



Course Structure

Transition tasks for GCSE Photography students.

Course Structure

- 60 % coursework
- 40% Examination

Assessment Objectives

Each area out of 24 marks.

AO1 Contextual Understanding

Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

AO3 Reflective Recording

Record ideas, observations and insights relevant to their intentions, in visual and / or other forms.

AO2 Creative Making

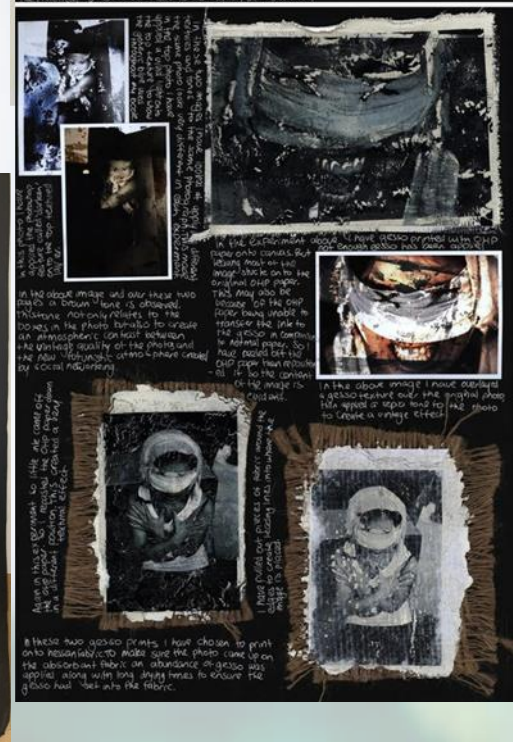
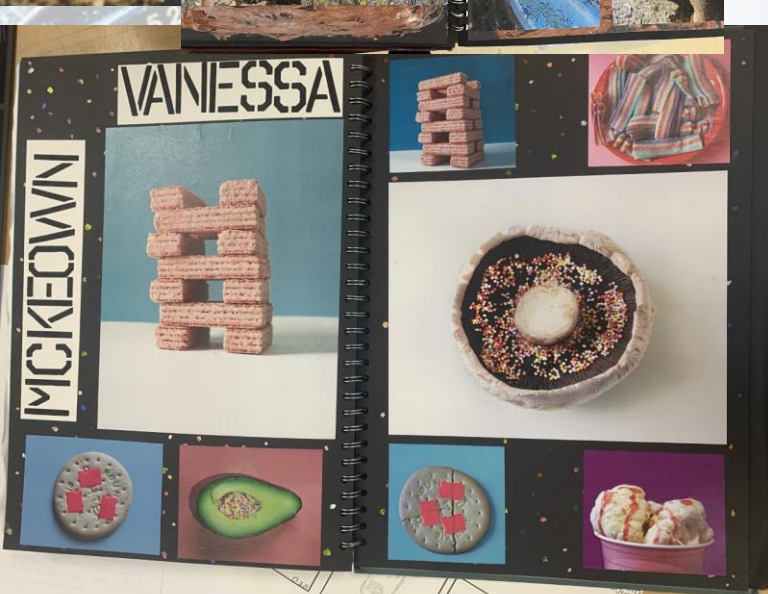
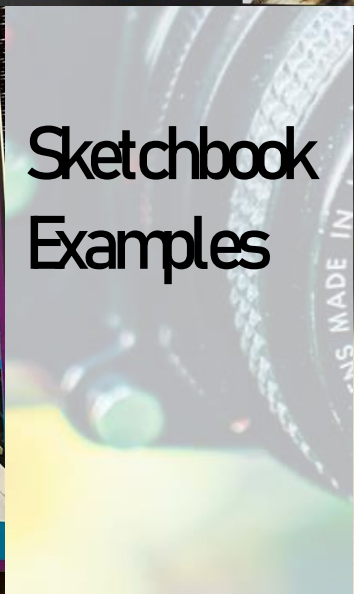
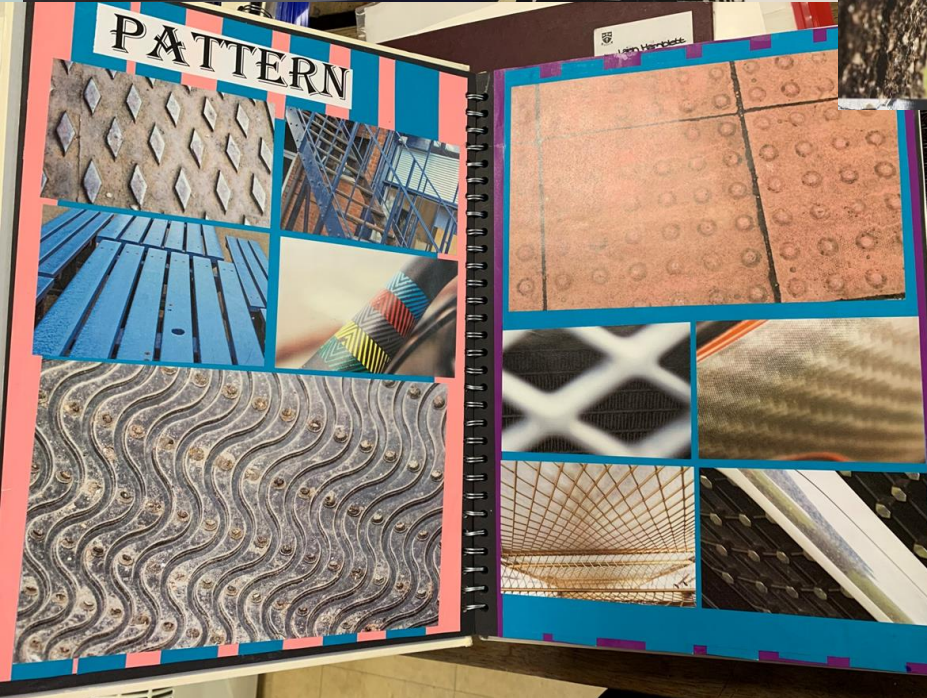
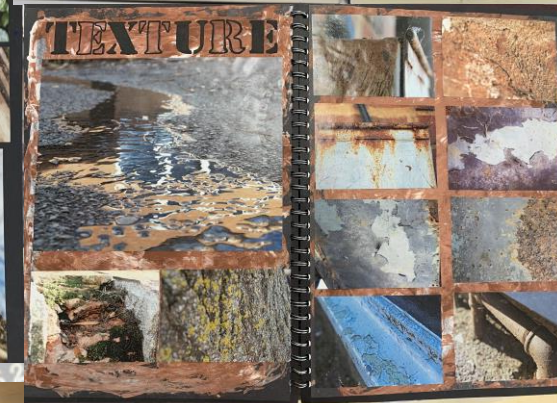
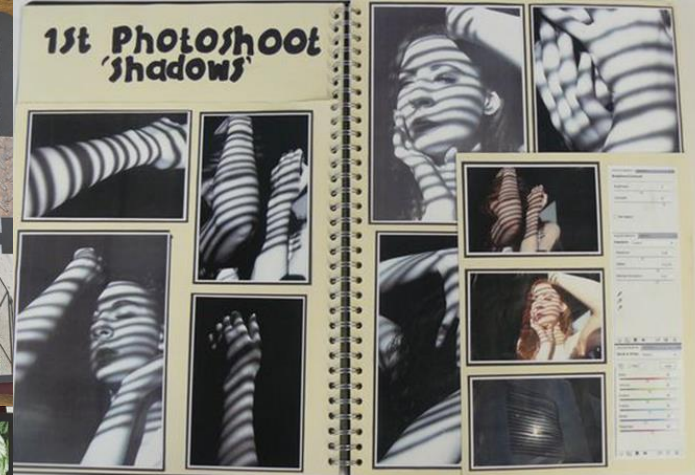
Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

