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COURSE: Level 3, Year 2 Photography

UNIT: 10 Characteristics and Contexts in Art & Design

TITLE: The Staged Photograph

START: Teaching Week 01 - 06/09/2018

END: Teaching Week 14 - 13/12/2018

HALF TERM: Teaching Week 08

LECTURER: Russell Squires

UNIT AIM

Develop in the learner a greater self-awareness and understanding of their creative abilities through an exploration of the characteristics and context of an art and design activity.

LEARNING OUTCOMES

1. Understand the characteristics and context for a chosen art and design activity.
2. Be able to use knowledge of the characteristics and context of an art and design activity.
3. Be able to use evaluation in support of art and design activity.

Teaching Week 01 - Thursday 06 th September	10:00 - 12:00	Room: BG07/Studio	Technical Assessment & DSLR Follow-On
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
Instruct the learners to produce a set of randomly shot images. Review and discuss images, clearly critiquing depth of field, focus, shutter speed and compositional choices.	<ul style="list-style-type: none"> • Demonstrate experience via assessment • Breakdown images during group discussion • Discuss technical strategies & development • Evaluate skills via peer observation 	Technical questions will be asked during the session to assess the learners' knowledge. This will be strengthened through the visual assessment of images produced.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
25 Minutes	Register // Lesson Objectives // Starter Activity	A glossary of terms will be constructed to strengthen the terminology. Learners can use their own cameras, or can be provided with one. Through doing, observing and discussing, differentiation will be observed.
40 Minutes	Recap and review of starter, critique technicalities of images	
10 Minutes	Refreshment/tea break	
30 Minutes	DSLR follow-up demonstration and learner led diagnostic	
15 Minutes	Review // Questions & Feedback	



Teaching Week 01 - Thursday 06 th September	13:00 - 15:00	Room: Mac Suite	Unit Introduction & Learning Log/Blog Set-Up
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
The learners are to summarise their learning from Year 01, with a brief report of their achievements. This can be discussed, where overall progression can be highlighted.	<ul style="list-style-type: none"> • Interpret the objectives of the Unit • Analyse Blogs for their learning potential • Design Learning Log/Blog for research • Consider the continuous development 	Through discussing the course material and by voicing their interpretations of its direction and objectives. The formation of an initial Learning Log/Blog will evidence their progression.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
15 Minutes	Register // Lesson Objectives // Starter Activity	Through the set-up and development of the Learning logs/Blogs, the learners will engage in copy writing and journaling. Through blogging, the gathering of evidence will be economically efficient. (Example Blogs)
20 Minutes	Unit 10 Introduction, pointing out learning outcomes and objectives	
10 Minutes	Refreshment/tea break	
60 Minutes	Wordpress Learning Log/Blog Deconstruction and set-up	
15 Minutes	Review // Homework - Bring in Photographs of location lighting	

Teaching Week 02 - Thursday 13 th September	10:00 - 12:00	Room: BG07/Studio	Studio Lighting Deconstruction & Emulation
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
As a group, ask the learners to categorise the example photographs in terms of their lighting complexity. Reiterate the importance of studio Health & Safety protocols.	<ul style="list-style-type: none"> • Employ workshop Health & Safety protocols • Examine a range of target lighting images • Experiment with lighting techniques • Evaluate and compare outcome with target 	Through deconstructing the example images and then emulating their technical style, the learners will evidence a visual awareness. The observation of practice based learning.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
15 Minutes	Register // Lesson Objectives // Starter Activity	The use of studio diagrams and lighting measurement will require maths to enable average readings. Through group working the learners will establish a hierarchy of command when conducting a shoot. (Homework Images)
20 Minutes	Demonstration of lighting deconstruction and emulation	
10 Minutes	Refreshment/tea break	
60 Minutes	Group led practice deconstruction and emulation of target images	
15 Minutes	Review // Questions & Feedback	



Teaching Week 02 - Thursday 13 th September	13:00 - 15:00	Room: Mac Suite	Opening Lecture & Photoshop Assessment
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
A recap of the morning session will involve the learners creating studio diagrams in response to their target images. This can be done traditionally on paper, or in Photoshop.	<ul style="list-style-type: none"> • Select visual material from the lecture • Develop & Examine a range of stimuli • Solve task based exercise • Consider alternatives to incorporate 	Gauging the learners' likes and dislikes of the practitioners presented, will indicate an engagement with the subject matter. Knowledge of Photoshop and its function.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
25 Minutes	Register // Lesson Objectives // Starter Activity	During the lecture, learners are expected to take notes on the practitioners, which will feed forward into their research pathway. The Photoshop assessment is intended as a diagnostic tool, to enable personal objectives.
40 Minutes	Opening lecture on Staged, Tableau photography	
10 Minutes	Refreshment/tea break	
30 Minutes	Photoshop Assessment through task based exercise	
15 Minutes	Review // Homework - Location scouting & prop acquisition	

