

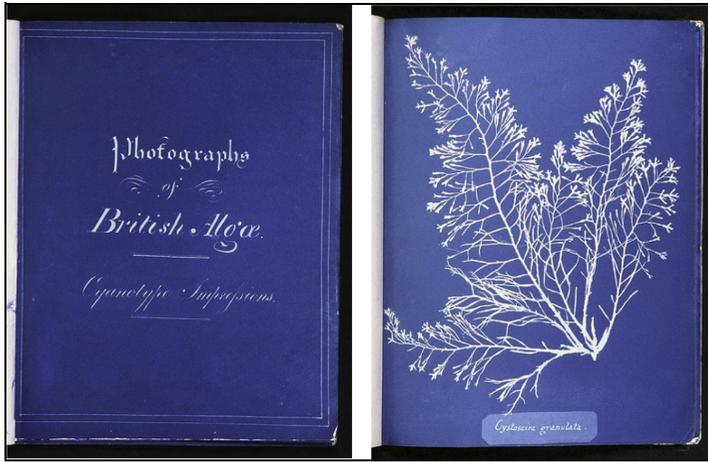
Subject:	Photography	Course/Year Group:	GCSE 9	Topics :	Introduction + Edges + Street Photography
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Powerful Knowledge: What content must they know?	Threshold Concepts: What big ideas must they understand?	Fundamental Skills: How will they develop understanding?
<ul style="list-style-type: none"> How to creatively use and question what they already know about the 'rules' or conventions of photography? How to use the darkroom safely and imaginatively. How to create and maintain an online portfolio and manage digital assets. How to use a digital camera - basic settings and file management. How to use Photoshop - basic tools and menus. How to create a coherent body of work based on a theme/idea. How to do strategic research about other photographers'/artists' work. How to analyse/evaluate their own and others' photographs using increasingly sophisticated subject specific language. How to create personal and meaningful final outcomes suitable for exhibition. 	<p>#2: Photography is the capturing of light; a camera is optional</p> <p>#4: Photography is an art of selection rather than invention</p> <p>#5: Photographs are abstractions shaped by technology</p> <p>#6: Photographs rely on chance, more or less</p> <p>#7: Photographs are not fixed in meaning; context is everything</p>	<p>PHOTOGRAPHIC</p> <ul style="list-style-type: none"> Use the digital darkroom - how to use a variety of applications to edit and manipulate digital images Use manual and digital cameras and other image capturing devices e.g. scanners, photocopiers, handheld devices <p>INTELLECTUAL</p> <ul style="list-style-type: none"> Conduct strategic research, using a range of primary and secondary sources - books, galleries, cameras, Internet etc. - in order to develop critical understanding of photography. Develop and employ appropriate subject specific vocabulary. Use this vocabulary to articulate in speech and in writing critical understanding. Document learning imaginatively on ePortfolio sites. <p>HABITS of MIND</p> <ul style="list-style-type: none"> PERSISTENT <i>Sticking with difficulty</i> by embracing risk, chance and failure as an important part of the process. DISCIPLINED <i>Crafting & improving</i> work through a structured process of refinement and development. <i>Reflecting critically</i> on the work of other photographers and one's own images and ways of working. IMAGINATIVE <i>Using intuition</i> to find and solve problems, trusting in one's instincts. <i>Making connections</i> with ideas and artists/photographers to understand and join a community of practice.