AO4 Personal Presentation

Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Unit	AO1 Weighting % Marks	AO2 Weighting % Marks	AO3 Weighting % Marks	AO4 Weighting % Marks
Unit 1: Portfolio 60% of GCSE 120 marks	15% 30 marks	15% 30 marks	15% 30 marks	15% 30 marks
Unit 2: Externally Set Assignment 40% of GCSE 80 marks	10% 20 marks	10% 20 marks	10% 20 marks	10% 20 marks
Total Weighting Total Marks (200)	25% 50 marks	25% 50 marks	25% 50 marks	25% 50 marks

The **overall qualification grade** is calculated by adding together the marks for Units 1 and 2 to give a total mark. This mark will then be converted to the overall GCSE qualification grade using the GCSE qualification grade boundaries established for the relevant examination series.



A couple of things to remember...

1. **You have chosen Photography as an option**
2. Therefore we want you to **try your absolute best**, these tasks are tasters to prepare you for GCSE Photography p.s. this is great opportunity!
3. In September you will be able to purchase a pack which will have all the essentials you need ; sketchbook, white pencil, USB, Memory card for the camera and a few more items.
4. You do not need to buy a camera but obviously if someone in your family has one and you can use it – then use it !
5. During your GCSE **we expect you** to do things OUTSIDE the classroom;
 1. Take photos
 2. Work on your Power Point (this is the written part)
6. **Every time** you are asked to take photos , the **minimum is 60** . The rule is the more you take , the more successful options you will have.
7. Every week is a different task to complete please ensure you submit your work EVERY MONDAY – to gscephotography@churchdownschool.com clearly labelled with your name and tutor group

