITIES

Charles F. Brissett and Charles Shannon were American artists with physical disabilities who created powerful and expressive works of art. Brissett, who was blind, and Shannon, who was deaf, both used their unique perspectives to create compelling visual narratives.

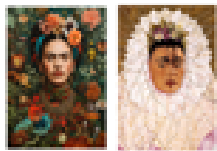
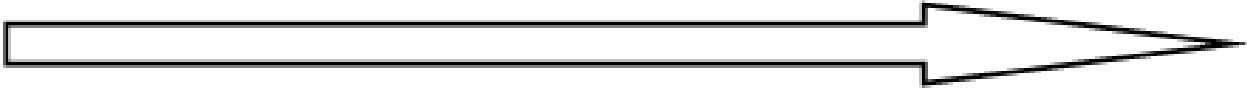
1882-1931



Hans von Hartog - Dutch painter

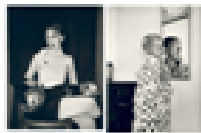
Hans von Hartog was a Dutch painter and sculptor who was born with a physical disability. He is known for his expressive and often somber depictions of the human condition, particularly focusing on themes of suffering and resilience.

1893-1932



Frida Kahlo - Mexican painter
 Kahlo was a Mexican painter who depicted herself and her life with a focus on pain, love, and death. Her work is characterized by its vibrant colors and self-referential nature.

1907-1954



Claude Lorraine and Vincent van Gogh - French painters
 Claude Lorraine was a French painter who was blind from an early age. He is known for his atmospheric and detailed depictions of the French landscape, particularly the area around Paris.

1909-1954



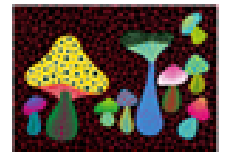
Robert Rauschenberg - American abstract painter
 Rauschenberg was an American abstract painter who was born with a physical disability. He is known for his innovative use of color and light, and for his exploration of the boundaries between painting and photography.

1912-2006



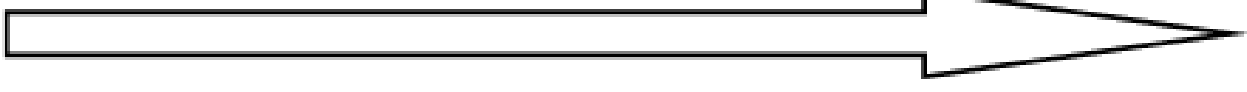
Leonardo da Vinci - Italian polymath
 Leonardo da Vinci was an Italian polymath who was born with a physical disability. He is known for his wide range of interests and talents, including his work as a painter, scientist, inventor, and architect.

1921-2007



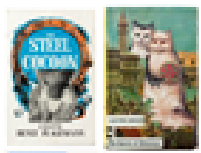
Yayoi Kusama - Japanese artist
 Kusama is a Japanese artist who is known for her bold and colorful abstract works. She has a long history of mental health struggles, which she has often incorporated into her art.

1929-present



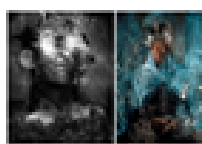
Paul Gauguin - French Post-Impressionist painter
 Gauguin was a French Post-Impressionist painter who is known for his bold use of color and his depictions of tropical life. He spent much of his life in Tahiti and the Marquesas Islands.

1940-2021



Steve Jobs - American entrepreneur
 Jobs was an American entrepreneur, investor, and designer who co-founded Apple Inc. He is known for his role in the development of the Macintosh, the iPhone, and the iPad.

1951-1966



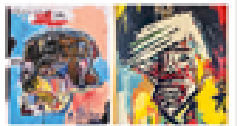
Vincent van Gogh - Dutch Post-Impressionist painter
 Van Gogh was a Dutch Post-Impressionist painter who is known for his expressive and often somber depictions of the human condition. He spent much of his life in mental health institutions.

1953-present



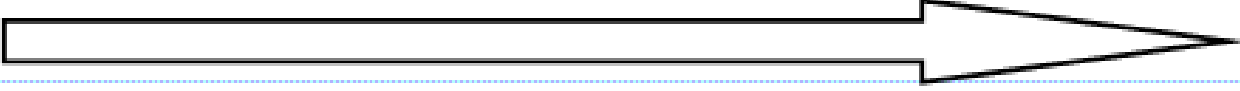
Antoni Gaudí - Spanish architect
 Gaudí was a Spanish architect who is known for his unique and organic style. He designed some of the most iconic buildings in Barcelona, including the Sagrada Família and the Park Güell.