Teaching Week 03 - Thursday 20 th September	10:00 - 12:00	Room: Locations	Single Narrative Tableau (Pairs) - Shoot
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
Before shooting, learners are to complete a micro, Risk Assessment form. This will encourage safe practice and consideration when shooting on location. Public H&S	<ul style="list-style-type: none"> • Apply Health & Safety knowledge throughout • Organise in pairs their roles & responsibilities • Construct single narrative tableau's • Consider colleagues and public during shoot 	This session will be observed, where participation and proficiency will be measured. Images produced from the session will provide further evidence of engagement.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
10 Minutes	Register // Lesson Objectives // Starter Activity	Based upon strength of learners, pairs will be organised according to experience, where a stronger learner can help guide a less experience peer. During the shoot, learners are expected to document their set-up.
45 Minutes	Learner led practical shooting on location	
10 Minutes	Refreshment/tea break	
45 Minutes	Learner led practical shooting on location	
10 Minutes	Review // Questions & Feedback	



Teaching Week 03 - Thursday 20 th September	13:00 - 15:00	Room: Mac Suite	Single Narrative Tableau (Solo) - Edit
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
Learners are to draw up their notes and diagrams from their shoot, which will add to their blog post. This will provide further evidence of their awareness and engagement.	<ul style="list-style-type: none"> • Translate notes into clear evidence of shoot • Choose images to develop via processing • Develop & Produce final resolution • Compare & Evaluate images with peers 	During the session, targeted guidance and assessment can be carried out, through on-the-spot micro tutorials on progress. Primary evidence of learning will be the final article.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
15 Minutes	Register // Lesson Objectives // Starter Activity	During this post-production session, it is envisioned that the more competent learners who complete the task early, can support their peers and/or further develop their pieces through the challenge exercise.
40 Minutes	Learner led edit and post-production session	
10 Minutes	Refreshment/tea break	
40 Minutes	Learner led edit and post-production session	
15 Minutes	Review // Homework - Location scouting, prop acquisition & images	

Teaching Week 04 - Thursday 27 th September	10:00 - 12:00	Room: Locations	Multiple Narrative Tableau (Group) - Shoot
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
Before shooting, learners are to re-examine their micro, Risk Assessment form and amend it based upon their recent experience. This will further enforce safe practice.	<ul style="list-style-type: none"> • Improve upon Health & Safety practices • Organise group roles & responsibilities • Construct multiple narrative tableau's • Consider colleagues and public during shoot 	This session will be observed, where participation and proficiency will be measured. Images produced from the session will provide further evidence of engagement.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
15 Minutes	Register // Lesson Objectives // Starter Activity	As with the paired shooting, this group session will employ the individual strengths of the learners to enable productivity. During the shoot, learners are expected to document their set-up and participation.
40 Minutes	Learner led practical shooting on location	
10 Minutes	Refreshment/tea break	
40 Minutes	Learner led practical shooting on location	
15 Minutes	Review // Questions & Feedback	



Teaching Week 04 - Thursday 27 th September	13:00 - 15:00	Room: Mac Suite	Multiple Narrative Tableau (Solo) - Edit
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
Utilising the images produced for the single narrative tableau, the learners can formulate rudimentary multiple narratives through the examination of their peers' ideas.	<ul style="list-style-type: none"> • Choose images to develop via processing • Select appropriate techniques to develop • Develop & Produce final resolution • Compare & Evaluate images with peers 	During the session, targeted guidance and assessment can be carried out, through on-the-spot micro tutorials on progress. Primary evidence of learning will be the final article.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
15 Minutes	Register // Lesson Objectives // Starter Activity	During this post-production session, it is envisioned that the more competent learners who complete the task earlier, can support their peers and/or further develop their pieces through the challenge exercise.
40 Minutes	Learner led edit and post-production session	
10 Minutes	Refreshment/tea break	
40 Minutes	Learner led edit and post-production session	
15 Minutes	Review // Homework - Prepare work for group critique	

Teaching Week 05 - Thursday 04 th October	10:00 - 12:00	Room: Mac Suite	Group Critique & Peer Blog Comments
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
A warm-up activity to differentiate objective and subjective critiquing will be conducted. This will lead to the formation of constructive comments to guide the group critique.	<ul style="list-style-type: none"> • Build upon personal views on subject matter • Discuss & Reason view points • Propose feed forward suggestions to peers • Evaluate own work based upon comments 	Evidence of engagement will be via the learners' overall participation; differentiation for less vocal learners can be conducted via a non-verbal democratic voting system.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
25 Minutes	Register // Lesson Objectives // Starter Activity	A glossary of constructive terms, based upon Blooms taxonomy can be distributed amongst the learners, which will support a higher order level of language. The learners are to notate their comments for blogging.
35 Minutes	Learners to engage in group critiquing	
10 Minutes	Refreshment/tea break	
35 Minutes	Learners to engage in group critiquing	
15 Minutes	Review // Homework - Comments made are to be blogged to peers	