<p>Literacy Focus:</p> <ul style="list-style-type: none"> Learning and using a range of subject specific vocabulary Proof-reading and correcting written work on students' own websites Writing and talking engagingly about own and others' photography in response to prompts and questions Learning how to 'read' images and become photo-literate 	<p>Numeracy Focus:</p> <ul style="list-style-type: none"> Mental calculation of proportions of liquids when mixing chemicals in the darkroom Understanding dimensions in pixels when working with digital images Understanding aperture settings (ratios) and shutter speeds (fractions) Understanding and applying the Rule of Thirds
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Calendar	Pedagogy (intentions, structure of lesson, activities, AfL, resources etc.)	Habits of Mind	Home Learning	Notes
Week 1: 5 - 9 Sept	<p>Introduction to GCSE photography Introduction to course. Share dept. Website and blog addresses.</p> <p>Share Eddie's website. Demonstrate how the course works and how we will use a website to record our learning.</p> <p>Set up new Gmail and Weebly accounts. Create 'Home', 'Unit 1' and 'Photo Safari' pages of new website. Learn how to create drop down menus.</p> <p>Explain Extended learning enquiry and hand out guidance.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p>	<p>Extended learning enquiry - Design, make and test (in school) a pinhole camera.</p>	
Week 2: 12 - 16 Sept	<p>Introduction to GCSE photography</p> <div data-bbox="539 587 969 1177" data-label="Image"> </div> <p>Photo Safari</p> <ul style="list-style-type: none"> • Students are given handout and asked to collect photographs with these compositional forms using either camera phones or Canon Bridge cameras - focus, viewfinder, composition etc. • Students learn how to successfully download and upload digital images to their websites, creating a Gallery. • WWW/EBI evaluation. 	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p>	<p>Extended learning enquiry - Design, make and test (in school) a pinhole camera.</p>	
Week 3:	<p>Introduction to GCSE photography</p>	<p>Inquisitive:</p>	<p>Extended learning</p>	

<p>19 - 23 Sept</p>	<p>Wrong - Can a photograph be wrong? Look at John Baldessari's image 'Wrong'. What is 'wrong' about it? Ideas on Post It notes.</p> <div data-bbox="517 225 987 839" data-label="Image"> </div> <p>Create deliberately 'wrong' photographs and explore the 'rules' of photography. What do students already know (or think they know) about photography?</p> <p>Create 'Wrong' page on websites and document project - text and images.</p>	<p>Wondering and questioning Exploring and investigating Challenging assumptions</p>	<p>enquiry - Design, make and test (in school) a pinhole camera.</p>	
<p>Week 4: 26 - 30 Sept</p>	<p>Introduction to GCSE photography Explore the origins of photography with Anna Atkins and the Cyanotype. How do you make a photograph without a camera? How important are women in the history of photography? <u>Activity #1:</u></p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p>	<p>Extended learning enquiry - Design, make and test (in school) a pinhole camera.</p>	



Share [image by Anna Atkins](#). How do we think it was made? Compare with [this image](#)? How did artists used to represent plants in books? What are the advantages of using this technique to capture images of plants?

Activity #2:

Share [web page](#) about cyanotypes. What are the different elements of the page?

- Title
- Who was Anna Atkins?
- Slideshow/gallery of her images
- Advantages and disadvantages of cyanotypes
- Slideshow/gallery of more recent cyanotypes
- My cyanotypes
- Evaluations WWW/EBI

Create a class typology entitled 'Weeds of Tallis'. Each student finds a weed - leaf, stalk, flower - and creates a cyanotype image of it on an A5 piece of treated paper. Scan for web and display images in the classroom.

Week 5:
3 - 7 Oct

Introduction to GCSE photography

Continue to research and document cyanotype process and class outcomes. Encourage students to research the chemistry of the process and document their work imaginatively and carefully on their websites.

Check progress on **Extended learning enquiries**. Is anyone ready to test their camera?

Inquisitive:

Wondering and questioning
Exploring and investigating
Challenging assumptions

Extended learning

enquiry - Design, make and test (in school) a pinhole camera.

Week 6:

Introduction to GCSE photography

Begin [photograms/Rayographs](#) project.