1957-present

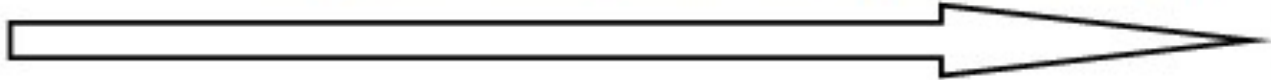


Jean-Michel Basquiat - American neo-expressionist painter
 Basquiat was an American neo-expressionist painter who is known for his bold and expressive style. He combined elements of graffiti art with traditional painting techniques.

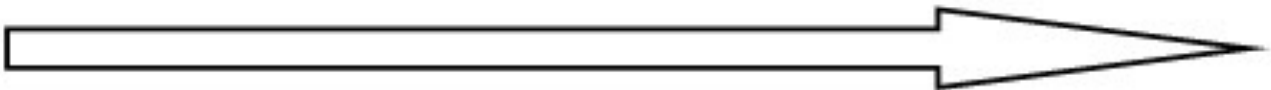
1960-1988



 <p>Hans Bellmer - Körper und Gestalt</p> <p>1962-present</p>	 <p>Bruce Nauman - Körper</p> <p>1963-present</p>	 <p>Robert Rauschenberg - Körper</p> <p>1967-Present</p>	 <p>Robert Rauschenberg - Körper</p> <p>1968-present</p>	 <p>Kara Walker - African American</p> <p>1969 - Present</p>
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 <p>Hans Bellmer - Körper und Gestalt</p> <p>1970-present</p>	 <p>Bruce Nauman - Körper</p> <p>1973-present</p>	 <p>Robert Rauschenberg - Körper</p> <p>1974-present</p>	 <p>Robert Rauschenberg - Körper</p> <p>1980 - Present</p>	 <p>Kara Walker - African American</p> <p>1985-present</p>
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Disabled Artists



LGBT+ Artists



Cultural Artists



**Art
DEPARTMENT**

KNOWLEDGE & VOCABULARY ORGANISER

Purpose

Understand the basics of Photography to be able to take a well composed photograph and present a personal response to a brief. To develop skills in composition and editing. To understand how to look at the work of others and allow their work to inform your own.

Key Knowledge

- **The history of photography.**
- **What is Photography? (See Key Vocabulary.)**
- **How to use Photoshop and Photopea.**
- **Create a website using Google Sites.**
- **Compositional skills**
⇒ <https://www.photographymad.com>
- **Using lighting**
⇒ <https://www.pixpa.com/blog/photography-lighting>
- **How to use your DSLR.**
⇒ <https://digital-photography-school.com/>
- **To understand and use the elements of exposure triangle.**
⇒ <https://photographylife.com/>

Skills you will learn through:

Using Google Sites * Photography * Using lighting techniques * Photoshop * * Using Google Drive * Digital manipulation* Annotation * Organisation * Presentation * Satisfy the AOs

Key Vocabulary

Photography - (Light-Drawing) the art, application, and practice of creating durable images by recording light, either electronically by means of an image sensor, or chemically by means of a light-sensitive material such as photographic film.

Composition - The arrangement of the parts of a work of art.

DSLR—denoting or relating to a camera that combines the optics and mechanisms of a single-lens reflex camera with a digital imaging sensor, rather than photographic film.

Light - in photography refers to how the light source, which can be natural or artificial, is positioned in relation to your subject.

Subject Matter - the topic, focus, or image.

Landscape - the art of capturing natural locations with a camera.

Portrait - is all about trying to capture the personality, identity, soul, and emotions of a person by utilizing the background atmosphere, poses, and lighting.

Distortion-is when the straight lines of an image appear to be deformed or curved unnaturally, creating different distortion types, including barrel, pin-cushion, and waveform.

Perspective - the angle the photographer taken the photograph from.

Focus - focus is the sharpest area of the image. It is the area where the lens works to highlight an object, a person, or a situation.

Cropping - remove or adjust the outside edges of an image (typically a photo) to improve framing or composition, draw a viewer's eye to the image subject, or change the size or aspect ratio.

