

## Year 11 Unit Plan – Photography

### Unit: Concealment

**Term delivered: Autumn**

**Length of Unit: 13 weeks (26 lessons)**

**Autumn Term 1: 7 weeks (14 lessons)**

**Autumn Term 2: 6 weeks (12 lessons)**

**Knowledge Content: Concealment - Exploration of the theme 'concealment' through portraiture and still life.**

**Soft skills: Organizational skills, teamwork, communicative skills**

**Technical skills: IT skills, analytical skills, DSLR camera skills, Photoshop skills, compositional skills**

**Lessons can be completed in any order depending on the choice of the teacher**

**Assessment Objectives:**

**AO1: Research**

**AO2: Experiment**

**AO3: Drawing and Annotation**

**AO4: Personal response**

**Keywords: COMPOSITION / RULE OF THIRDS / SHUTTER SPEED / FOCAL LENGTH / DEPTH OF FIELD / LENS / MODE DIAL / DSLR / CONTACT SHEETS / FLASH GUN / TRIPOD / MACRO / PHOTOSHOP / OVERLAY / PORTRAITURE / CONCEALMENT**

## Year 11 Unit Plan – Photography

| Lesson           | Learning Objectives<br>Key terminology   | Previous knowledge re-trieval  | Teaching Strategies and Resources (sug-gested)  | Knowledge/ Outcomes  | Independent Learning   |
|------------------|--|--|---|--|--|
| <b>1 &amp; 2</b> | <b>Introduction to Con-<br/>cealment</b> | Deeper context.<br>Image analysis.<br>Compositional understanding.<br>IT skills. | Introduction to project topic Concealment. Model Photography GCSE mark scheme. Class analysis of title ‘Concealment’, intro-duction to photographers and ideas. Model how to create a mind map relating to self.<br><a href="https://www.pinterest.co.uk/search/pins/?q=concealment%20mind-map&amp;rs=typed&amp;term_meta[]=concealment%7Ctyped&amp;term_meta[]=mind-map%7Ctyped">https://www.pinter-<br/>est.co.uk/search/pins/?q=conceal-<br/>ment%20mind-<br/>map&amp;rs=typed&amp;term meta[]=conceal-<br/>ment%7Ctyped&amp;term meta[]=mind-<br/>map%7Ctyped</a> | Pupils will gain an understanding of the theme of ‘concealment’. Pupils will gain an understanding of the deeper context behind photographs during the class discussion. Pupils will create an informative mindmap linking to the theme of ‘concealment’ demonstrating their understanding of the topic.                                   | <b>Recap: Label the Canon 4000D</b><br>(Page 24)<br><br><b>Recap: Label the Mode Dial</b><br>(Page 25)<br><a href="https://www.args-sup-port.co.uk/in-struction-man-ual/8065779-canon-eos-4000d-dslr-cam-era-body-with-18-55mm-lens.pdf">https://www.ar-<br/>gos-sup-<br/>port.co.uk/in-<br/>struction-man-<br/>ual/8065779-<br/>canon-eos-<br/>4000d-dslr-cam-<br/>era-body-with-<br/>18-55mm-<br/>lens.pdf</a> |
| <b>3&amp;4</b>   | <b>Bruce Boyd</b>                        | Deeper context.<br>Image analysis.<br>Artist research.                           | Class discussion of photographer Bruce Boyd considering the deeper context to his work. Class discussion of the photographic tech-niques that have been used within his pho-tographs. Pupils will use the ‘Speak Like a Photographer’ help sheet to assist with this. Model layout of artist research page. Pupils will use the ‘content’ and ‘wider context’   | Pupils will gain an understanding of the deeper context of Bruce Boyd and his frozen flower photographs during the class discussion. Pupils will independently research information about Bruce Boyd, gaining an under-standing of his work. Pupils will cre-ate an artist research slide including: artist research, image content, wider | <b>Write definitions for: Negative space, fore-ground &amp; rule of thirds.</b><br>(Page 7)<br><a href="https://study.co m/academy/les-">https://study.co<br/>m/academy/les-</a>   |

