

GCSE Photography

Use the aids in this BOOKLET to help you achieve the best grade possible!



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[https://www.pinterest.com/
montyschool](https://www.pinterest.com/montyschool)



Instagram



Over

AO1 DEVELOP		AO2 REFINE	AO3 RECORD	AO4 PRESENT	
21-24 A*	<ul style="list-style-type: none"> Very thorough research with highly skilful and fluent analysis of artist's work. Shows independent ideas/ investigations/risk taking. Imaginative ideas supported by critical understanding 	<ul style="list-style-type: none"> Strong, confident and creative use of materials Imaginative and risk-taking to refine ideas A wide range of skilfully used media that is highly appropriate to their ideas. Sensitive review to support ideas. 	<ul style="list-style-type: none"> Consistently, highly skilful observational studies showing sensitive recording. (including photos) Highly detailed recording of ideas, annotations with fluent use of key words. Independent and creative studies that take risks. 	<ul style="list-style-type: none"> Exciting, imaginative, independent outcome. Clear, perceptive links with a range of artists. Highly appropriate links between outcomes. Personal outcome shows insightful practice. 	
13-16 B	<ul style="list-style-type: none"> Writes skilfully and shows high quality analysis and understanding. Consistent use of artist analysis to develop ideas Diverse range of ideas with exciting developments. 	<ul style="list-style-type: none"> Clear and coherent refining and development of ideas Consistent reflection to support ideas. Effective selection of media to refine ideas. 	<ul style="list-style-type: none"> Assured observational drawing with a consistent command of skills and techniques. Excellent quality, first hand photographs. Detailed and accurate recording of ideas using key words in annotations. Selective recording and confident use of terms. 	<ul style="list-style-type: none"> Skilful and personal outcome. Shows consistent knowledge and understanding. Effective connections are made with artists. 	
9-12 C	<ul style="list-style-type: none"> Appropriate analysis of artists that shows understanding of meaning. Sufficient use of analysis to develop work Emerging ideas but predictable in some areas 	<ul style="list-style-type: none"> Appropriate, sometimes predictable use of materials. Sufficient variety of media with a broadening range of processes. 	<ul style="list-style-type: none"> Growing technical control with a range of media. Reasonable quality, first hand photographs. Relevant annotation that uses key words. Some selection of images and information. 	<ul style="list-style-type: none"> Emerging individual qualities and an appropriate outcome that links to the artists. Clear connections between sources. Outcome/final piece is predictable. 	
5-8 D/E	<ul style="list-style-type: none"> Artist research is sufficient but lacking in depth Straight forward ideas from a few starting points Deliberate and simple development. 	<ul style="list-style-type: none"> Adequate selection of resources and media. Straight-forward and predictable use of materials. Lacks refinement and repeats ideas. Unrefined use of media. 	<ul style="list-style-type: none"> Lack of key words and detailed analysis in annotation. Shows limited ability with recording from observation and is inconsistent. Makes attempts to explain insights. Relies on secondary images. 	<ul style="list-style-type: none"> Deliberate outcome that is straightforward. Some links to artists but the connections are weak. Unrefined outcome, lacking in individuality. 	
1-4 U/F/G	<ul style="list-style-type: none"> Attempts made at researching artist's work Little or no evidence of understanding the meaning Partially developed ideas and inconsistent development 	<ul style="list-style-type: none"> Attempts are made to experiment but they are inconsistent. Ideas are basic and show little development. Partial use of materials linked to ideas. 	<ul style="list-style-type: none"> Inconsistent quality with minimal use of observational recording. Relies on poor quality secondary images. Key words are used incorrectly – little explanation of ideas. 	<ul style="list-style-type: none"> Little links and connections to artists. Outcome has little supporting development work. Unrefined outcome that shows little understanding or knowledge. 	

**GCSE
SCORES
2014**

A*
74

A
68

B
56

C
45

D
37

E
29

F
21

G
13

Assessment Objective 1 : Develop ideas through investigations, demonstrating critical understanding of sources


A01	<u>How am I going to achieve 24 marks?</u>
<p>✎ Create a Mind map of your chosen theme using Popplet and then..</p>	
<p>✎ Create a visual mood board of themes you are inspired by- research and collect imagery or make quick notes to show the possible direction of your project</p>	
<p>✎ Information about the photographer using the visual literacy sheet to add notes about the visual characteristics of the work - remember to use the visual characteristics as key-words on your page</p> <p>✎ Collect visual examples of your photographers work- you can photograph recreations of some of their work as well as print images.</p> <p>✎ Choose three pieces of the photographers work to analyse in detail: Context, Content, Mood and Process etc using the visual literacy sheet</p> <p>✎ Choose a piece of the photographer's work to copy using appropriate materials to recreate in detail</p> <p>✎ Choose a second photographer and repeat the steps above</p>	<p>Add definitions of key words from the question.</p> <p>Add more notes to fill the gaps</p> <p>Think more carefully about presentation</p> <p>Add a title</p> <p>Add a wider range of images</p> <p>Fill in any empty spaces</p> <p>Think more carefully about presentation – does it link to the theme and/or photographers?</p> <p>Add images of the photographers' work suggested on the paper</p> <p>Add a clear title in a relevant style</p> <p>Add a brief introduction to your photographer explaining what they do/are famous for</p> <p>Add more examples of your photographers work</p> <p>Add more keywords</p> <p>Add more sophisticated keywords</p> <p>Add more detailed analysis</p> <p>Make sure your analysis is descriptive of the work e.g. colours, mood, settings, themes etc...</p> <p>Use the visual literacy sheet to analyse your chosen works.</p> <p>Add your own opinion about the works</p> <p>Recreate some of the photographer's work</p> <p>Check your presentation</p>

Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes


A02


 Select from design ideas to **create at least THREE initial designs.**

 Try out a range of materials and techniques

 Use your research and designs so far to come up with **a developed design** based on the themes you have focussed on and links to the photographs work

 Carefully annotate your design.

 **Produce a detailed final design:** exactly what your piece will look like. Add notes to explain what you're doing step by step and in particular explain how your work connects to your photographer(s).

 If you have time try out your final design in your chosen medium.

How am I going to achieve 24 marks?

Mind map your initial thoughts about what you are going to do

Write your intentions clearly

Sketch out / Describe / Show your initial ideas clearly

Add annotation to describe the influence of photographer(s) and theme

Make the links to your photographer more visually clear

Trial each of the materials/processes you need for your ideas

Add thumbnails of photographers work to support links

Add photographs of these to your work

Check your presentation

Explain what your chosen theme is/what are you trying to say

Explain how your photographer has influenced you.

Add annotation to describe the influence of your photographers and theme- what is it based on? How does it link to the theme? What are you trying to say?

Add thumbnails of photographers work to support links.

Check your presentation


Plan your final design with annotations of your intentions


Annotations to describe what/how your final piece has developed from your initial designs?


Add a full colour mock-up of final idea in your chosen medium.


Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses


A03

 **Take a series** of photographs. Remember to look at and use similar techniques of your chosen photographers use composition, cropping, lighting etc.

 **Make lots of visual studies** of your chosen aspect/ theme. **Make sure you:** *Use a range of media and materials to show off your skills, it would make sense to relate some of the materials you use to how your photographers work with materials.*

 A series of photoshop work with evidence




 A series mixed mediums printing

 A series of improved shoots

How am I going to achieve 24 marks?

Take more photographs
Look more carefully at composition
Use different backgrounds and places (Studio and Outdoors) / Camera Settings eg Apertures/Shutter Speeds, change your EV +/- to alter the brightness
Print a contact sheet
Add you best photos to your work
Think about presentation
Add pictures of the photographers work to your sheet.
Edit your own photos to link to your photographers' work
Take More photos and say why
Do more Artist Research
Use a wider variety of media
Add detail more carefully
Use colour more carefully
Consider composition more carefully.
Fill the gaps with more images
Think about presentation

Assessment Objective 1 : Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

AO4	<u>How am I going to achieve 24 marks?</u>
 <u>Present your final images throughout your project well.</u>	<p>Think about presentation!</p> <p>Could your book be made more personal and highly developed by using a layering of images, text, materials etc. Think about the artist you have researched could you use materials related to the topic.</p>
 A sketch book that has images presented creatively and shows consistent ability to demonstrate visual language.	<p>Have you made full use of space</p> <p>Could you mount your final images onto black card?</p> <p>Print out your images as a series or collection, consider your composition.</p>
 A series of <u>final images presented creatively</u>	<p>Ensure all of your work is consistently presented well and you have created a personal, creative and meaningful response to each topic.</p> <p>A consistent ability to demonstrate understanding of visual language.</p>

visual literacy sheet

A Guide to Research: Context, Content, Process and Mood

Photographer Introduction -Double Page

Include an introduction to the photographer, the style and nature of their work, the motives and influences and why you have chosen them in relation to the topic. What inspires you about their work?

Creatively present images of the artists work

How might your images be influenced by the photographer and their work?

Quotes

Read some articles or watch some You-Tube videos about the Photographer.

Use quotes or thoughts in your artist introduction pages.

Keywords

Start off with a list of keywords that you can use to help describe the work, its colour, mood, techniques used etc.

Content - looking at the subject of a photograph

What is in the photo? What is it about? What is happening?

Where and when was it taken?

What do you think that the relationship between the photogra-

pher and subject/s is?

What has the photographer called the photograph?

Does the title change the way we see the photograph?

Is it a realistic depiction?

Have any parts been exaggerated or distorted? If so, why?

What is the theme of the photograph?

Process - how the photograph has been taken, developed/ manipulated and printed

Can you think of how the photo was taken?

What camera settings might have been used?

Does the image follow any rules of composition?

Was the photograph taken inside or outside?

How was it lit? How many light sources can you make out?