Further information

Recommended reading: Girl with a Pearl Earring by Tracy Chevalier * Ways of Seeing by John Berger * The Story of Art by E H Gombrich

Websites: <https://www.tate.org.uk> * <https://www.nationalgallery.org.uk> * <https://artsandculture.google.com>

Literacy in photography

In photography you are expected to use good literacy skills. This includes spelling, grammar, punctuation, use of capital letters, organisation and presentation.

Specifically, you are expected to:

Use capital letters for artist's names, at the start of a sentence and where appropriate.

Spell art specific terminology correctly.

Organise your written work into paragraphs using correct punctuation.

Check spelling, punctuation and grammar.

Literacy Marking Codes

// - New paragraph needed.

Sp - Check your spelling.

P – Check your punctuation.

C – Check your use of capital letters.

Gr – There is a grammatical error here.

^ - There is a word or phrase missing here.

? – This does not make sense.

Pr – Improve the presentation of your work.

MD – More detail is required.

Annotation

Annotation means **writing key information alongside your work**. It can help to record your thoughts, keep your development on track and let others know what you have done and why.

- Annotate new techniques.
- Annotate work that goes well.
- Annotate work that has gone wrong but that you have learnt from.
- Use art and photography terminology and key words.
- Annotate photographer links.
- Annotate photoshoot planning slides.

Presentation

You can present your writing in different ways;

- In text boxes under the photograph or edit.
- Lists of key words.
- Brainstorms, (presented using an online wordart generator.)
- Type written sentences in a general textbox under a set of images or edits.
- Write notes when you do something new alongside workflow.
- Annotate selection galleries from each photoshoot.

Key elements of photography

Rules for writing about your own work:

- Be **reflective** and **personal**.
- Discuss why you think this work is **successful/unsuccessful**. How could you improve it?
- Do you **like it**? Why do you like it?
- Say something the viewer doesn't **know**, (by looking at it).
- Use specialist Photography terminology.
- **Discuss** any successes or difficulties that you had using the technique or materials.
- Where relevant, **refer back** to the work of an Artist/Photographer that has informed your work.
- If relevant, discuss what you are going to do **next**.
- **Check** spelling, punctuation and grammar.

Context

- Explain the context of this piece of work.
- Was it influenced by an artist/photographer, a theme, or something you have seen/places you have visited?
- Why did you make it?
- What was your purpose
- What techniques were you exploring?

Form

- Describe the composition of the piece of work, discuss the placing of elements within the frame.
- Describe the weight/balance of the work.
- Consider how you have used the formal elements such as Line, Tone, Colour, Texture.

Content

- What is the subject matter of your piece of work?
- What relevance does the subject matter have to previous work or developing ideas?
- How does the subject matter link with your developing theme?
- How does the subject matter link to the work of other artists/
Photographers you may have studied?

Mood

- What mood is portrayed in your piece of work?
- Why is this particular mood evident?
- What colours, texture, subject matter/lighting etc., might have contributed to the mood?
- Does this have any links to the artists/photographers studied?
- How does this compare to your developing theme?

Process

- What techniques have you used in your work?
- What skills have you developed?
- How well have you used the media?
- Do you think you have improved your skills in this piece of work? Explain why. You could compare the work to previous, less successful pieces.

How to write about the work of others.

Analysis means looking closely at a work of art at such things as line, shape, colour, texture and composition. These give the artwork its meaning.

Use the following to help you. Choose at last one question from each section.

FORM (This means looking at the formal elements of an artwork)

- What sort of colours does the artist use?
- How is colour organised?
- Do the colours go with anything?
- What type of shapes are in the work?
- How has shape been organised?
- Is there any surface textures? What textures are in the work?

CONTEXT (How the work relates to a particular time, place or culture)

- What do you know about the artist?
- Where are they from? Does that link to the work they produce?
- Is the work old fashioned or modern? How can you tell?
- Does the work show anything of the artists culture?

CONTENT (This refers to the subject and what is in the piece)

- What is the work? •What is in it?
- Is it a portrait? Landscape?
- Is it Realistic or Abstract?
- Can you find out some of the titles of work?
- Have any parts of the image been distorted?
- Describe the image in 3 key words..
- Does the work show any messages or change the way you think?
- How does the work link to the theme?

PROCESS (Studying how the work was made and the techniques used)

- Describe how you think the work was made?
- Explain each step you think the artist took.
- What techniques were used?
- What art materials were used?
- What evidence is there that this work was made the way you have explained?