## Year 11 Unit Plan – Photography

|                  |  |   |   |  |  |
|------------------|--|---|---|--|--|
|                  |  |   | <p>sentence starters to assist with their annotation.</p> <p><a href="https://uk.lumas.com/artist/bruce_boyd/">https://uk.lumas.com/artist/bruce_boyd/</a></p>  | <p>context and photographs of his work, demonstrating their understanding of his photographic works.</p>   | <p><a href="https://uk.lumas.com/artist/bruce_boyd/">son/photography-composition-definition-rules-techniques.html</a></p>  |
| <b>5</b>         | <b>Flower Setup</b>                                  | <p>Compositional skills. Team-work.</p>   | <p>Recap knowledge of Bruce Boyd during starter activity. Class discussion on the deeper context behind colour choices. Model how to create an interesting and creative composition of flowers in water.</p> <p><a href="https://uk.lumas.com/artist/bruce_boyd/">https://uk.lumas.com/artist/bruce_boyd/</a></p>   | <p>Pupils will continue to gain an understanding of the deeper context of Bruce Boyd and his frozen flower photographs during the class discussion. Pupils will independently create a composition of flowers in water to freeze ready for the photoshoot next lesson.</p>   | <p><b>What is macro photography?</b><br/>(Page 9)</p> <p><a href="https://photography-life.com/macro-photography-tutorial">https://photography-life.com/macro-photography-tutorial</a></p> |
| <b>6 &amp; 7</b> | <b>Bruce Boyd Photoshoot (Frozen Flowers)</b>        | <p>Handling camera. Understanding mode dial. Working independently. Photoshoot setup. Compositional skills.</p> | <p>Class discussion of what a depth of field is. Class discussion of what aperture is and how it's used to create different depth of field. Modelling of camera and mode dial using aperture priority mode to change the depth of field. Modelling of photoshoot setup considering; lighting, background, angle ect.</p> <p><a href="https://www.pinterest.co.uk/search/pins/?q=bruce%20boyd&amp;rs=typed&amp;term_meta[]=bruce%7Ctyped&amp;term_meta[]=boyd%7Ctyped">https://www.pinterest.co.uk/search/pins/?q=bruce%20boyd&amp;rs=typed&amp;term_meta[]=bruce%7Ctyped&amp;term_meta[]=boyd%7Ctyped</a></p> | <p>Pupils will create a photoshoot in the style of Bruce Boyd considering texture and concealment. Pupils will continue to gain an understanding of photoshoot setup, lighting, compositional elements and teamwork. Pupils will recap learning on aperture and gain an understanding of macro photography through using the macro lenses.</p> | <p><b>Texture</b><br/>(Page 10)</p> <p><a href="https://www.youtube.com/watch?v=WDmiT8pgHKY">https://www.youtube.com/watch?v=WDmiT8pgHKY</a></p>   |
| <b>8</b>         | <b>Uploading photographs. Contact sheet analysis</b> | <p>IT skills. Analytical skills. Deeper context. Technical skills.</p>  | <p>Recap learning on uploading photographs and creating new folder called 'Bruce Boyd Frozen Flowers'. Recap learning on taking print screens of contact sheets. Recap using contact sheet annotation sheet using photography specific language.</p>  | <p>Pupils will create a 'Bruce Boyd Frozen Flowers' folder and upload photographs, understanding how to handle the SD card. Understand how to delete multiple photographs. Pupils will understand how to screenshot,</p>   | <p><b>Rule of Thirds</b><br/>(Page 12)</p> <p><a href="https://digital-photography-school.com/rule-of-thirds/">https://digital-photography-school.com/rule-of-thirds/</a></p>              |

