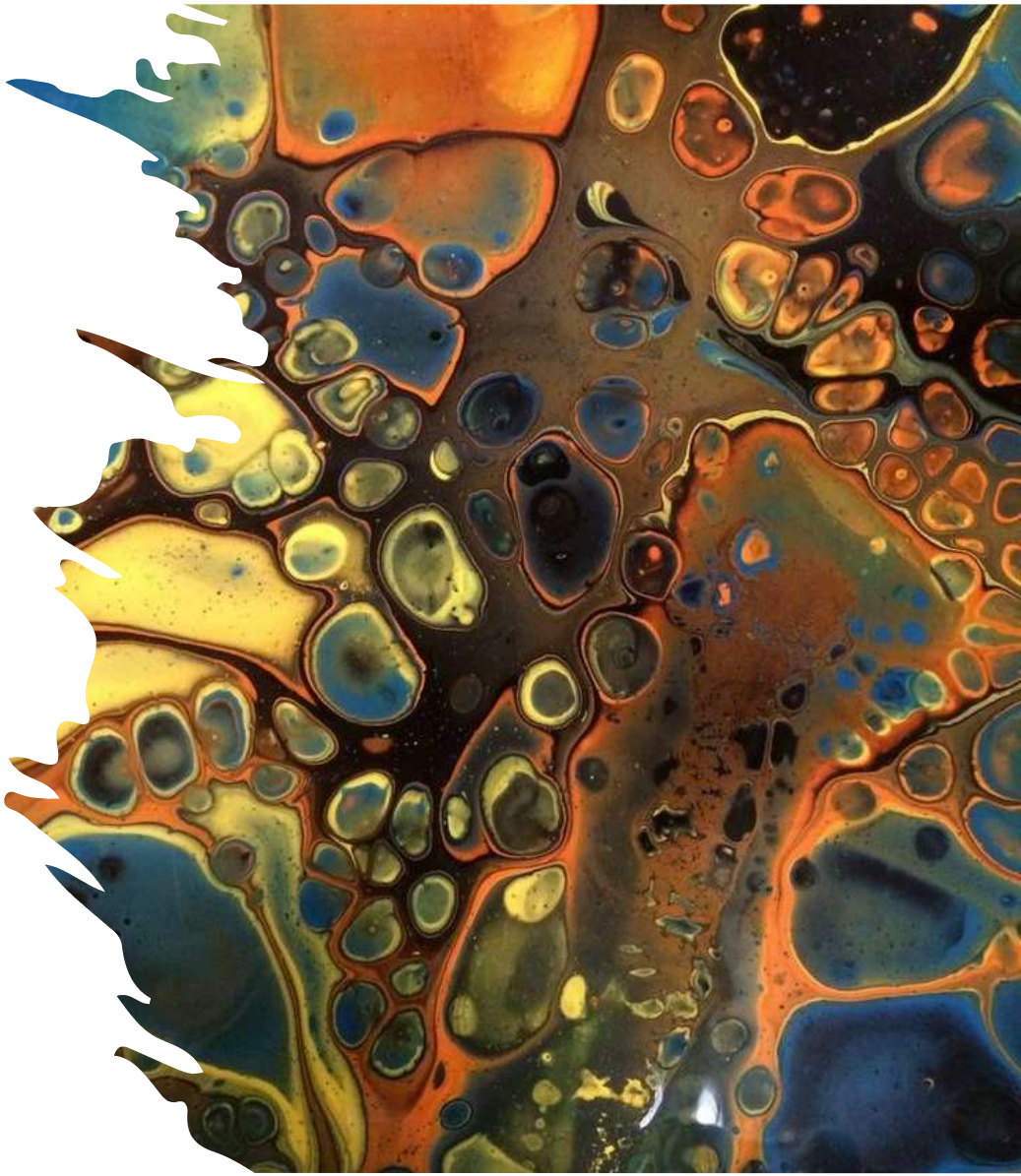
Sandy Secondary School

GCSE Photography
‘Surfaces’
Edexcel Art & Design



GCSE – Knowledge Organiser

Throughout the project 'Surfaces' you will be exploring textures, focal points, perspectives and macro photography through digital photography and editing. You will learn skills in studio and location photography.