What is the evidence for this?

What materials and tools have been used- Tripod, what do you think were the camera settings used?

Has the photograph been manipulated or distorted in any way? How and why?

Mood - looking at the communication of moods and feeling

Does the colour, texture, theme or name of the photograph affect your mood? How and why?

Does the photo make you think of any feeling –how? How will you try and make a feeling in your own work?

How does the photograph make you feel?

Why do you think you feel like this?

Image evaluation writing frame

Use this writing frame to help you evaluate an image which relates to an artist

*Place
Image*

Setting the Scene

Look carefully at the picture and explain what is going on in the scene.
Like describing to someone on the phone using visual effect sheet.

Process

What would the artist have done to make the photo?
Think about camera settings/
equipment/location/lighting/
Photoshop.
How do you know this?

TITLE:

ARTIST:

YEAR:

Keywords

Write down a list of 5-10
keywords in response to
this photo:

Context

What else do you know about the artist and their work?
What has the artist tried to achieve / message get across?
What kind of mood is created?
Are there wider issues do you think the photographer is exploring?
Consider the title and time in which the photo was taken.
How does this photograph relate to YOUR classwork?

"How do I write about an Artist?"

Respond to the Artwork by collecting adjectives to describe the work.

"Who is the Artist?"

Describe the work?
What colours has the Artist used?
What is in the picture?

"What do you like about the colour?"

"What do you think the artist was trying to convey?"

"What do you think influenced the artist?"

"How does the work make you feel?"

"Describe the texture, how would the piece of work feel?"

"How did you respond to the artists image?"

"What materials and techniques did you use?"

"Why did you choose those techniques and materials?"

"Why have you chosen this image?"

"What was the artist trying to achieve?
Why did he/she create the Artwork?"

"When was the Artist born?"

"When was the work created?
At what point in history?
How has this influenced the work?"

"How does the work of the Artist relate to your work?"

"What materials has the Artist used?
What techniques has the Artist used?"

"What is it you like about the shape?"

Use full descriptive sentences to answer the above questions about the images. Write the answers into your literacy book. Once marked, redraft and write next to each image. That is how you annotate your work.

"Use this frame work to help annotate your work"

"An annotation is a note explaining how and why you created the art work on your current project."

"Why did you create this drawing?"

"I created this drawing to"
"I wanted to observe the detail by drawing from a secondary / primary source."

"What materials did you use?"

"The media I used were paint/clay/pencil...."

"What inspired you?"

"Was there an Artist or Crafts person whose work influenced you?"

"I was inspired by"
"I was influenced by"

"I researched their work and this made me....."

"How did the artists work influence you?"

"I experimented with paint, clay, pencils, collage"

"Did you experiment and manipulate the materials? If so, how?"

"I could improve my work by
The problems I had were
I have learn't"

"How could you improve this piece of work?"

"How did you use the materials?"

"I applied the paint/pencil using
I manipulated the clay/wire
I layered paper/paint to achieve a texture"

"Did you find it easy or difficult?"

"What did you do to overcome problems?"

Use adjectives and full descriptive sentences to describe the processes. Write into your literacy book, once marked, redraft and write next to each piece of work as it develops into your sketchbook..Think about presentation and make sure your writing is legible.

Use these keywords to help describe your work, or an artists

Keywords

GRADE E

good
bad
nice
flat
basic
simple
dark
light
shape
size
line
colour
pattern
plain

GRADE D

warm
strong
weak
tonal
hot
calm
solid
rough
contrast
loud
cold
three-dimensional
two-dimensional
hot
calm
solid
rough
dull
space
texture
bright
quiet
design
sculptural

GRADE C

rich
tone
perspective
sketch
realistic
geometric
decorative
visual
vibrant
strange
interesting
depth
balanced
restrained
colourful
lively
observed
form
emphasis
busy
scale
technique
symmetrical
organic

GRADE B

purposeful
negative
positive
communicative
narrative
unusual
varied
composition
recognisable
abstract
tactile
meaningful
symbolic
confusing
depressing
expressive
solitary
free
imaginative
unique
buried
emotive
hidden
textural

GRADE A/A*

dynamic
insightful
emotional
disturbed
aggressive
sophisticated
nightmarish
puzzling
dramatic
disconnected
disturbing
surprising
unsophisticated
optimistic
pessimistic
discreet
definitive
intentional
unintentional
underlying
overt
concealed
representational

Colour

blend	intense	secondary
bright	luminous	soft
clash	mixed	tertiary
cold	opaque	tint
complementary	pale	translucent
deep	pastel	transparent
dull	primary	vibrant
gradual	pure	warm
harmonious	saturated	

Texture

coarse	impasto	smooth
cross-hatching	jagged	soft
fine	matte	splatter
flat	rough	thick
glaze	scumble	thin
hatching	shiny	wash

Kind of art

emotional	religious
exaggerated	sculpture
fantasy	seascape
figurative	sentimental
landscape	still life
portrait	surreal
print	symbolic