## Year 11 Unit Plan – Photography

|                    |  |  |  |   |  |
|--------------------|--|--|--|---|--|
|                    |  |  |  | paste into PowerPoint, crop and use labelling functions.  |  |
| <b>9</b>           | <b>Bruce Boyd Edits</b>                  | IT Skills. Photoshop skills. Compositional skills. Technical skills. | Recap and model how to open photographs on Photoshop. Model how to use basic editing techniques on Photoshop; crop, contrast, brightness, levels. Introduce pupils to the editing technique of 'elliptical marquee tool', to create abstract circles. Model how to print screen editing process. Get pupils to write down their editing process in sketchbook for future use.<br><a href="https://www.youtube.com/watch?v=pFyOznL9UvA&amp;t=309s">https://www.youtube.com/watch?v=pFyOznL9UvA&amp;t=309s</a> | Pupils will recap knowledge of how to open photographs on Photoshop. Pupils will edit their photographs using basic editing and the hue tool to change the colours of the ink. Pupils will recap of how to save as a JPEG. Pupils will understand the importance of print screening their editing process to show their knowledge.                        | <b>Tone &amp; Contrast</b><br>(Page 13)<br><a href="https://sky-lum.com/blog/understanding-contrast-in-photography#:~:text=Con- trast%20in%20photog- raphy%20is%20the, and%20clarity%20in%20a%20 photograph">https://sky-lum.com/blog/understanding-contrast-in-photography#:~:text=Con- trast%20in%20photog- raphy%20is%20the, and%20clarity%20in%20a%20 photograph</a> |
| <b>10 &amp; 11</b> | <b>Presenting &amp; Annotating Edits</b> | IT skills. Presentation skills.                                      | Model annotating photographs using the help sheet. Explain how annotation photographs fits into the mark scheme. Model how to present edits on PowerPoint with pupils selecting their best edit to be displayed on the last slide.<br><a href="https://www.youtube.com/watch?v=pFyOznL9UvA&amp;t=308s">https://www.youtube.com/watch?v=pFyOznL9UvA&amp;t=308s</a>  | Pupils will annotate their edits and Photoshop screen prints, demonstrating their understanding of the editing process. Pupils will understand the impact that the editing process has had on their photograph and will demonstrate this through annotation. Pupils will independently select their two best edits and explain why they have been chosen. | <b>What does context mean?</b><br>(Page 14 & 15)<br><a href="https://www.youtube.com/watch?v=jBR1cypaHcM&amp;t=130s">https://www.youtube.com/watch?v=jBR1cypaHcM&amp;t=130s</a>  |

## Year 11 Unit Plan – Photography

|                    |                             |  |  |  |   |
|--------------------|-----------------------------|--|--|--|---|
|                    |                             |  | <p><b>Extension/Booster:</b> Model how to stitch into photographs. Model how to print onto acetate and layer photographs. Model how to scan photographs using the scanner.</p>   | <p><b>Extension/Booster:</b> Pupils will experiment with mixed media editing techniques; stitching and layering acetate.</p>   |   |
| <b>12 &amp; 13</b> | <b>Paul Reiffer</b>         | <p>Deeper context. Image analysis. Artist research.</p>  | <p>Class discussion of photographer Paul Reiffer considering the deeper context to his work. Introduction to refraction. Recap of short depth of field and aperture. Class discussion of the photographic techniques that have been used within his photographs. Pupils will use the ‘Speak Like a Photographer’ help sheet to assist with this. Model layout of artist research page. Pupils will use the ‘content’ and ‘wider context’ sentence starters to assist with their annotation.</p> <p><a href="https://www.paulreiffer.com/about/">https://www.paulreiffer.com/about/</a></p> | <p>Pupils will gain an understanding of the deeper context of Paul Reiffer and refraction during the class discussion. Pupils will independently research information about Bruce Boyd, gaining an understanding of his work. Pupils will create an artist research slide including: artist research, image content, wider context and photographs of his work, demonstrating their understanding of his photographic works.</p> | <p><b>Image Analysis: Saul Leiter</b><br/>(Page 11)<br/><a href="https://www.howardgreenberg.com/artists/saul-leiter">https://www.howardgreenberg.com/artists/saul-leiter</a></p>               |
| <b>14 &amp; 15</b> | <b>Lens Ball Photoshoot</b> | <p>Handling camera. Understanding mode dial. Working independently. Photoshoot setup. Compositional skills. Aperture. F-stops. Depth of field.</p> | <p>Recap what refraction is and how it works within the lens balls. Model using the camera in Aperture Priority mode and changing the f stop to create a short depth of field. Recap eye-level view and photoshoot setup; lighting, background, etc.</p> <p><a href="https://www.youtube.com/watch?v=Q-Y39pl9K4I&amp;t=66s">https://www.youtube.com/watch?v=Q-Y39pl9K4I&amp;t=66s</a></p>  | <p>Pupils will create a photoshoot using lens balls further developing an understanding of refraction. Pupils will continue to develop their knowledge of photoshoot setups, such as lighting, viewpoints and compositional elements. Pupils will continue to develop their camera skills by using the camera in aperture priority mode.</p>   | <p><b>Shutter Speed</b><br/>(Page 16)<br/><a href="https://photography-life.com/what-is-shutter-speed-in-photography">https://photography-life.com/what-is-shutter-speed-in-photography</a></p> |