Preparing you for GCSE Photography Tasks

Task	Page No.	Activity/To do	Submission details
Introduction to GCSE Photography		Read through the PowerPoint, create a PowerPoint or sketchbook to present your transition tasks	Email typed research and photo of sketchbook.
Task 1: How to 'see'	5-8	Understand the formal elements used in photography. Complete the starter and main task	Email photograph
Task 2: Photo Safari	9-10	Search for photographic subjects that correspond as closely as possible to the diagrams.	Email photograph
Task 3: Formal elements photoshoot	11-12	Complete a photoshoot inspired by two formal elements of your choice. A minimum of 60 photos for each element	Email photograph
Task 4: Annotate your photoshoot	13-15	Understand what makes a successful or unsuccessful image.	Email photograph
Task 5: Edit your photoshoot	16-17	Edit your 10 best photos using an online tool	Email photograph
Extension: Photoshoot and Edit photos	23	To produce a series of images that represent the different elements of photography AND show development and improvement	Email photograph

Goal: To support creativity, critical thinking, evaluation, self reflection, progression of skills, written communication, collaboration, resourcefulness, research *and lots more...*

You can either create a digital portfolio on PowerPoint or a physical portfolio like the previous page to keep all your work together.

How to 'see'

Task 1: Understand the formal elements used in photography and analyse an 'abstract' image.

This project is about how the camera can draw attention to the **formal elements** of art in order to create images in which the subject isn't the most interesting element.

I want you to be able to view the world in such a way that it seems full of possible photographs.

Great photographs need not require a dramatic scene, studio lighting or a profound issue. An understanding of the **formal elements** can help you to recognise a great photo opportunity in the most mundane and unpromising subject matter. This unit of work is about developing [ways of seeing](#).

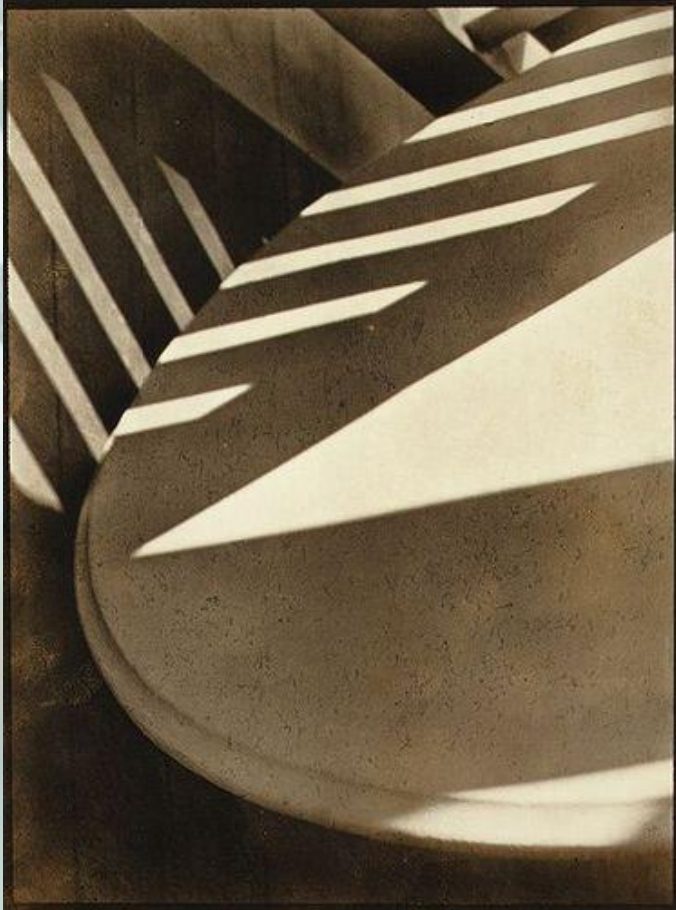
What are the formal elements in photography?

Photographers are usually aware of the ways in which they can create interest in their images beyond the simple fact of the subject.

This is what separates good pictures and bad pictures of the same thing. The following list describes some of the abstract elements in any photograph.

- **Focus:** Which areas appear clearest or sharpest in the photograph? Which do not?
- **Light:** Which areas of the photograph are brightest? Are there any shadows? Does the photograph allow you to guess the time of day? Is the light natural or artificial? Harsh or soft? Reflected or direct?
- **Line:** Are there objects in the photograph that act as lines? Are they straight, curvy, thin, thick? Do the lines create direction in the photograph? Do they outline? Do the lines show movement or energy?
- **Repetition:** Are there any objects, shapes or lines which repeat and create a pattern?
- **Shape:** Do you see geometric (straight edged) or organic (curvy) shapes? Which are they?
- **Space:** Is there depth to the photograph or does it seem shallow? What creates this appearance? Are there important negative (empty) spaces in addition to positive (solid) spaces? Is there depth created by spatial illusions i.e. perspective?
- **Texture:** If you could touch the surface of the photograph how would it feel? How do the objects in the picture look like they would feel?
- **Value/Tone:** Is there a range of tones from dark to light? Where is the darkest value? Where is the lightest?

Starter: Have a quick go ...