During this project you will be exploring a range of artists and photographers who will inspire your ideas, experimenting and refining your work to produce an outcome responding to the theme.

Places to Visit:

*Tate Modern London
*Tate Britain London
*The National Gallery London
*National Portrait Gallery London
*The Royal Academy of Arts London
*Victoria and Albert Museum (V&A) London

Useful Websites:

https://www.bbc.co.uk/bitesize

https://www.studentartguide.com/

https://www.tate.org.uk/

https://www.nationalgallery.org.uk/

https://artsandculture.google.com/

https://www.pinterest.co.uk/

A camera is a SAVE button for the mind's eye.

- ROGER KINGSTON

Art Formal Elements

Tone – Tone refers to the lightness or darkness of a colour. One colour can have an infinite number of different tones.

Shape & Form – A shape is an area enclosed by line.
Form is a three-dimensional shape such as a sphere, cube or a cone. Sculpture and 3D design are about creating forms.

Pattern – A pattern is a design that is created by repeating line, shape, tones, or colours.
Patterns can be manmade liker a design on fabric, or natural, such as the markings on animal fur.
In photography patterns could also refer to composition or perspective.

Colour – Artists use the colour wheel to understand the different relationships between colours.

Texture – Texture is the surface quality of something, the way something feels or looks like it feels. There are two types of texture:
Actual texture – really exists so you can feel it or touch it.
Visual texture – created using different marks to represent actual texture.

Line – A line is the path left by moving point. A line can make many forms, e.g., horizontal, diagonal, curved, etc. A line can be used to show contours, movements, feelings and expressions.

AO1 EXPLORE
DEVELOP
DEVELOP IDEAS
INVESTIGATE & RESEARCH OTHER ARTISTS WORK
ANALYSE
ANNOTATE

AO2 REVIEW
REFINE
EXPERIMENT
EXPLORE DIFFERENT IDEAS AND MEDIA
A RANGE OF TECHNIQUES & PROCESSESS
SELECT
IMPROVE

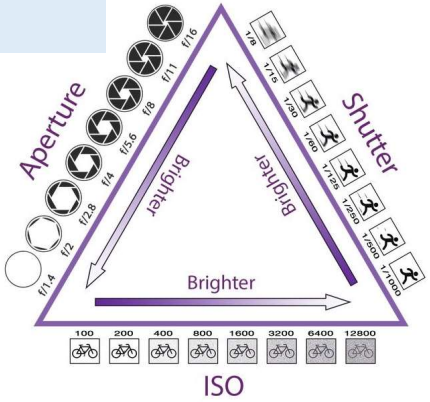
AO3 EVIDENCE
RECORD
PRESENT IDEAS
PRIMARY OBSERVATION
DRAWING, PAINTING, PRINTING, PHOTGRAPHY, WRITING, PHOTPGRAPY...
ANNOTATE
DIFFERENT MEDIA

AO4 OUTCOME
PRESENT
FINAL IDEAS
DEVELOPED AS PLANNED
CLEARLY RESPONDS TO ARTISTS EXPLORED
CONNECTION
CONCLUSION

Key Terminology

Surfaces:

Surfaces describes the way something feels or looks to feel. Also known as texture. There are two types of texture:
Actual texture – really exists so you can feel it or touch it.
Visual texture – created using different marks to represent actual texture.



The Exposure Triangle:

At the heart of photography is the exposure triangle, made up of three elements—shutter speed, aperture and sensitivity of the film/digital sensor (ISO). These elements work together to produce a photo that is properly exposed.

Aperture:

The size of the hole which controls how much light is allowed into the cameras when taking a photograph. The higher the aperture the smaller the hole (less light) and the lower the aperture the larger the hole (more light).

ISO:

ISO refers to the sensitivity of your camera's sensor to light. The higher the ISO, the brighter the exposure. Additionally, the higher the ISO, the noisier (or grainier) your images will become.

Shutter Speed:

Shutter speed refers to the opening and closing of your camera's shutter. You press the shutter button, your camera moves the shutter, and you've taken a photo.

Composition:

Composition in art is the way in which different elements of an artwork are combined. In general, this refers to the key subjects of the artwork and how they are arranged in relation to each other.

Key Words:

Foreground – The part of the composition that is nearest to the observer.

Midground – The space naturally occurring between the foreground and the background.