INTENTION (The meaning and reason you are looking at the artist)

- How does this work link to your own work?
- What ideas do you get from exploring this work?
- Does it change the way you feel about your own work?

MOOD (Looking at how the artist a certain atmosphere or feeling)

Do the colours in the image change your mood?

Do the images in the work transport you to a different place? Where and how?

How does the work make you feel?

Do you connect with what you see in the image? Have you been somewhere similar or seen something similar?

Adaptive writing framework:

CONTENT (This refers to the subject and what is in the piece)

- What is in the artwork?

What I can see in the work is..

- Is it Realistic or Abstract?

I believe that..

- Does the work show any messages or have any meaning?

What I understand of the work is..

INTENTION (The meaning and reason you are looking at the artist)

- How does this work link to your own work?

Looking at this work links to my theme because..

- What ideas do you get from exploring this work?

To make my work more personal I would..

MOOD (How the artist a certain atmosphere or feeling)

Do the colours in the image change your mood?

I feel that..

How does the work make you feel?

This style of work makes me feel..

Do you connect with what you see in the image?

The work reminds me of..

PROCESS (Studying how the work was made and the techniques used)

- Describe how you think the work was made?

I know that the work was made by..

- What evidence is there that this work was made the way you have explained?

I believe the work was made this way because..

Further subject specific key words

Composition	Depth of Field	Cropping	Realistic
Rule of Thirds	Exposure	Light	Abstract
Perspective	Shutter Speed	Dark	Surrealism
Framing	Exposure- Triangle	Portrait	Fashion
Leading Lines	Focus	Landscape	Urban
Symmetry	Blur	Macro	Mixed Media
Balance	Slow Exposure	Wide Angle	Manipulate
Background	Movement	Subject - Matter	Sepia
Depth	Motion Blur	Content	Black and White
Viewpoint		Audience	Vintage

ISO

ISO relates to a sensor's sensitivity to light.

Shutter Speed

The length of time when the film or digital sensor inside the camera is exposed to light or open.

Aperture

A space through which light passes in an optical or photographic instrument, especially the variable opening by which light enters a camera.

