



GCSE Photography
Year 9
Edexcel Art & Design



GCSE – Knowledge Organiser – Year 9 - Photography



Throughout GCSE Photography you will be introduced to a range of artists (photographers), techniques and processes. You will develop skills in lighting, shutter speed, aperture, location and studio photoshoots, and much more.

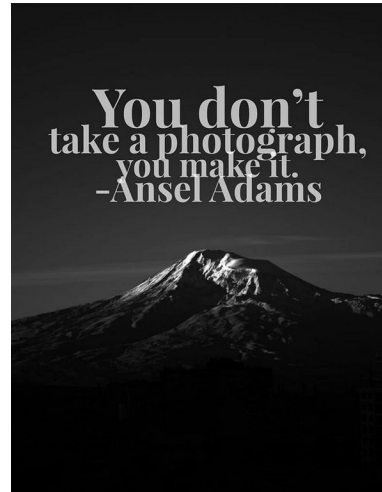
During the first part of this course, you will be investigating and developing your knowledge of various processes and techniques, through a series of workshops. You will have the opportunity to experiment with lighting, location, subject matter and various settings on the camera etc.

Places to Visit:

- *Tate Modern 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/>



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

Tone:

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

Key words:

Shading – The colouring of an image to add depth.

Blending – To gradually (smoothly) transition from one tone to another.

Highlight – The lightest or one of the lighter parts of a drawing, painting, etc.

Shadow – The dark area within a drawing, painting etc.

Tonal Ladder – A scale used by artists to see how many different tones they can achieve with one colour.



Mark-Making:

Mark-making describes the different lines, dots, marks, patterns and textures created within a work of art.

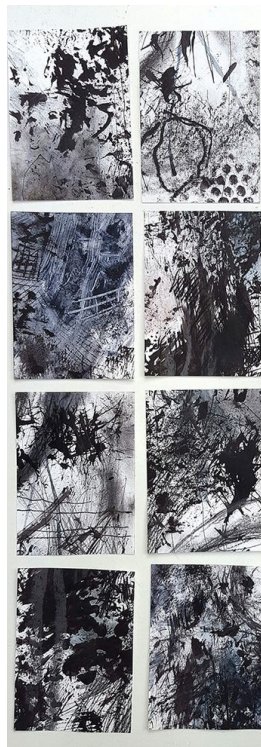
Key Words:

Hatching – A series of closely spaced parallel lines.

Cross-Hatching - The drawing of two layers of hatching at right-angles to create a mesh-like pattern.

Stippling – A series of dots or dashes.

Squiggling - The art of creating curvy, 'scribbly' marks to create tone or texture.



Colour:

Primary Colours – The three main colour. They cannot be made but are used to make all other colours – red, yellow, blue.

Secondary Colours – Colours made through the mixing two primary colours – orange, green, purple.

Tertiary Colours – Formed through the mixing of a primary and secondary colour, or two secondary colours.

Colour Wheel – A diagram used to represent the colours of the visible spectrum and their relationships to one another.

Harmonious Colours – Colours next to one another on the colour wheel, e.g., red, orange, yellow.

Complimentary Colours – Colours opposite one another on the colour wheel.

Monochromatic – A colour with its tints and shades.

Tints – Colours mixed with white.

Shades – Colours mixed with black.



Observation:

Observational art is to draw or paint a subject as accurately as possible. The subject may be a still life, figure model, portrait or landscape and the image must be created from real life rather than a photograph or the artist's imagination.

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.