- List 3 things the photographer might have been interested in capturing in this picture?
- If you were the photographer, what title would you give it? Explain why.
- Name one thing you think is unusual about the photograph.
- Why is the photograph brown?
- If you had to make a photograph like this, where would you go to do it? What equipment would you choose?
- In the box opposite the photograph, try to draw a quick sketch of it.
- What do you think is the best thing about this photograph?

Sentence Starters

- I think the photographer was interested in

- My title would be:

- One unusual thing about this photograph is ...
- I think the photograph looks brown because ...
- If I had to make a photograph like this I would ...
- I would use ...
- The best things about this photograph is ...

MAIN TASK : Choose one of these images to analyse. Use the formal elements questions on the previous slide to support.



Aaron Siskind 'Chicago', 1960 , Gelatin silver print



Moholy-Nagy, László, 'Photogram',
1922 Gelatin silver print



William Eggleston 'Memphis, Tennessee' Early 1970s Dye transfer print

For Example...



Focus: The whole subject is in focus. However, there is a slight softening of the focus towards the bottom of what appears to be the edge of a table top.

Light: A triangular slash of bright sunlight appears in the middle of the image. This is accompanied by bands of light running diagonally across the upper portion of the image. These appear to be gaps in another object out of shot, a fence perhaps.

Line & Shape: There are number of strong lines, mostly straight, although these are complemented by the sweeping curve of the main object which runs from the top right of the image to the bottom right. All of the lines have the geometric quality of man made objects.

Repetition: The shafts of sunlight running across two surfaces create a dramatic rhythm. A number if straight parallel lines are repeated in the composition, like repeated notes or beats in a piece of music.

Space: The space in the image appears quite shallow, tightly constrained by the cropping. We don't the whole of any of the objects and the photographer appears to have been quite close to the subject.

Texture: All of the objects in the image appear smooth. The drama comes from the jagged bursts of light across their surfaces.

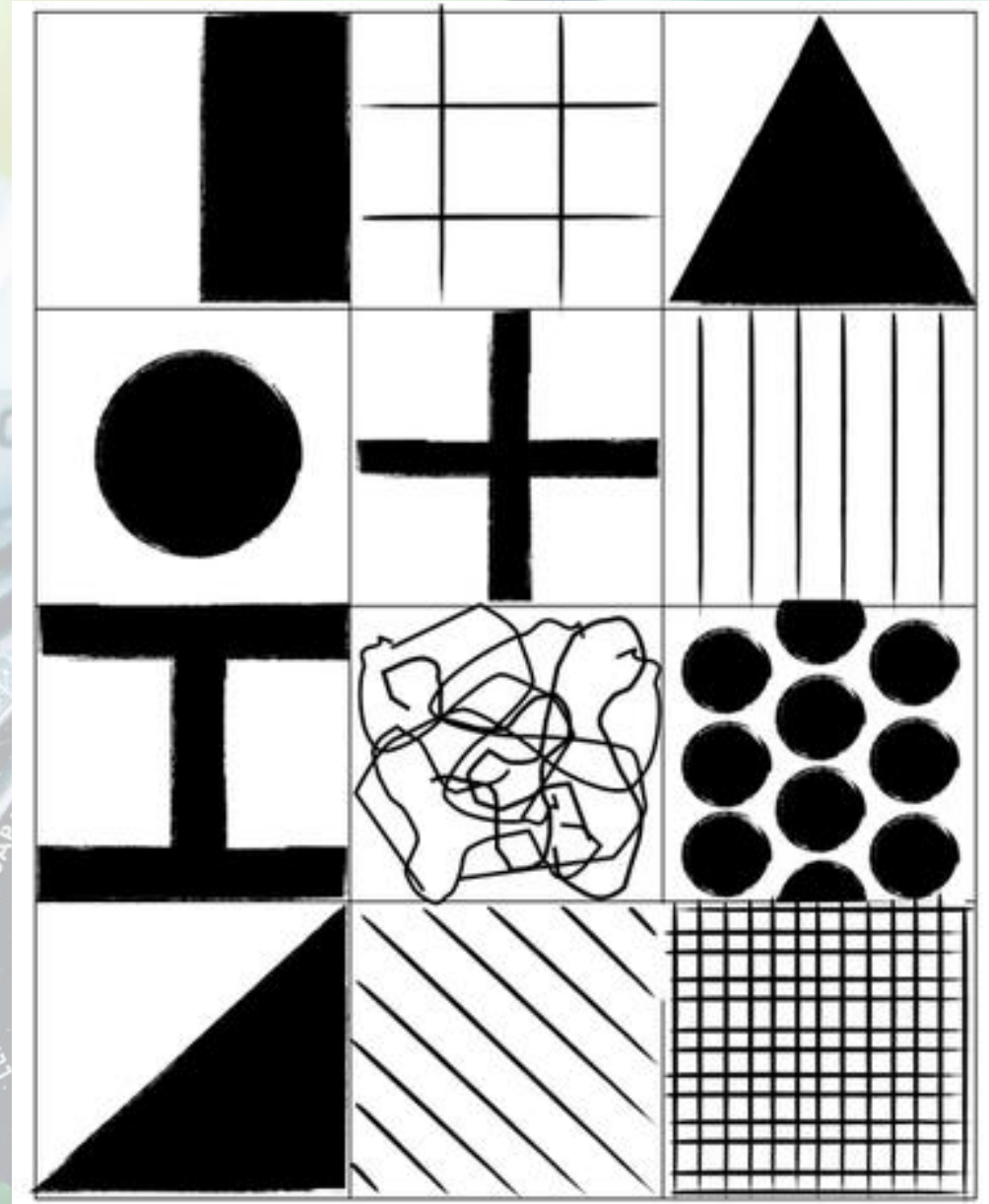
Value/Tone: The image contains a range of tones from very dark to very light. There are deep shadows but also mid tones. The photograph is monochrome but has a brownish tint, perhaps caused by the process the artist has used.