Inquisitive:

Wondering and questioning

Extended learning

<p>10 - 14 Oct</p>	<p>Share this image. What can you see?</p>  <p>Modelling: Share my photograms/rayographs page.</p> <p>Group/Paired work: Visit darkroom in small groups to create 2 photograms each.</p> <p>Independent learning: Whilst small groups are working in the darkroom, create a new page in your Weebly called Photograms/Rayographs. Use my page to help you:</p> <ul style="list-style-type: none"> • What is a Photogram/Rayograph? • What darkroom chemicals do we need to make a photogram? <p>Check progress on Extended learning enquiries. Is anyone ready to test their camera?</p>	<p>Exploring and investigating Challenging assumptions</p>	<p>enquiry - Design, make and test (in school) a pinhole camera.</p>	
<p>Week 7: 17 - 21 Oct <i>followed by half term</i></p>	<p>Introduction to GCSE photography Ensure everyone has visited the darkroom to make photograms.</p> <p>Students complete the research and documentation of photograms on their websites.</p> <p>Ensure everyone has completed their Extended learning enquiries. Who else</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p>	<p>Extended learning enquiry - Design, make and test (in school) a pinhole camera.</p>	

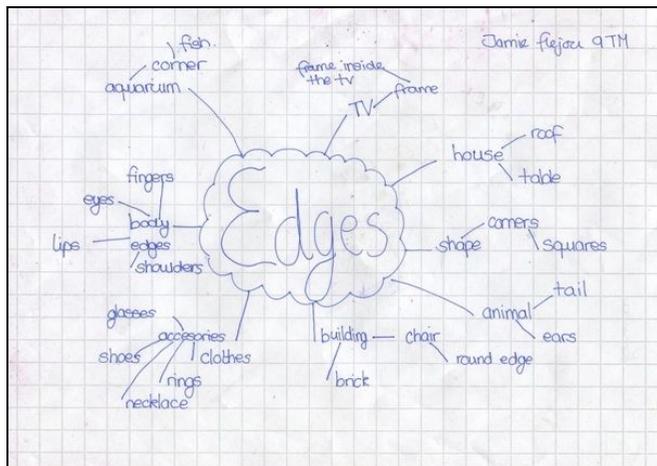
needs to test their camera? Photograph all completed cameras and create a class display. Upload images of cameras to website and make sure documentation is completed.

Week 8:
31 Oct - 4
Nov

Edges

Introduce new Personal Project theme of 'Edges'.

Using graph paper (and referring to the [Edges Pinterest board](#)) create a mindmap of all the ways in which you could explore the theme photographically.



Using a Canon Bridge camera, take at least 10 images exploring the theme of 'Edges'. Collect images on my laptop.

Explain the importance of crafting and refining work (AO2). Difference between a D/E and B/C. How can you show that you have crafted and refined your work in photography?

Further Activities:

- Create a Gallery of your images on your new 'Edges' page.
- Evaluate your images (WWW/EBI)
- Create a Pinterest account and a board entitled 'Edges'. Re-pin some of the pins from my Edges board (complete for H/W)
- Create a second set of Edges images. Think about how to refine and develop your images based on what you created last lesson. How will

Inquisitive:

Wondering and questioning
Exploring and investigating
Challenging assumptions

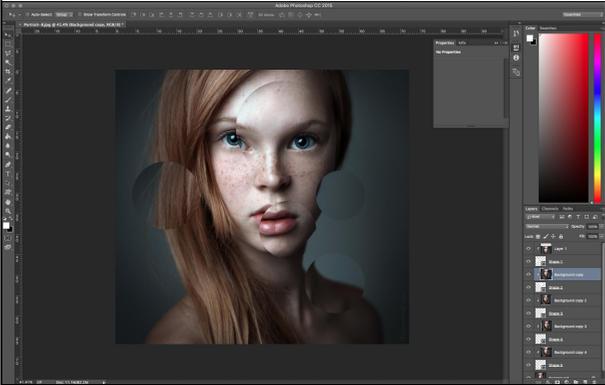
Collaborative:

Co-operating appropriately
Giving and receiving feedback
Sharing the product

Extended learning enquiry

- Research, design and make a concertina book of photographs entitled 'Edges'.