Background – The part of the drawing or painting that is farthest away from the viewer.

Focal Point – The most visually interesting are of the composition – the are which attracts the viewer's eye.

Composition Techniques:

*Filling the Frame
*Frame Within a Frame
*Rule of Thirds
*Leading Lines
*Rule of Odds
*Balance
*Symmetry

Macro:

Macro photography is all about showcasing a subject larger than it is in real life — an extreme close-up of something small.

Perspective:

Perspective in photography refers to the visual connection between the elements in a photo. It involves the angle from which the image is taken, the composition of subjects within the frame, and the viewer's position to all the elements in a photo. In short, it's a way of presenting the photo's subjects to the viewer.

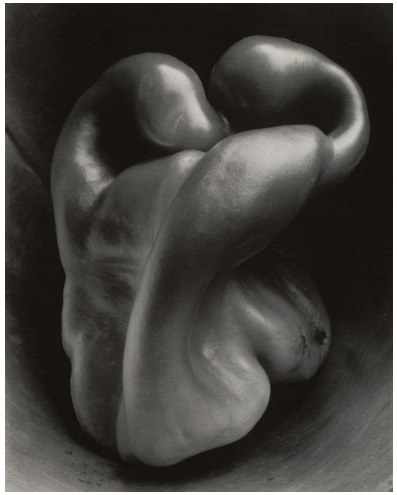
Other Key Words: frame, contact sheet, edit, crop, texture, depth of field, tone, lighting, mode, sensor, flash, histogram, resolution.

Film:

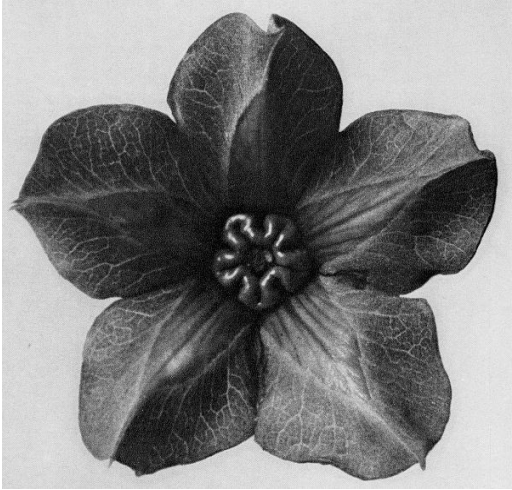
Photographic film is a strip or sheet of transparent film base coated on one side with a gelatin emulsion containing microscopically small light-sensitive silver halide crystals. The sizes and other characteristics of the crystals determine the sensitivity, contrast, and resolution of the film.