## Year 11 Unit Plan – Photography

|                    |  |  |  |   |   |
|--------------------|--|--|--|---|---|
| <b>16</b>          | <b>Uploading photographs. Contact sheet analysis</b> | IT skills. Analytical skills. Deeper context. Technical skills.      | Recap learning on uploading photographs and creating new folder called 'Paul Reiffer Lens Ball'. Recap learning on taking print screens of contact sheets. Recap using contact sheet annotation sheet using photography specific language.<br><a href="https://www.youtube.com/watch?v=gbJr0Cv95n8">https://www.youtube.com/watch?v=gbJr0Cv95n8</a>  | Pupils will create a 'Paul Reiffer Lens Ball' folder and upload photographs, understanding how to handle the SD card. Understand how to delete multiple photographs. Pupils will understand how to screenshot, paste into PowerPoint, crop and use labelling functions.   | <b>Recap: Elements of Photography</b> (Page 26)<br><a href="https://vogue-ball-room.com.au/what-are-the-seven-elements-of-photography/">https://vogue-ball-room.com.au/what-are-the-seven-elements-of-photography/</a>              |
| <b>17 &amp; 18</b> | <b>Paul Reiffer Lens Ball Edits</b>                  | IT Skills. Photoshop skills. Compositional skills. Technical skills. | Recap and model how to open photographs on Photoshop. Model how to use basic editing techniques on Photoshop; crop, contrast, brightness, levels. Introduce pupils to the editing technique of 'magic wand tool' to select the background of the image and turn in black and white. Model how to print screen editing process. Get pupils to write down their editing process in sketchbook for future use.<br><a href="https://www.youtube.com/watch?v=pFyOznL9UvA&amp;t=309s">https://www.youtube.com/watch?v=pFyOznL9UvA&amp;t=309s</a> | Pupils will retrieve prior knowledge of how to open photographs on Photoshop. Pupils will edit their photographs using basic editing the 'magic wand tool', to enhance their photographs. Pupils will recap of how to save as a JPEG. Pupils will understand the importance of print screening their editing process to show their knowledge.             | <b>Write definitions for these words: Worms, birds, eye-level view.</b> (Page 18)<br><a href="https://www.nyfa.edu/student-resources/point-view-photography/">https://www.nyfa.edu/student-resources/point-view-photography/</a>    |
| <b>19</b>          | <b>Uploading Photographs. Contact Sheet Analysis</b> | IT skills. Analytical skills. Deeper context. Technical skills.      | Model annotating photographs using the help sheet. Explain how annotation photographs fits into the mark scheme. Model how to present edits on PowerPoint with pupils selecting their best edit to be displayed on the last slide.<br><a href="https://www.youtube.com/watch?v=pFyOznL9UvA&amp;t=308s">https://www.youtube.com/watch?v=pFyOznL9UvA&amp;t=308s</a>  | Pupils will annotate their edits and Photoshop screen prints, demonstrating their understanding of the editing process. Pupils will understand the impact that the editing process has had on their photograph and will demonstrate this through annotation. Pupils will independently select their two best edits and explain why they have been chosen. | <b>Image Analysis: Marek Chaloupka</b><br><a href="https://www.thiscolosal.com/2013/03/ghostly-hands-and-feet-photographed-through-milk-">https://www.thiscolosal.com/2013/03/ghostly-hands-and-feet-photographed-through-milk-</a> |