	<p>these images be better? Upload these images to your website in a new Gallery. Explain what you were attempting to do. Did it work?</p> <ul style="list-style-type: none"> • Scan mindmap and upload to your website. <p>Explain Extended learning enquiry and hand out guidance.</p>			
<p>Week 9: 7 - 11 Nov</p>	<p>Edges Continue to develop responses to the theme 'Edges'.</p> <p>Develop and refine evidence on websites.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p>	<p>Extended learning enquiry - Research, design and make a concertina book of photographs entitled 'Edges'.</p>	
<p>Week 10: 14 - 18 Nov</p>	<p>Edges Share cut up images by Randy Grskovic. How have they been made? How do they explore the idea of 'Edges'?</p>  <p>Activities:</p> <ul style="list-style-type: none"> • Print one or two of your best images and experiment with cutting and re-arranging them in the style of Randy Grskovic. • Glue the resulting images onto card and scan. • Upload to Weebly and evaluate (WWW/EBI) <p>Reminder about Extended learning enquiry and need to make images outside</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p>	<p>Extended learning enquiry - Research, design and make a concertina book of photographs entitled 'Edges'.</p>	

	school.			
Week 11: 21 - 25 Nov	<p>Edges</p> <p>Image analysis: Analyse in pairs example of Randy Grskovic's work.</p> <p>Continue to develop and refine response to Randy Grskovic. Experiment with a mixture of own and found images. Develop your own solutions to the idea of a disrupted edge.</p> <p>Develop and refine evidence on websites.</p>	<p>Inquisitive:</p> <p>Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative:</p> <p>Co-operating appropriately Giving and receiving feedback Sharing the product</p>	<p>Extended learning enquiry - Research, design and make a concertina book of photographs entitled 'Edges'.</p>	
Week 12: 28 Nov - 2 Dec	<p>Edges</p> <p>Demo technique for creating montages using clipped shapes in Photoshop on whiteboard.</p> <ol style="list-style-type: none"> 1. Duplicate image (cmd J) 2. Select Custom shape 3. Draw on duplicated image 4. Drag duplicate above shape layer 5. Hover over joint between two shape and image layer and alt click to clip together 6. Move duplicated image 7. Repeat process duplicating from Background layer each time  <p>Students experiment with this technique to create Photoshop montages. Compare with responses to Randy Grskovic.</p>	<p>Inquisitive:</p> <p>Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative:</p> <p>Co-operating appropriately Giving and receiving feedback Sharing the product</p>	<p>Extended learning enquiry - Research, design and make a concertina book of photographs entitled 'Edges'.</p>	

	Check progress on Extended learning enquiries . Has anyone not yet started to make their concertina book?			
Week 13: 5 - 9 Dec	<p>Edges</p> <ul style="list-style-type: none"> Continue to experiment with Photoshop object clipping Create more hand-made Randy Grskovic inspired images Tame more 'Edges' related photographs 	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p>	Extended learning enquiry - Research, design and make a concertina book of photographs entitled 'Edges'.	
Week 14: 12 - 16 Dec	<p>Edges</p> <p>Continue to develop responses to the theme of 'Edges'.</p> <p>Final check on progress of Extended learning enquiry. Collect in any completed concertina books.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p>	Extended learning enquiry - Research, design and make a concertina book of photographs entitled 'Edges'.	
Week 15: 19 - 22 Dec <i>followed by Xmas</i>	<p>Edges</p> <p>Continue to develop responses to the theme of 'Edges'.</p> <p>Students submit their Extended learning enquiry concertina books.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p>	Extended learning enquiry - Research, design and make a concertina book of photographs entitled 'Edges'.	
Week 16: 3 - 6 Jan	<p>Edges</p> <p>Continue to develop responses to the theme of 'Edges'.</p> <p>Introduce new Extended learning enquiry related to 'Edges'. Discuss possible ideas for a site specific installation. Look at some Display Strategies on Pinterest.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p> <p>Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty</p>	Extended learning enquiry - Create a site specific installation of your best 'Edges' photographs. Design a poster. Invite an audience. Document for your website.	
Week 17: 9 - 13 Jan	<p>Edges</p>	<p>Inquisitive: Wondering and questioning</p>	Extended learning enquiry - Create a site	