Teaching Week 05 - Thursday 04 th October	13:00 - 15:00	Room: BG07/Studio	Demonstration Clone Tableau - Shoot & Edit
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
A lecture based review of the homework is to be carried out, where the expected blog comments can be reviewed and assessed by the group.	<ul style="list-style-type: none"> • Examine the collective blog comments • Dissect & Interpret individual blog comments • Investigate key practitioners for task • Formulate ideas based upon demonstration 	Evidence of learners' engagement will become apparent when they undertake a response shoot based upon this taught style. A discussion and plan will evidence awareness.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
25 Minutes	Register // Lesson Objectives // Starter Activity	Notetaking is paramount, for documenting key practitioners and techniques. Youtube tutorial guides will be highlighted to assist learners that require further visual guidance. Emphasis on H&S is required through tripod use. (Laptop)
30 Minutes	Clone Tableau shoot demonstration	
10 Minutes	Refreshment/tea break	
40 Minutes	Clone Tableau edit demonstration	
15 Minutes	Review // Homework - Location scouting & prop acquisition	

Teaching Week 06 - Thursday 11 th October	10:00 - 12:00	Room: Locations	Clone Tableau (Solo) - Shoot
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
Before shooting, learners are to re-examine their micro, Risk Assessment form and amend it based upon the use of a tripod (Trip Hazard). This will further enforce safe practice.	<ul style="list-style-type: none"> • Improve upon Health & Safety practices • Experiment with multiple compositions • Construct adequate source material for edit • Consider colleagues and public during shoot 	This session will be observed, where participation and proficiency will be measured. Images produced from the session will provide further evidence of engagement.

Time	Active Learning & Learning Checks	E&D / ICT / E&D / Resources
15 Minutes	Register // Lesson Objectives // Starter Activity	Unlike the previous shoots, this is a solo session, which will encourage independent planning and preparation. During the shoot, specific observations and checks can be carried out to ensure progress is made.
40 Minutes	Learner led practical shooting on location	
10 Minutes	Refreshment/tea break	
40 Minutes	Learner led practical shooting on location	
15 Minutes	Review // Questions & Feedback	



Teaching Week 06 - Thursday 11 th October	13:00 - 15:00	Room: Mac Suite	Clone Tableau (Solo) - Edit
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
To further reinforce, safe working practices and Health & Safety considerations, a toolbox session is to be carried out where potential hazards are created to assess.	<ul style="list-style-type: none"> • Choose images to develop via processing • Select appropriate techniques to develop • Develop & Produce final resolution • Compare & Evaluate images with peers 	The final image produced, will evidence an engagement and responsiveness of the prior sessions. Test images produced will provide further developmental evidence.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
15 Minutes	Register // Lesson Objectives // Starter Activity	During this post-production session, it is envisioned that the more competent learners who complete the task earlier, can support their peers and/or further develop their pieces through the challenge exercise.
40 Minutes	Learner led edit and post-production session	
10 Minutes	Refreshment/tea break	
40 Minutes	Learner led edit and post-production session	
15 Minutes	Review // Homework - Prepare & Print work for Pop-Up Show	

Teaching Week 07 - Thursday 18 th October	10:00 - 12:00	Room: BG07/Studio	Pop-Up Show (Exhibition)
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
The learners will begin to volunteer and elect themselves for specific roles, such as curation, advertising, hanging etc. This will promote peer assessment and leadership.	<ul style="list-style-type: none"> • Organise peer roles and responsibilities • Take part in a peer led group activity • Plan & Develop a micro exhibition • Assess outcome, based upon experience 	Observation of learners' participation, whilst curating and hanging work. Areas to address: visual structure & awareness, professional practice (H&S) and peer interaction.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
15 Minutes	Register // Lesson Objectives // Starter Activity	As a group, the learners will need to plan and effectively measure the allotted space to place their work. Key learners will be appointed leadership roles to guide and instruct their peers. (Exhibition Hanging Material)
40 Minutes	Curation of work	
10 Minutes	Refreshment/tea break	
40 Minutes	Hanging of work	
15 Minutes	Review and inspection of work	



Teaching Week 07 - Thursday 18 th October	13:00 - 15:00	Room: BG07/Studio	Interim Group Critique & Discussion
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Starter Activity & Recap	Learning Objectives - Learners will	Assessment of Learning
This group critique session, will not require a starter activity. The learners will be aware of requirements to complete the task via an introduction into the learning objectives.	<ul style="list-style-type: none"> • Build upon personal views on subject matter • Discuss & Reason view points • Propose feed forward suggestions to peers • Evaluate own work based upon comments 	Overall participation and contribution in the discussion will indicate an engagement with the developmental process. The learners are to conclude by blogging their feedback.

Time	Active Learning & Learning Checks	ICT / E&D / Resources
05 Minutes	Register // Lesson Objectives // Starter Activity	Notetaking is required to enable a clear and accurate blog post on their feedback. Learners that would benefit from directly typing their feedback can do so; this then can be structured directly into a blog post. (Laptops)
45 Minutes	Learners to engage in group critiquing	
10 Minutes	Refreshment/tea break	
45 Minutes	Learners to engage in group critiquing	
15 Minutes	Review // Homework - Comments made are to be blogged to peers	