Photo Safari

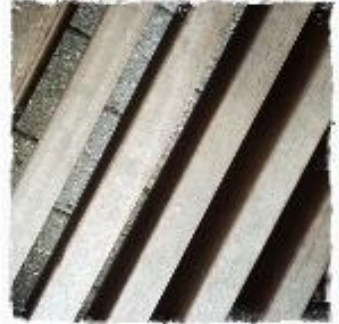
Task 2: Search for photographic subjects that correspond as closely as possible to the diagrams to the right.

SUCCESS CRITERIA:

- Use a camera phone (if you have a camera, fantastic use it)
- Take 60 photos (this will always be the minimum when doing a photoshoot)
- Use the diagrams to the right to copy in your own style
- You can use manmade or natural objects
- Think about the angle that you have the camera
- Think about the position you are in when taking the photo; above, below etc
- Use the examples on the next slide to help



Examples of what you can do



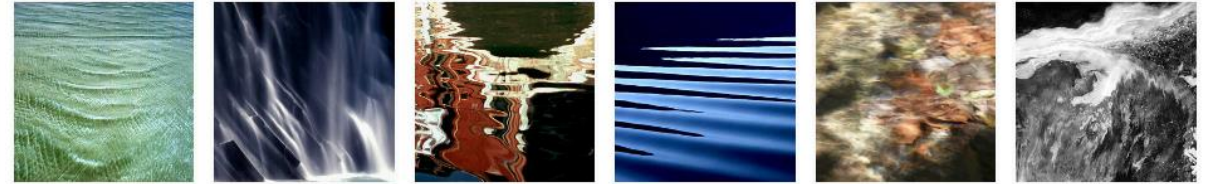
Photoshoot inspired by the formal elements

Task 3: Complete a photoshoot inspired by two formal elements of your choice. A minimum of 60 photos for each element

- SUCCESS CRITERIA:
- Choose two of the following; line, pattern, texture, colour and space.
- Use a camera phone (if you have a camera, fantastic use it)
- Take 60 photos (this will always be the minimum when doing a photoshoot)
- Use the artists images to inspire you
- You can use manmade or natural objects
- Think about the angle that you have the camera
- Think about the position you are in when taking the photo; above, below etc
- Use the examples on the next slide to help

Ernst Haas - water and reflections

Haas pioneered colour photography and is also famous for his images of movement using long shutter speeds. He photographed water throughout his career, fascinated by its ability to reflect light and its dynamic movement. He crops the subject to increase the sense of abstraction.



Aaron Siskind - natural and urban surfaces

Siskind was interested in surfaces and textures, both from the natural world but also the urban environment. He gets in close to his subjects and fills the frame with detail. There is always a strong sense of design and all over interest for the viewer.