AQA A Level Assessment Grid

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements
24 Convincingly	An exceptional ability to develop ideas through sustained investigations informed by contextual and other sources. Demonstrates exceptional analytical and critical understanding.	An exceptional ability to explore and select appropriate resources, media, material, techniques and processes. Reviews and refines ideas in a confident and purposeful manner as work develops.	An exceptional ability to record ideas, observations and insights relevant to intentions. Demonstrates an exceptional ability to reflect critically on work and progress.	An exceptional ability to present a personal and meaningful response. Demonstrates an exceptional ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. Exceptionally clear, coherent and accurate use of language.
23 Clearly	Demonstrates fluent use of appropriate specialist vocabulary.	A confident and highly developed ability to explore and select appropriate resources, media, materials, techniques and processes. Reviews and refines ideas in a confident manner as work develops.	A confident and highly developed ability to record ideas, observations and insights relevant to intentions. Demonstrates a confident ability to reflect critically on work and progress.	A confident and highly developed ability to present a personal and meaningful response. Demonstrates a highly developed ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. Clear, coherent and accurate use of language.
22 Adequately	A consistent ability to develop ideas through sustained investigations, informed by contextual and other sources.	A consistent ability to explore and select appropriate resources, media, materials, techniques and processes. Reviews and refines ideas with increasing confidence as work develops.	A consistent ability to record ideas, observations and insights relevant to intentions. Demonstrates a consistent ability to reflect critically on work and progress.	A consistent ability to present a personal and meaningful response. Demonstrates a consistent ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. Generally clear, coherent and accurate use of language.
21 Just	Demonstrates consistent use of analytical and critical understanding.	Demonstrates consistent use of appropriate specialist vocabulary.	Generally clear, coherent and accurate use of language.	Generally clear, coherent and accurate use of language.
20 Convincingly	A confident and highly developed ability to develop ideas through sustained investigations, informed by contextual and other sources.	A confident and highly developed ability to explore and select appropriate resources, media, materials, techniques and processes. Reviews and refines ideas in a confident manner as work develops.	A confident and highly developed ability to record ideas, observations and insights relevant to intentions. Demonstrates a confident ability to reflect critically on work and progress.	A confident and highly developed ability to present a personal and meaningful response. Demonstrates a highly developed ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. Clear, coherent and accurate use of language.
19 Clearly	Demonstrates confident and highly developed analytical and critical understanding.	A consistent ability to explore and select appropriate resources, media, materials, techniques and processes. Reviews and refines ideas with increasing confidence as work develops.	A consistent ability to record ideas, observations and insights relevant to intentions. Demonstrates a consistent ability to reflect critically on work and progress.	A consistent ability to present a personal and meaningful response. Demonstrates a consistent ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. Generally clear, coherent and accurate use of language.
18 Adequately	Demonstrates consistent use of analytical and critical understanding.	Demonstrates consistent use of appropriate specialist vocabulary.	Generally clear, coherent and accurate use of language.	Generally clear, coherent and accurate use of language.
17 Just	Demonstrates consistent use of analytical and critical understanding.	Demonstrates consistent use of appropriate specialist vocabulary.	Generally clear, coherent and accurate use of language.	Generally clear, coherent and accurate use of language.
16 Convincingly	A consistent ability to develop ideas through sustained investigations, informed by contextual and other sources.	A consistent ability to explore and select appropriate resources, media, materials, techniques and processes. Reviews and refines ideas with increasing confidence as work develops.	A consistent ability to record ideas, observations and insights relevant to intentions. Demonstrates a consistent ability to reflect critically on work and progress.	A consistent ability to present a personal and meaningful response. Demonstrates a consistent ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. Generally clear, coherent and accurate use of language.
15 Clearly	Demonstrates consistent use of analytical and critical understanding.	Demonstrates consistent use of appropriate specialist vocabulary.	Generally clear, coherent and accurate use of language.	Generally clear, coherent and accurate use of language.
14 Adequately	Demonstrates consistent use of analytical and critical understanding.	Demonstrates consistent use of appropriate specialist vocabulary.	Generally clear, coherent and accurate use of language.	Generally clear, coherent and accurate use of language.
13 Just	Demonstrates consistent use of analytical and critical understanding.	Demonstrates consistent use of appropriate specialist vocabulary.	Generally clear, coherent and accurate use of language.	Generally clear, coherent and accurate use of language.

12 Convincingly	A reasonably consistent ability to develop ideas through sustained investigations, informed by contextual and other sources. Demonstrates reasonably consistent analytical and critical understanding. Demonstrates reasonably consistent use of appropriate specialist vocabulary.	A reasonably consistent ability to explore and select appropriate resources, media, materials, techniques and process. Reviews and refines ideas with a degree of success as work develops.	A reasonably consistent ability to record ideas, observations relevant to intentions. Demonstrates a reasonably consistent ability to reflect critically on work and progress.	A reasonably consistent ability to present a personal and meaningful response. Demonstrates a reasonably consistent ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. Basic clarity, coherence and accuracy in using language.
11 Clearly				
10 Adequately				
9 Just				
8 Convincingly	Some ability to develop ideas and sustain investigations, informed by contextual and other sources. Demonstrates some analytical and critical understanding. Demonstrates limited use of appropriate specialist vocabulary.	Some ability to explore and select appropriate resources, media, materials, techniques and process. Reviews and refines ideas with limited success as work develops.	Some ability to record ideas, observations and insights relevant to intentions. Demonstrates some ability to reflect critically on work and progress.	Some ability to present a personal and meaningful response which is uneven. Demonstrates some ability to successfully realise intentions and, where appropriate, makes connection between visual, written and other elements. Limited clarity, coherence and accuracy in using language.
7 Clearly				
6 Adequately				
5 Just				
4 Convincingly	Minimal ability to develop ideas and sustain investigations, informed by contextual and other sources. Demonstrates minimal analytical and critical understanding. Demonstrates little or no use of appropriate specialist vocabulary.	Minimal ability to explore and select appropriate resources, media, materials, techniques and process. Minimal evidence of reviewing and refining ideas as work develops.	Minimal ability to record ideas, observations and insights relevant to intentions. Demonstrates minimal ability to reflect critically on work and progress.	Minimal ability to present a personal and meaningful response, limited by a lack of skill and understanding. Demonstrates minimal ability to realise intentions and, where appropriate, make connections between visual, written and other elements. Unclear and often inaccurate language is used.
3 Clearly				
2 Adequately				
1 Just				
0 No work				