



GCSE Photography  
Edexcel Art & Design  
**Portraiture**



## GCSE – Knowledge Organiser Portraiture Photography project 2

This project of Fragments, Distortion and Portraiture, focuses on your role as the director of your photographs. During this project you will be exploring how to enhance your photos pre and post capturing the image, by directing your models to create a meaningful, interesting image and by using unconventional methods to manually manipulate the image to create a new context to your work.

During this project try to think outside of the box and come up with interesting ways to manipulate your portraits.



### 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/>

It takes a lot of imagination to be a good photographer. You need less imagination to be a painter, because you can invent things. But in photography everything is so ordinary; it takes a lot of looking before you learn to see the extraordinary

**David Bailey CBE**  
British fashion and portrait  
photographer, b1938

## 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 like a design on fabric, or natural, such as the markings on animal fur.

**Colour** – There are 3 primary colours: red, yellow and blue. These colours cannot be made but are used to make all other colours. 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, e.g., a pencil or a brush. A line can make many forms, e.g., horizontal, diagonal, curved, etc. A line can be used to show contours, movements, feelings and expressions.



**A01** EXPLORE

**DEVELOP**

**DEVELOP IDEAS**

INVESTIGATE & RESEARCH

OTHER ARTISTS WORK

**ANALYSE**

**ANNOTATE**



**A02**

**REVIEW**

**REFINE**

**EXPERIMENT**

EXPLORE DIFFERENT IDEAS  
AND MEDIA  
A RANGE OF TECHNIQUES  
& PROCESSES

**SELECT**

**IMPROVE**

**A03** **EVIDENCE**

**RECORD**

**PRESENT IDEAS**

**PRIMARY OBSERVATION**

**DRAWING, PAINTING, PRINTING, PHOTOGRAPHY, WRITING, PHOTOGRAPHY...**

**ANNOTATE**

**DIFFERENT MEDIA**

**A04** **OUTCOME**

**PRESENT**

**FINAL IDEAS**

**DEVELOPED AS PLANNED**

**CLEARLY RESPONDS TO ARTISTS EXPLORED**

**CONNECTION**

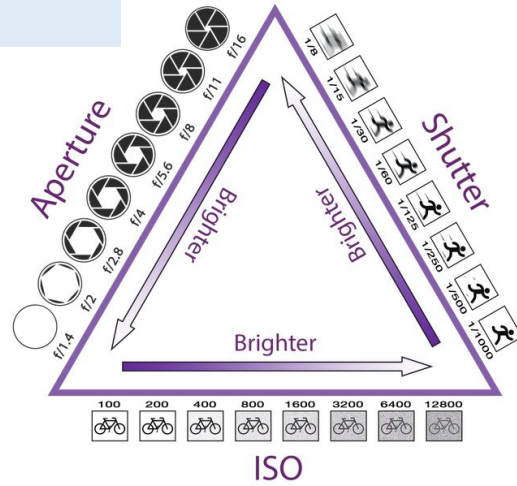
**CONCLUSION**

# Key Terminology

## Portraiture:

Portrait photography, or portraiture, is a type of photography aimed toward capturing the personality of a person or group of people by using effective lighting, backdrops, and poses.

As with all photographs, the main photographic components of a portrait are light, composition, and moment.



## 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.

## Manual manipulation:

You don't always have to edit an image with photoshop. Sometimes you might choose to manipulate a photo by hand.

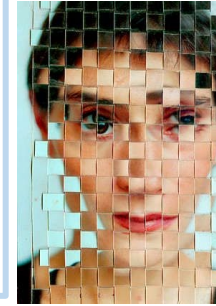
For example:

- Scratch into the background
- Cut up photos and piece different images together
- Draw/paint on a photo
- Burn an image
- Write on an image
- Sew into a photograph
- Cleverly fold a photo
- Weave a photo



## Composition Techniques:

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



## Chiaroscuro:

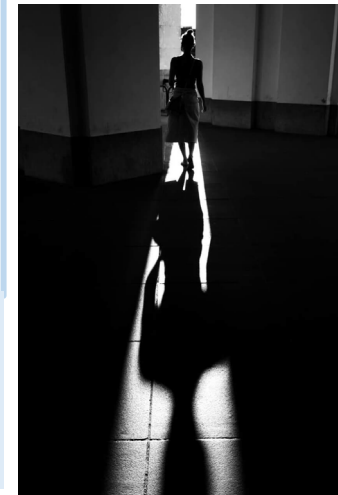
Chiaroscuro literally means "light/dark." The term traditionally refers to Renaissance paintings where the subject is well-lit and three-dimensional, usually with exaggerated shadows and highlights, and a background that transitions into darker, heavily-shadowed areas.

Although chiaroscuro didn't originally refer to photographs, you can see how the same principles could apply.

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

## Low key/ high light lighting:

High-key lighting reduces the lighting ratio in the scene, meaning there's less contrast between the darker tones and the brighter areas. Alternatively, low-key lighting has greater contrast between the dark and light areas of the image with a majority of the scene in shadow.



## Film Noir:

Noir is the French word for the colour black and film noir are dark films that are known for their negative elements and suspicious characters. The term film noir was used in France during the post war years (1940s) to describe Hollywood movies based on American crime fiction that portrayed dark mood and cynicism.

On a wider scale, film noir photography is a style that can be used for a specific type of storytelling. Is characterised by its use of shapes, shadows, chiaroscuro lighting and for being black and white.

# Key Portrait Artists & Photographers

Brno Del Zou



Dryden Goodwin



Edward Honoker



Jose Romussi



Lucas Simoes



Aldo Tolino



Marcelo Monreal



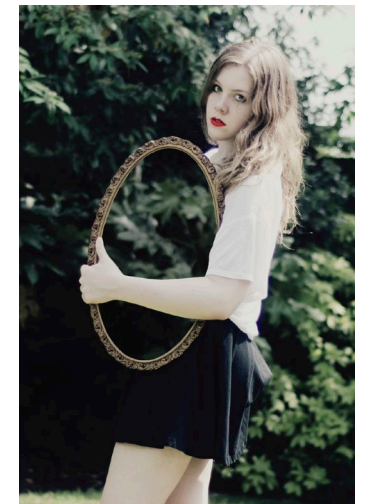
Rosanna Jones



James Dawe



Laura Williams



| Assessment Objectives                                                                                                          | AO1<br><b>Develop</b> ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.                                   | AO2<br><b>Refine</b> ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.                                   | AO3<br><b>Record</b> ideas, observations and insights relevant to your intentions in visual and/or other forms.                                                                                                          | AO4<br><b>Present</b> 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. |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Limited</b><br><br><i>The following are indicators of the attributes of a student demonstrating <b>limited</b> ability.</i> | 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.                                                                                                         |
| <b>Basic</b><br><br><i>The following are indicators of the attributes of a student demonstrating <b>basic</b> ability.</i>     | 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.                                                                            |
| <b>Competent</b><br><br>The following are indicators of the attributes of a student demonstrating <b>competent</b> 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.                                                                   |
| <b>Confident</b><br><br>The following are indicators of the attributes of a student demonstrating <b>confident</b> 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.                                              |
| <b>Fluent</b><br><br>The following are indicators of the attributes of a student demonstrating <b>fluent</b> 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.                                                   |