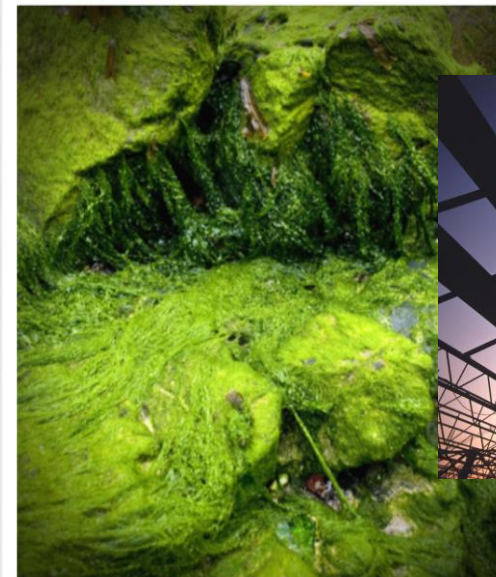
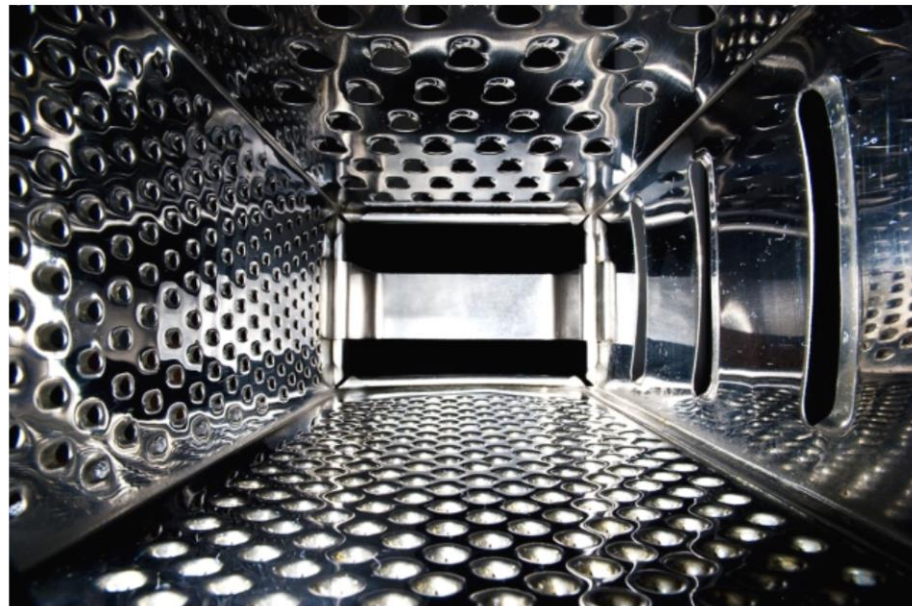


Nick Albertson - repeated forms

These images explore the idea of repetition, rhythm, line, shape, texture and pattern. They are all created with everyday objects which are transformed through careful arrangement and photography. The edge to edge compositions help concentrate our eyes on the formal properties of the objects. Contrast is important. Sometimes we need to consult the title before we're sure about exactly what we are looking at.



Examples of photos you can take...



Task 4: Analyse your photoshoot

It will look something more like below when using PowerPoint at school.

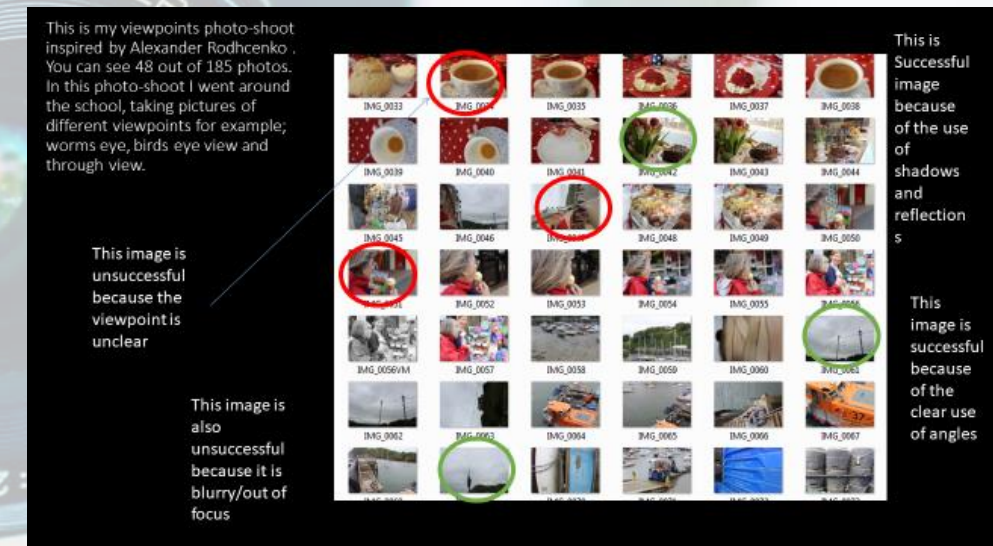
‘Contact sheets are typically made to allow the photographer to view a mini-preview of all the film to determine which **photographs** are best to print’. It’s a chance to review all your photos.

In photography we annotate ‘contact sheets’ to show the examiner we understand what makes a successful or unsuccessful image.

For this task we are going to do a smaller version.

You need to:

- Choose 4 unsuccessful photos
- Choose 4 Successful photos
- If you have access to PowerPoint or Word create a slide called unsuccessful and another called successful .
- You are then going to annotate each photo explaining why they are successful or not
- Use the next slide to help with what key terms to help describe your photos
- The following slides show how it can look



Use these to help annotate

GOOD

Slanted angles

- Clear reflections
- Bold colours
- strong contrast
- Strong composition
- Good use of line
- Good focus on pattern
- Interesting textures
- Strong natural light
- Good shadows
- Good leading line
- Good use of depth
- Short depth of field
- Good use of negative space

BAD

- direct angles
- reflections of students
- too many grey tones
- poor composition
- Too far away
- Blurred
- Too dark
- Too many distractions in background
- No focal point
- Students in the way
- Overexposed (too light)
- Needs to be cropped in (signs)
- Wrong position
- Badly cropped

Successful Photos



This image is successful because you can see clearly the texture and rust of the pole. I also like how the light not only draws your attention to it but it creates a reflection on the other side.