	Continue to develop responses to the theme of 'Edges'.	Exploring and investigating Challenging assumptions Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty	specific installation of your best 'Edges' photographs. Design a poster. Invite an audience. Document for your website.	
Week 18: 16 - 20 Jan	Edges Continue to develop responses to the theme of 'Edges'.	Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty	Extended learning enquiry - Create a site specific installation of your best 'Edges' photographs. Design a poster. Invite an audience. Document for your website.	
Week 19: 23 - 27 Jan	Edges Continue to develop responses to the theme of 'Edges'. Check on progress of Extended learning enquiries and discuss how students might document their site specific installation.	Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty	Extended learning enquiry - Create a site specific installation of your best 'Edges' photographs. Design a poster. Invite an audience. Document for your website.	
Week 20: 30 Jan - 3 Feb	Edges Students conclude their response to 'Edges'. Successful final outcome(s) are mounted suitable for exhibition. Students are photographed with their final outcomes and these images are shared on their websites. Students begin to write final evaluation of 'Edges' project using prompts .	Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product Persistent:	Extended learning enquiry - Create a site specific installation of your best 'Edges' photographs. Design a poster. Invite an audience. Document for your website.	

	Final reminder about Extended learning enquiries .	Sticking with difficulty Daring to be different Tolerating uncertainty		
Week 21: 6 - 10 Feb <i>followed by half term</i>	<p>Edges</p> <p>Students conclude their response to 'Edges'. Successful final outcome(s) are mounted suitable for exhibition. Students are photographed with their final outcomes and these images are shared on their websites.</p> <p>Students complete final evaluation of 'Edges' project using prompts.</p> <p>Students submit documentary evidence of their Extended learning enquiries site specific installations.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p> <p>Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty</p>	Extended learning enquiry - Create a site specific installation of your best 'Edges' photographs. Design a poster. Invite an audience. Document for your website.	
Week 22: 20 Feb - 24 Feb	<p>Street Photography</p> <p>Intro about street photography.</p> <ul style="list-style-type: none"> • Create new Street Photography page on websites. • Select an appropriate header image. • Write an introduction - what is street photography? • Show 'Everybody Street' film. Make notes using form. • Write up notes in continuous prose (Example response) • Add to websites. <p>Introduce new Extended learning enquiry about the creation of a guide for smartphone street photographers.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p> <p>Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty</p> <p>Disciplined: Crafting and improving Reflecting critically Developing techniques</p>	Extended learning enquiry - Design a Street Photographer's Guide for smartphone users (a small booklet, leaflet or poster with text and illustrations).	
Week 23: 27 Feb - 3 Mar	<p>Street Photography</p> <p>Share my favourite street photograph (Garry Winogrand) and explain why I love it.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p> <p>Persistent: Sticking with difficulty Daring to be different</p>	Extended learning enquiry - Design a Street Photographer's Guide for smartphone users (a small booklet, leaflet or poster with text and illustrations).	



Choose your favourite street photograph (NB: An additional example on site is by Joel Meyerowitz). Add it to your website. Use the [questions](#) on the site to help you write about it. Find a quotation by your photographer and add it to your site.

- Visit the [street photography page](#) of website and view the Photo Challenge #1: Ways of Seeing section.
- Explain that students' task over lesson change-over will be to try some street style photography using these compositions: Looking down, shadows & reflections, Over the Shoulder, Cropping, Walk on by, Surfaces.
- Students research the different options and document on their websites.

Tolerating uncertainty
Disciplined:
 Crafting and improving
 Reflecting critically
 Developing techniques

Week 24:
6 - 10
March

Street Photography

Watch [Garry Winogrand documentary](#)

- what does he say about what he does that's interesting?
- how does he behave with the camera?