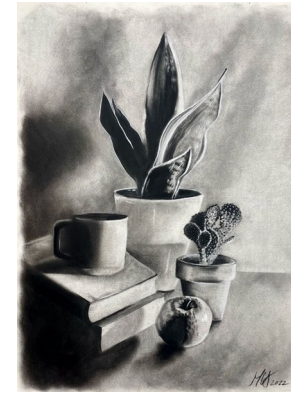
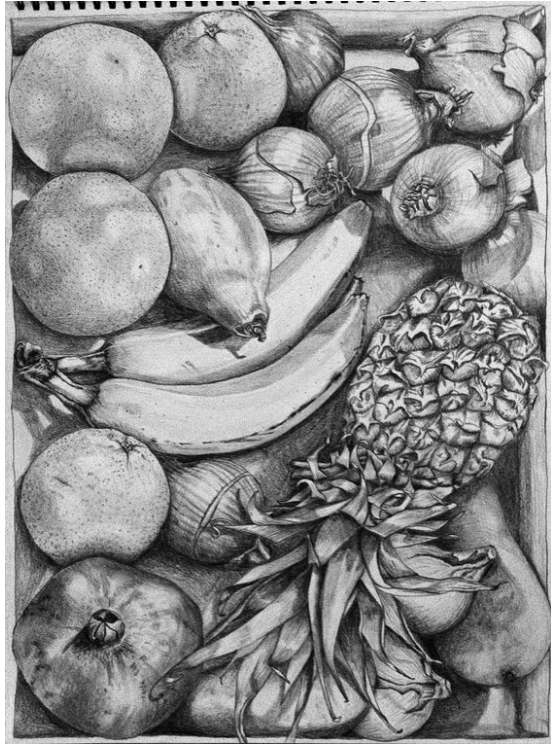
Perspective:

The art of representing three-dimensional objects on a two-dimensional surface to give the right impression of their height, width, depth, and position in relation to each other.

Other Key Words: texture, scale, proportion, gestural, controlled, theme, balance, expressive, experimental, pattern, harmony, movement, repetition, contrast, depth.

Tonal Art

In tonal drawings or paintings, the picture space is made using a range of lighter or darker shades of one colour.

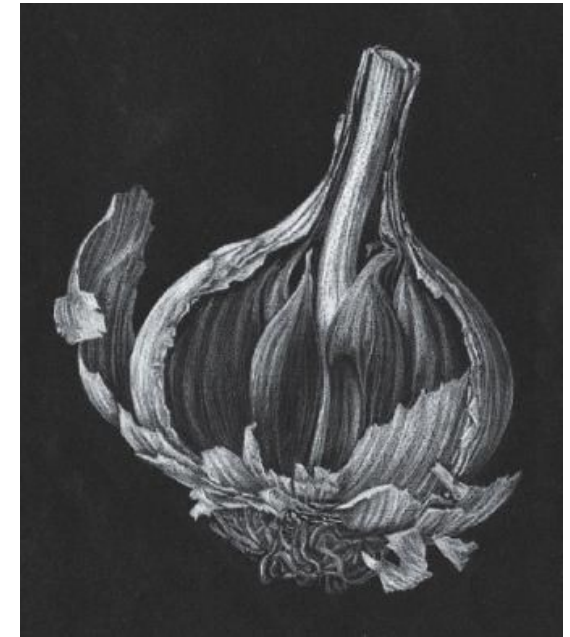
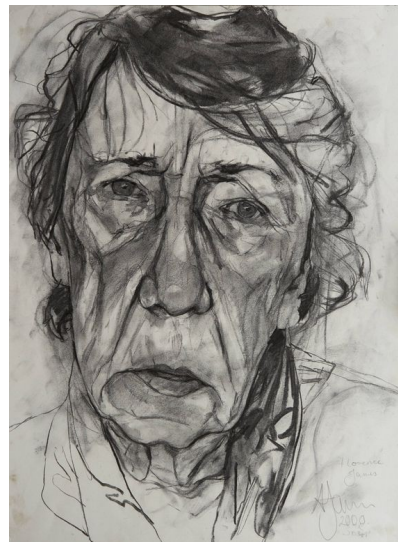


Key Materials:

- *2B, 4B, 6B Pencil
- *Charcoal
- *Chalk
- *Graphite
- *Biro
- *Beryl Pen
- *Acrylic Paint

Key Words:

- *Tone
- *Shading
- *Shadows
- *Highlights
- *Blending
- *Gradual
- *Tortillon (Blending Tool)
- *Depth
- *Observation
- *Texture
- *Perspective
- *Values
- *Contour



Painting

Watercolours:

Refers both to the medium and works of art made using the medium of watercolour – a water soluble paint with transparent properties.



Acrylic Paint:

Acrylic paint is water-based fast-drying paint widely used by artists since the 1960s. It can be used thickly or thinly depending how much water is added to it.