## Year 11 Unit Plan – Photography

|                    |                             |   |   |   |  |
|--------------------|-----------------------------|---|---|---|--|
|                    |                             |   |   |   | <a href="http://www.glass-by-marek-chaloupka/">glass-by-marek-chaloupka/</a>   |
| <b>21 &amp; 22</b> | <b>Slinkachu</b>            | Deeper context. Image analysis. Artist research. Macro photography.   | Class discussion of photographer Slinkachu, considering the deeper context to his work. Introduction to refraction. Recap of macro photography. Class discussion of the photographic techniques that have been used within his photographs. Pupils will use the 'Speak Like a Photographer' help sheet to assist with this. Model layout of artist research page. Pupils will use the 'content' and 'wider context' sentence starters to assist with their annotation.<br><a href="https://slinkachu.com/about">https://slinkachu.com/about</a> | Pupils will gain an understanding of the deeper context of Slinkachu's photographic works and macro photography during the class discussion. Pupils will independently research information about Slinkachu, gaining an understanding of his work. Pupils will create an artist research slide including: artist research, image content, wider context and photographs of his work, demonstrating their understanding of his photographic works. | <b>What, When, Why</b><br>(Page 21)<br><a href="https://www.youtube.com/watch?v=jBR1cypaHcM&amp;t=130s">https://www.youtube.com/watch?v=jBR1cypaHcM&amp;t=130s</a>   |
| <b>23 &amp; 24</b> | <b>Slinkachu Photoshoot</b> | Handling camera. Understanding mode dial. Working independently. Photoshoot setup. Compositional skills. Macro photography. Changing camera lens. | Recap changing camera lenses. Model macro phone lenses. Recap macro photography. Class discussion of best ways to take photoshoot. Recap eye-level view and photoshoot setup; lighting, background, etc.<br><a href="https://www.youtube.com/watch?v=YJG62Zs9vGE&amp;t=335s">https://www.youtube.com/watch?v=YJG62Zs9vGE&amp;t=335s</a>   | Pupils will create a photoshoot using the macro lenses, developing their knowledge of macro photography and changing camera lenses. Pupils will continue to develop their knowledge of photoshoot setups, such as lighting, viewpoints and compositional elements. Pupils will continue to develop their camera skills by using the camera in aperture priority mode.   | <b>Write definitions for these words: Short depth of field, long depth of field &amp; natural framing.</b><br>(Page 22)<br><a href="https://photography-life.com/what-is-depth-of-field">https://photography-life.com/what-is-depth-of-field</a> |

## Year 11 Unit Plan – Photography

|           |  |  |   |  |   |
|-----------|--|--|---|--|---|
| <b>25</b> | <b>Uploading Photographs. Contact Sheet Analysis</b> | IT skills. Analytical skills. Deeper context. Technical skills.      | <p>Model annotating photographs using the help sheet. Explain how annotation photographs fits into the mark scheme. Model how to present edits on PowerPoint with pupils selecting their best edit to be displayed on the last slide.</p> <p><a href="https://www.youtube.com/watch?v=pFyOznL9UvA&amp;t=308s">https://www.youtube.com/watch?v=pFyOznL9UvA&amp;t=308s</a></p>  | <p>Pupils will annotate their edits and Photoshop screen prints, demonstrating their understanding of the editing process. Pupils will understand the impact that the editing process has had on their photograph and will demonstrate this through annotation. Pupils will independently select their two best edits and explain why they have been chosen.</p> | <p><b>Image Analysis:</b><br/><b>John Stezaker</b><br/>(Page 23)<br/><a href="https://www.satchigalery.com/artist/john-stezaker">https://www.satchigalery.com/artist/john-stezaker</a></p>  |
| <b>26</b> | <b>Edits</b>   | IT Skills. Photoshop skills. Compositional skills. Technical skills. | <p>Model how to edit on Photoshop, using contrast, brightness, levels, crop, to enhance photographs. Model how to use 'quick selection tool' to select figurines to remain in colour and to turn the remaining photograph black and white. Model how to print screen editing process. Get pupils to write down their editing process in sketchbook for future use.</p> <p><a href="https://www.youtube.com/watch?v=pFyOznL9UvA&amp;t=309s">https://www.youtube.com/watch?v=pFyOznL9UvA&amp;t=309s</a></p> | <p>Pupils will retrieve prior knowledge of how to open photographs on Photoshop. Pupils will edit their photographs using basic editing the 'magic wand tool', to enhance their photographs. Pupils will recap of how to save as a JPEG. Pupils will understand the importance of print screening their editing process to show their knowledge.</p>             | <p><b>Write definitions for these words:</b><br/><b>Natural lighting, artificial lighting, overexposed, underexposed.</b><br/>(Page 28)<br/><a href="https://www.foramat.com/magazine/resources/photography/lighting-in-photography">https://www.foramat.com/magazine/resources/photography/lighting-in-photography</a></p> |