Main activities:

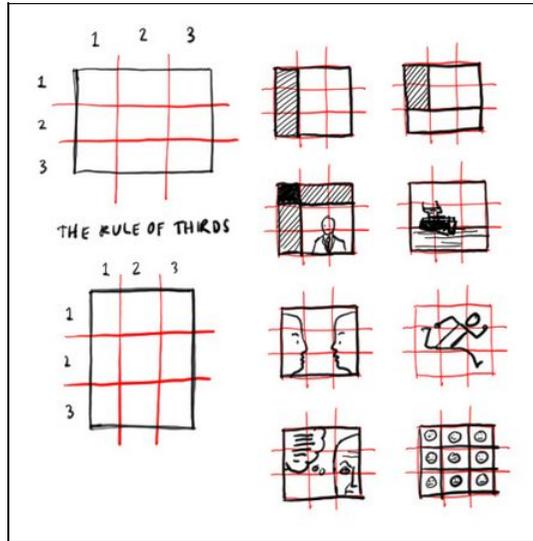
- create Gallery of street pictures taken in school
- create a new Pinterest board for street photography
- Evaluate street photographs taken in school (WWW, EBI)

Inquisitive:
 Wondering and questioning
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 Challenging assumptions
Collaborative:
 Co-operating appropriately
 Giving and receiving feedback
 Sharing the product
Persistent:
 Sticking with difficulty
 Daring to be different
 Tolerating uncertainty
Disciplined:
 Crafting and improving

Extended learning enquiry - Design a Street Photographer's Guide for smartphone users (a small booklet, leaflet or poster with text and illustrations).

		Reflecting critically Developing techniques		
<p>Week 25: 13 - 17 March</p>	<p>Street Photography</p> <p>Photo Challenge #2: Bruce Gilden inspired Watch Bruce Gilden section of 'Everybody Street' film.</p>  <p>Analyse example Bruce Gilden image on website. Think about:</p> <ul style="list-style-type: none"> • wide, low camera angle • light sources • movement (ghosting effect) • closeness of photographer to the main subject • people's expressions • 'character' - emotion, expression, drama etc. <p>Look at example images taken in London:</p> <ul style="list-style-type: none"> • What is interesting, unusual or surprising about these images? • How would you feel trying to make pictures like these? • How do you think the people in the picture felt about being photographed like this? • How do you feel about Bruce Gilden's approach to street photography? <p>Challenge is to experiment in groups with creating images inspired by Bruce Gilden. You will need to:</p> <ul style="list-style-type: none"> • work out how to use the on camera flash and slower than usual shutter speeds (Manual settings) • how to collaborate being both photographer and subject • how to be persistent when things don't go well 	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p> <p>Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty</p> <p>Disciplined: Crafting and improving Reflecting critically Developing techniques</p>	<p>Extended learning enquiry - Design a Street Photographer's Guide for smartphone users (a small booklet, leaflet or poster with text and illustrations).</p>	

	<ul style="list-style-type: none"> how to develop your technique so that you get increasingly more successful images <p>Add images as new Gallery on websites. Evaluate WWW/EBI</p> <p>Check on progress of Extended learning enquiries.</p>			
<p>Week 26: 20 - 24 March</p>	<p>Street Photography</p> <p>Photo Challenge #3 - Diagonals</p> <ul style="list-style-type: none"> Copy slideshow of diagonals images based on photograph by Cartier-Bresson. Download a few examples of favourite street photographs where you can see that diagonal lines are important (try using this Pinterest board to help you). Experiment with drawing on the diagonal lines using the Pages application or creating a Google Drawing. On location, create a series of pictures with strong diagonal lines. Upload these as a slideshow to your website and write a brief WWW/EBI evaluation. <p>Reminder about deadline for Extended learning enquiry</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p> <p>Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty</p> <p>Disciplined: Crafting and improving Reflecting critically Developing techniques</p>	<p>Extended learning enquiry - Design a Street Photographer's Guide for smartphone users (a small booklet, leaflet or poster with text and illustrations).</p>	
<p>Week 27: 27 - 31 Mar <i>followed by Easter</i></p>	<p>Street Photography</p> <p>Ensure all street photography work so far is documented successfully on websites.</p> <p>Hand in completed Extended learning enquiry guides.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p> <p>Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty</p> <p>Disciplined: Crafting and improving Reflecting critically Developing techniques</p>	<p>Extended learning enquiry - Design a Street Photographer's Guide for smartphone users (a small booklet, leaflet or poster with text and illustrations).</p>	
<p>Week 28: 18 - 21 April</p>	<p>Street Photography</p> <p>Photo Challenge #4: Rule of Thirds</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p>	<p>Extended learning enquiry - Design your own set of Threshold Concept postcards.</p>	