Oil Paint:

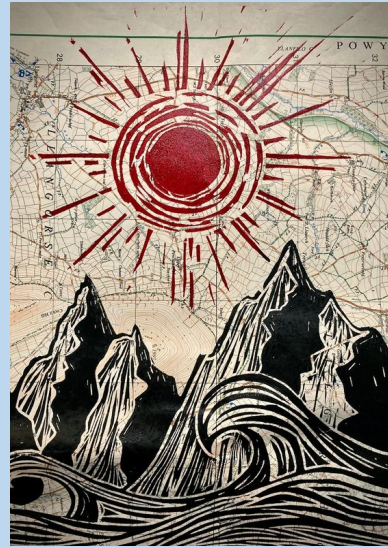
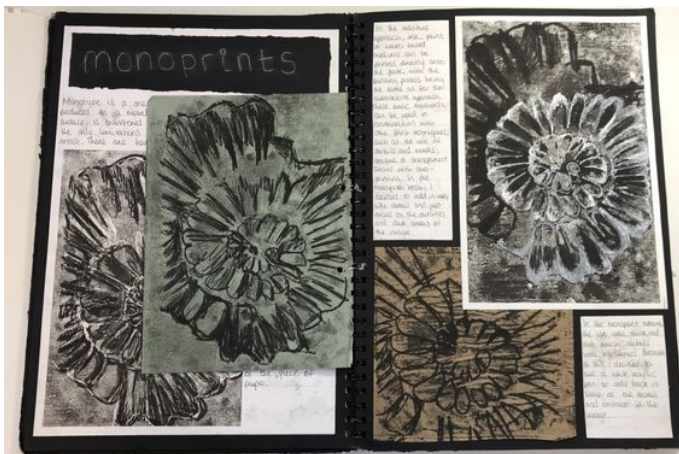
Oil paint is form of a slow-drying paint that consists of particles of pigment suspended in a drying oil that forms a tough, coloured film on exposure to air.



Print Making

Mono-Printing:

The monoprint is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.



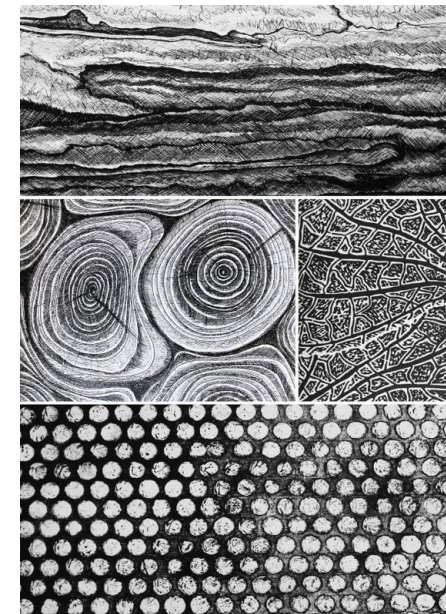
Lino-Printing:

Lino-printing, also known as linocut, is a relief print produced in a manner similar to a woodcut but that uses linoleum as the surface into which the design is cut and printed from.



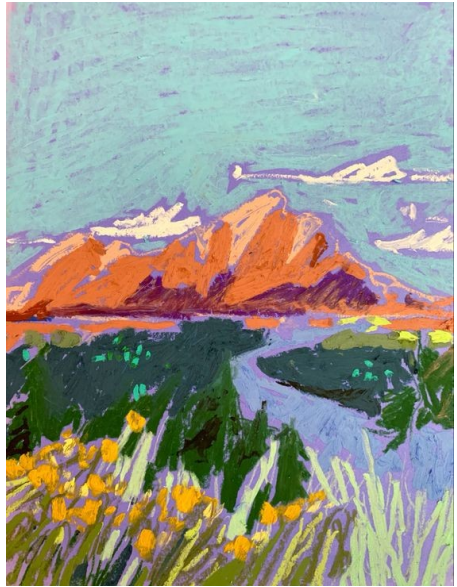
Collagraphy:

Collagraphy is a versatile printing process in which a textured plate is inked up and put through a press. Different textures hold varying amounts of ink and print different tones. Anything with a low relief texture can be stuck down and used: wallpaper, leaves, fabrics, tapes and threads etc.