This image is successful because I like how you can see a range of lines from the bricks, the pole and the shadows.



This image is successful because I have positioned the camera that the angle of the drain cover is cutting across my image at an angle. Also it shows contrasting surfaces of pattern and texture.



This image is successful because I positioned myself that the lines cut across the image diagonally. I also like how the lines are different colours to help stand out.

Unsuccessful Photos



This image is unsuccessful because although its at interesting angle, it looks more like I fell over and took by accident. Its too wonky



This image is unsuccessful because its blurry and too dark.



This image is unsuccessful because its blurry and the shadow is blocking the quality of the image



This image is unsuccessful because its blurry and doesn't fit the brief.

Examples of what to do

Successful Photos



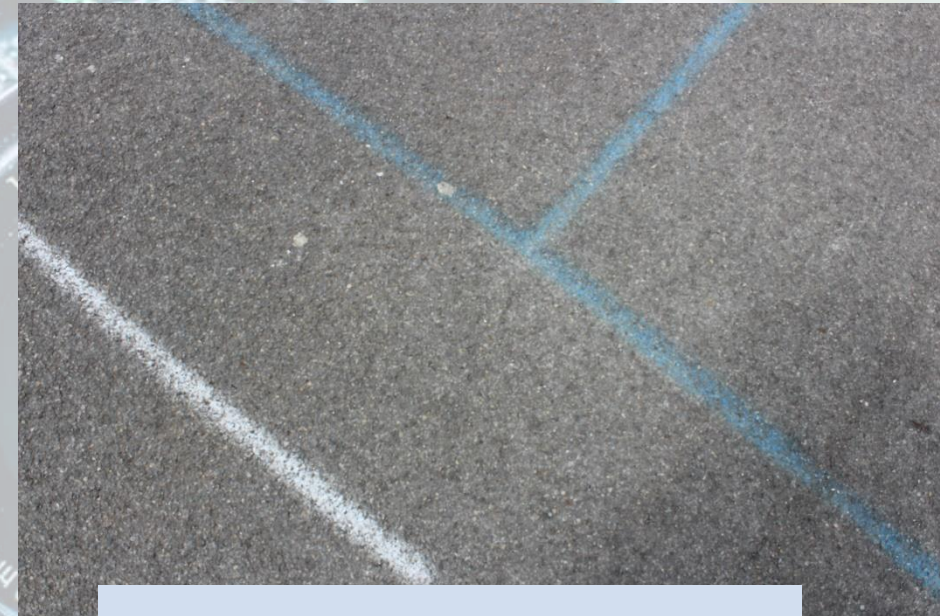
This image is successful because you can see clearly the texture and rust of the pole. I also like how the light not only draws your attention to it but it creates a reflection on the other side.



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This image is successful because I have positioned the camera that the angle of the drain cover is cutting across my image at angle. Also it shows contrasting surfaces of pattern and texture