- Explain the Rule of Thirds
- Take pictures demonstrating your use of the Rule of Thirds.
- Select one or two images and annotate with grid lines (using Pages or Google Documents)
- Upload to websites as a Gallery and evaluate - what have you learned?
- Demo how to use the crop tool in Photoshop using the Rule of Thirds. Share Before and After examples on websites.

See also Rule of Thirds Challenge on website.

Introduce new **Extended learning enquiry** - creating own Threshold Concept set of cards.

- Collaborative:**
 Co-operating appropriately
 Giving and receiving feedback
 Sharing the product
- Persistent:**
 Sticking with difficulty
 Daring to be different
 Tolerating uncertainty
- Disciplined:**
 Crafting and improving
 Reflecting critically
 Developing techniques
- Imaginative:**
 Using intuition
 Making connections
 Playing with possibilities

Week 29:
 24 - 28
 April

Street Photography

Photo Challenge #5: Compare and Contrast

TASK:

Select TWO of the following street photographers:

- Garry Winogrand
- William Klein

- Inquisitive:**
 Wondering and questioning
 Exploring and investigating
 Challenging assumptions
- Collaborative:**
 Co-operating appropriately
 Giving and receiving feedback
 Sharing the product
- Persistent:**
 Sticking with difficulty

Extended learning enquiry - Design your own set of Threshold Concept postcards.

	<ul style="list-style-type: none"> • Lee Friedlander • Helen Levitt • Louis Faurer • Henri Cartier-Bresson • Diane Arbus • Fred Herzog • Matt Stuart • Saul Leiter • Robert Frank <p>Select one image by each of the photographers you have chosen. Using the two column widget display these two images side by side. Compare the similarities and differences in these images.</p> <p>Organise and advertise trip to Tate Modern and Southbank (week of 15 May).</p>	<p>Daring to be different Tolerating uncertainty Disciplined: Crafting and improving Reflecting critically Developing techniques Imaginative: Using intuition Making connections Playing with possibilities</p>		
<p>Week 30: 1 - 5 May</p>	<p>Street Photography</p> <p>Students continue to develop responses to street photography using a variety of strategies.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty Disciplined: Crafting and improving Reflecting critically Developing techniques Imaginative: Using intuition Making connections Playing with possibilities</p>	<p>Extended learning enquiry - Design your own set of Threshold Concept postcards.</p>	
<p>Week 31: 8 - 12 May</p>	<p>Street Photography</p> <p>Students continue to develop responses to street photography using a variety of strategies.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions Collaborative: Co-operating appropriately</p>	<p>Extended learning enquiry - Design your own set of Threshold Concept postcards.</p>	

	<p>Prepare for trip to Tate Modern and Southbank. Add research to websites. What can we see there?</p>	<p>Giving and receiving feedback Sharing the product Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty Disciplined: Crafting and improving Reflecting critically Developing techniques Imaginative: Using intuition Making connections Playing with possibilities</p>		
<p>Week 32: 15 - 19 May GCSE/A level Exams</p>	<p>Street Photography</p> <p>Students continue to develop responses to street photography.</p> <p>Trip to Tate Modern and Southbank. Document trip and share images on websites. Evaluate photo shoot. Begin to select successful photographs for first final outcomes.</p> <p>Check progress of Extended learning enquiry - creating own Threshold Concept cards.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty Disciplined: Crafting and improving Reflecting critically Developing techniques Imaginative: Using intuition Making connections Playing with possibilities</p>	<p>Extended learning enquiry - Design your own set of Threshold Concept postcards.</p>	
<p>Week 33: 22 - 26 May GCSE/A level Exams <i>followed by half term</i></p>	<p>Street Photography</p> <p>Students complete first final outcome for Street Photography based on work so far and trip to Tate Modern and Southbank. Work is displayed suitable for exhibition.</p> <p>Students hand in completed Threshold Concept cards Extended learning enquiries. Photographed for websites.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product Persistent:</p>	<p>Extended learning enquiry - Design your own set of Threshold Concept postcards.</p>	