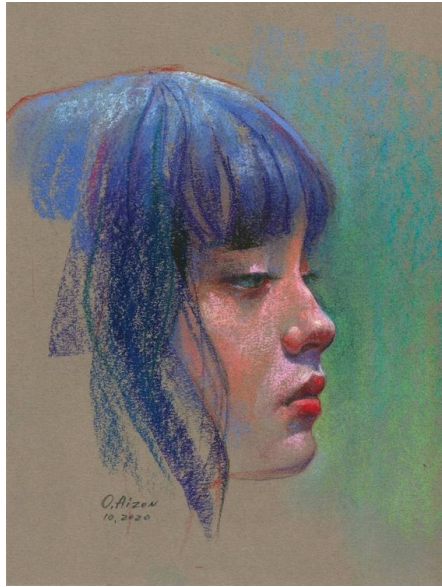


Other Creative Techniques

Oil Pastels



Coloured Chalk



Colouring Pencil



Textiles



Wax Resist



Ceramics



Mixed-Media



Photography



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 <i>The following are indicators of the attributes of a student demonstrating limited 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.
Basic <i>The following are indicators of the attributes of a student demonstrating basic 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.
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.

A01

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

A01

EXPLORE

DEVELOP

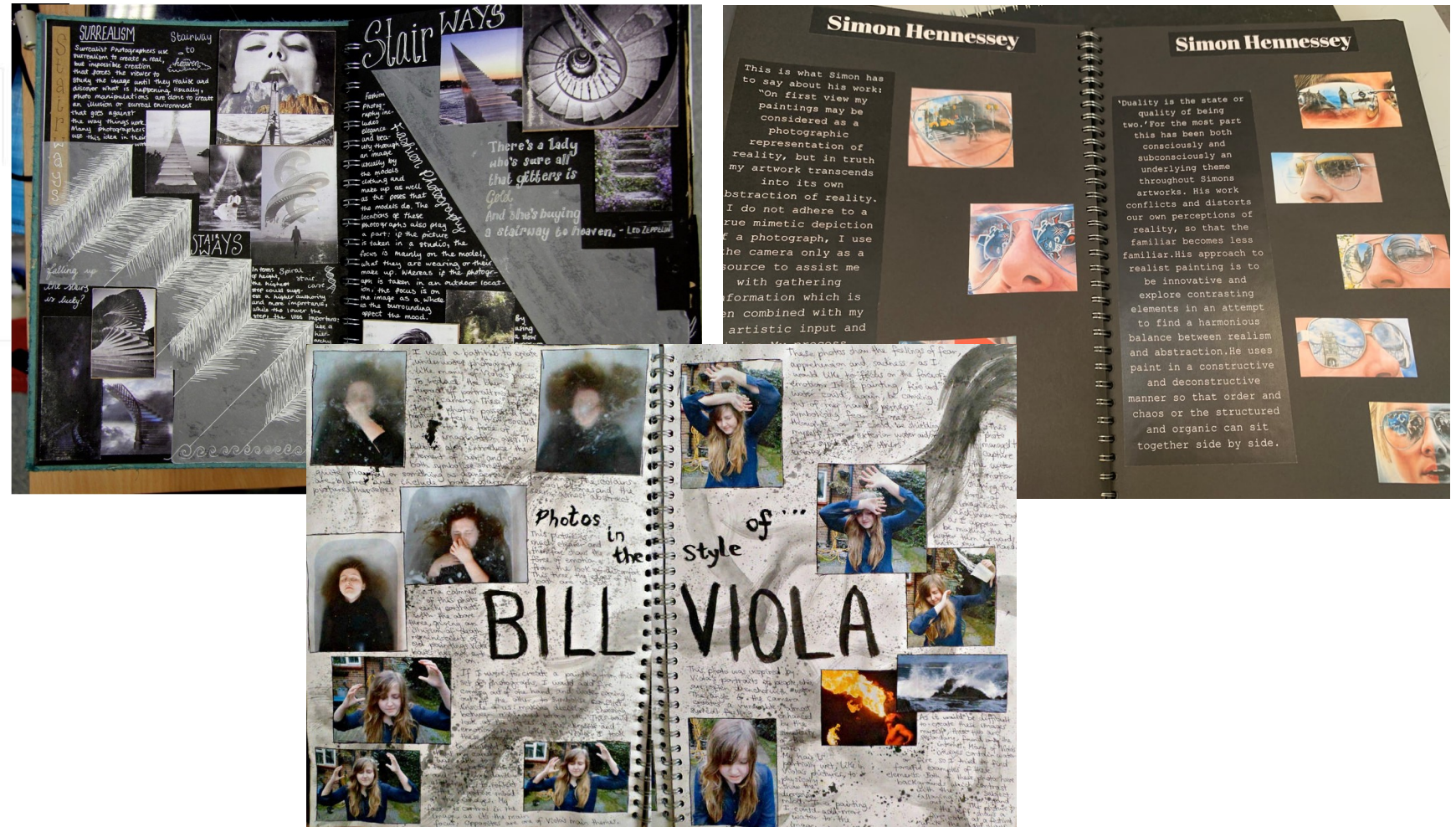
DEVELOP IDEAS