Key ‘Surfaces’ Artists & Photographers

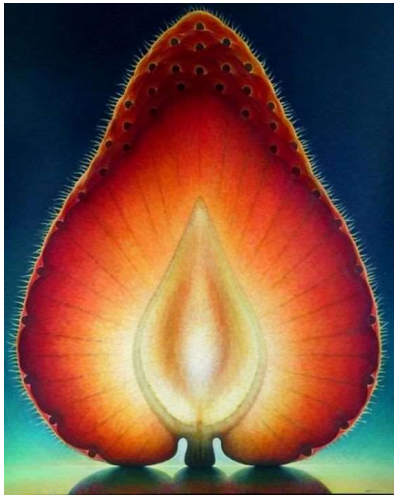
Edward Weston



Karl Blossfeldt



Dennis Wojtkiewcz



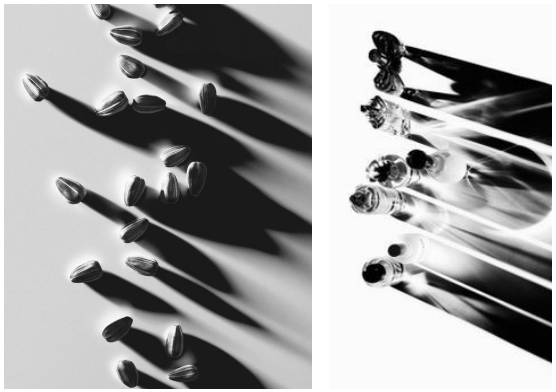
Lucy Shires

Kenneth Josephson

Naomi White

Suzanne Saroff

Robin Broadbent

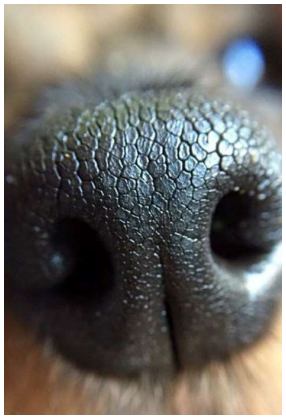


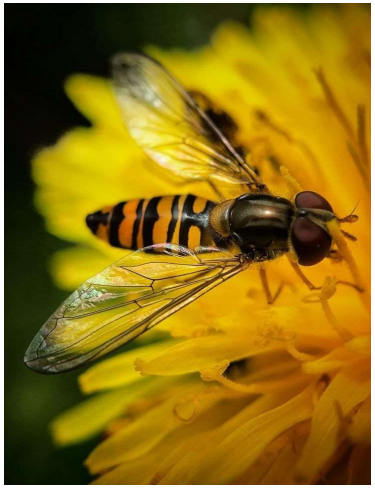
GCSE – IKE+ Tasks

1)Take **inspiring perspectives** of **close-up images.**

Photograph objects close-up and from interesting **perspectives (angles)**.

Make the **viewer question** what has been photographed.





2)Photograph **nature close-up**. Try to capture different **creatures** in the wild.

Assessment Objectives	**AO1** **Develop** ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.	**AO2** **Refine** ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.	**AO3** **Record** ideas, observations and insights relevant to your intentions in visual and/or other forms.	**AO4** **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.
Limited *The following are indicators of the attributes of a student demonstrating **limited** ability.*	Ideas from a given starting point are partially developed with attempts at researching the work of others.	Minimal exploration of resources and processes appropriate to ideas. Literal and hesitant experimental development.	Inconsistent use of visual/ other forms and any writing where included, with minimal use of first-hand materials. Recording shows elementary connection to intentions.	Presentation of evidence shows little connection to sources, with partial realisation of intentions through a personal response.
Basic *The following are indicators of the attributes of a student demonstrating **basic** ability.*	Straightforward ideas are considered from few starting points, informed by an emerging critical understanding, in response to a range of sources.	Adequate selection and experimentation. Ideas show some refinement through more appropriate use of resources and processes.	Some focus and relevance to intentions with adequate use of visual/ other forms. Recording of ideas, observations and expression of any specialist terms often unrefined.	Deliberate and methodical responses lead to adequate realisation of intentions, the personal response showing superficial connections with ideas and sources.
Competent The following are indicators of the attributes of a student demonstrating **competent** ability.	Own ideas provide a starting point and are developed using sufficient skill, based on adequate research. Analysis of own and others' work shows a degree of critical understanding.	Appropriate, sometimes predictable, selection and experimentation with a broadening range of resources and processes.	Relevant selection in recording from sources, using growing technical control, including expression of specialist terms where included, to support and communicate the intention in your ideas with visual/ other forms.	Work presented shows emerging individual qualities and intentions are appropriately realised. Personal responses demonstrate connections between sources and contexts.
Confident The following are indicators of the attributes of a student demonstrating **confident** ability.	A diverse range of ideas is being explored with exciting and imaginative developments. Personal, refined judgement conveys understanding of more complex issues.	Effective, coherent selection, experimentation and exploration of the potential and limitations of processes and resources.	Selectin and recording from sources is purposeful, relevant and clear. Assured use of visual/ other forms, consistent command of skills, techniques. Any specialist terms are expressed accurately.	Produces skillful, personal outcomes showing consistent application, knowledge and understanding. Effective and diverse connections are made in realising intentions in a coherent outcome.
Fluent The following are indicators of the attributes of a student demonstrating **fluent** ability.	Imaginative ideas supported by perspective, sustained investigations. Independent, sensitive insights are supported by skillful use of critical understanding.	Insightful and in-depth reviews, resulting in creative and imaginative developments. Recognises the full potential of materials, techniques and processes selected.	Perceptive grasp of ideas and issues recorded, evidence through sustained, comprehensive and creative use of visual/ other forms. Any specialist terms are used appropriately and are expressed highly accurately.	Intentions are fully realised through personal outcomes, demonstrating original, imaginative , inventive and exciting qualities, with highly appropriate connections between elements.