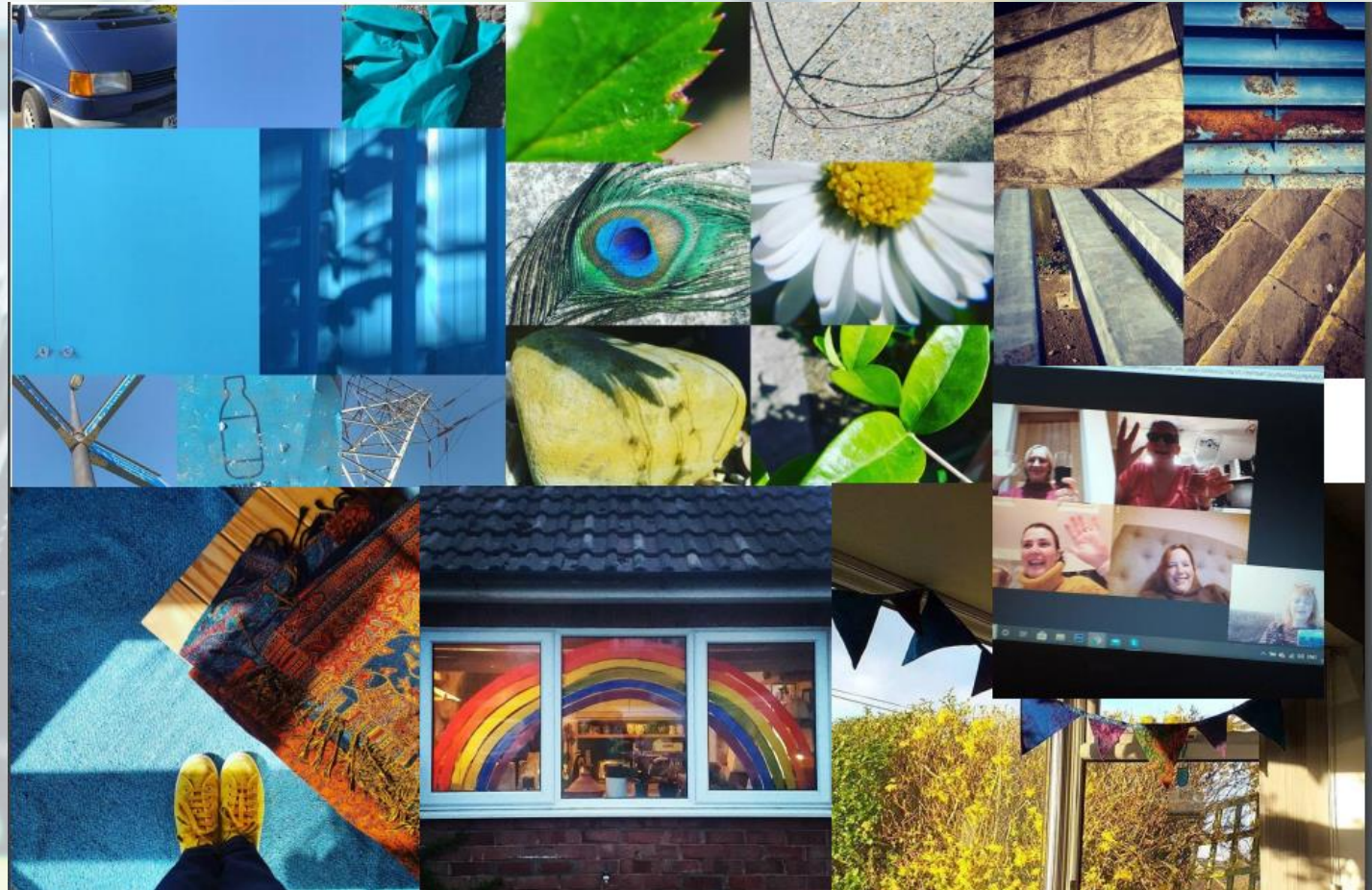
This image is successful because I positioned myself that the lines cut across the image diagonally, I also like how the lines are different colours to help stand out.

Examples of what to do

Task 5 : Edit your photos and present them

Its all well and good taking fantastic photos but learning how to enhance our photos is just as important but that doesn't mean manipulate them. (so NO crazy effects)

1. You are going to choose 10 of your best photos
2. You are then going to Edit your best photos using: <https://pixlr.com/e/> (this website is more like Photoshop and you can use your own login)
3. OR USING www.befunky.com Username: miw@churchdownschool.com
4. Password: Churchdown123
5. If you can present them onto PowerPoint or even print them off and place to create an exciting layout
6. Submit: Your best edited photographs to gcselphotography@churchdownschool.com



Task 5: Ideas how to present your photos



EXTENSION Taking photos of the ordinary

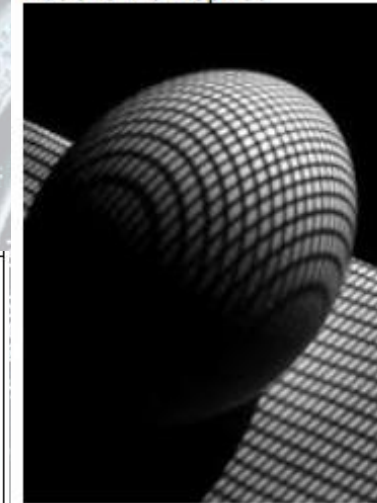
Extension: To produce a series of images that represent the different elements of photography AND show development and improvement

You will learn how to compose images that deliver key photographic elements; this is a skill you will improve in through practice and persistence. In general, good pictures result from creative and effective use of basic elements of composition, together with appropriate lighting and a subject captured in an interesting way.

Three photographers recording the same scene may create equally appealing photographs with entirely different composition. Your challenge is to decide -"How do I make a familiar object look unique and MEMORABLE?"



Mark Robert Halper
Rodchenko inspired



Success Criteria:

- Choose an ordinary/everyday object
- Take a Minimum of 60 photos
- Take it at different angles; worms eye view, birds eye view
- Think about the position of the camera
- What can use to exaggerate it; lighting, shadows, colour
- Take risks and play with what makes a strong composition: angle, lighting, framing, viewpoint, taking experimental shots and deciding how to improve
- You are then going to Edit 5 of your best photos using : <https://pixlr.com/e/> (this website is more like Photoshop and you can use your own login)
- OR : www.befunky.com
- Username: miw@churchdownschool.com
- Password: Churchdown123
- If you can present them onto PowerPoint or even print them off and place to create an exciting layout
- Submit: Your best edited photographs to gcselphotography@churchdownschool.com