INVESTIGATE & RESEARCH

OTHER ARTISTS WORK

ANALYSE

ANNOTATE



A02

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

A02

REVIEW

REFINE

EXPERIMENT

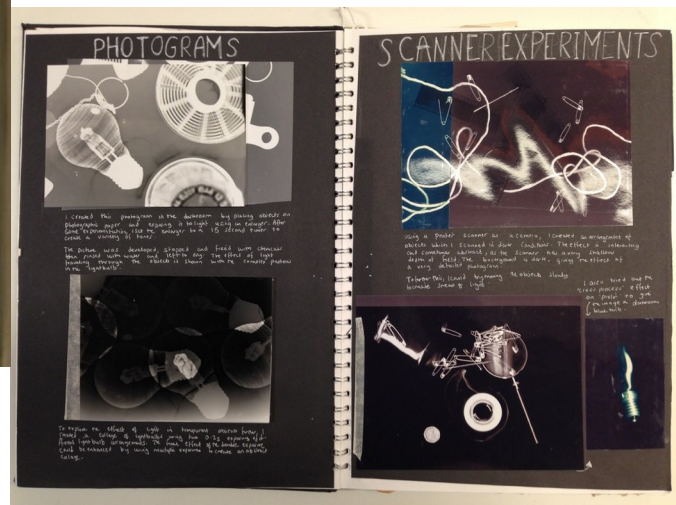
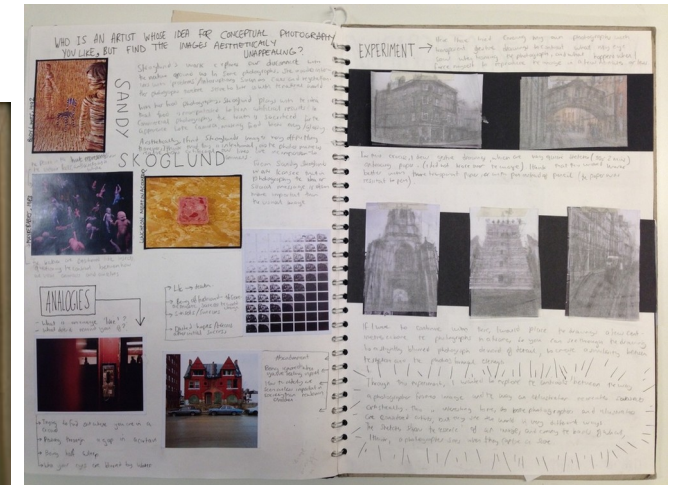
EXPLORE DIFFERENT IDEAS

AND MEDIA

A RANGE OF TECHNIQUES
& PROCESSES

SELECT

IMPROVE



A03

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

A03

EVIDENCE

RECORD

PRESENT IDEAS

PRIMARY OBSERVATION

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

ANNOTATE

DIFFERENT MEDIA



A04

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

A04

OUTCOME

PRESENT

FINAL IDEAS

DEVELOPED AS PLANNED

CLEARLY RESPONDS TO ARTISTS EXPLORED

CONNECTION

CONCLUSION