		<p>Sticking with difficulty Daring to be different Tolerating uncertainty Disciplined: Crafting and improving Reflecting critically Developing techniques Imaginative: Using intuition Making connections Playing with possibilities</p>		
<p>Week 34: 5 - 9 June GCSE/A level Exams</p>	<p>Street Photography</p> <p>Students continue to develop responses to street photography. New research and images are added to website.</p> <p>Introduce new Extended learning enquiry - creating a fanzine featuring own street photographs. Share examples of a variety of fanzines. Discuss ways of creating hand-made, professionally printed and digital fanzines.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty Disciplined: Crafting and improving Reflecting critically Developing techniques Imaginative: Using intuition Making connections Playing with possibilities</p>	<p>Extended learning enquiry - Design and make a fanzine featuring your own street photographs. Photograph for your website.</p>	
<p>Week 35: 12 - 16 June GCSE/A level Exams</p>	<p>Street Photography</p> <p>Students continue to develop responses to street photography. New research and images are added to website.</p> <p>Discuss ways of selecting and sequencing images E.g. diptychs and triptychs, narrative sequences, typologies etc.</p> <p>Explore more conceptual approaches to street photography E.g. Sophie Calle, Ed Ruscha</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty</p>	<p>Extended learning enquiry - Design and make a fanzine featuring your own street photographs. Photograph for your website.</p>	

		<p>Disciplined: Crafting and improving Reflecting critically Developing techniques</p> <p>Imaginative: Using intuition Making connections Playing with possibilities</p>		
<p>Week 36: 19 - 23 June GCSE/A level Exams</p>	<p>Street Photography</p> <p>Students continue to develop responses to street photography. New research and images are added to website.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p> <p>Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty</p> <p>Disciplined: Crafting and improving Reflecting critically Developing techniques</p> <p>Imaginative: Using intuition Making connections Playing with possibilities</p>	<p>Extended learning enquiry - Design and make a fanzine featuring your own street photographs. Photograph for your website.</p>	
<p>Week 37: 26 - 30 June</p>	<p>Street Photography</p> <p>Students continue to develop responses to street photography. New research and images are added to website.</p> <p>Check on progress of Extended learning enquiry.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p> <p>Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty</p> <p>Disciplined: Crafting and improving Reflecting critically</p>	<p>Extended learning enquiry - Design and make a fanzine featuring your own street photographs. Photograph for your website.</p>	

		Developing techniques Imaginative: Using intuition Making connections Playing with possibilities		
Week 38: 3 - 7 July	Street Photography Students continue to develop responses to street photography. New research and images are added to website.	Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty Disciplined: Crafting and improving Reflecting critically Developing techniques Imaginative: Using intuition Making connections Playing with possibilities	Extended learning enquiry - Design and make a fanzine featuring your own street photographs. Photograph for your website.	
Week 39: 10 - 14 July	Street Photography Students begin to conclude their Street Photography work, preparing images for a second final outcome. Reminder about deadline for completion of street photography fanzines.	Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty Disciplined: Crafting and improving Reflecting critically Developing techniques Imaginative: Using intuition	Extended learning enquiry - Design and make a fanzine featuring your own street photographs. Photograph for your website.	

		Making connections Playing with possibilities		
Week 40: 17 - 21 July	<p>Street Photography</p> <p>Students conclude their Street Photography work, preparing images for a second final outcome. Work is displayed suitable for exhibition.</p> <p>Completion of street photography fanzines.</p>	<p>Inquisitive: Wondering and questioning Exploring and investigating Challenging assumptions</p> <p>Collaborative: Co-operating appropriately Giving and receiving feedback Sharing the product</p> <p>Persistent: Sticking with difficulty Daring to be different Tolerating uncertainty</p> <p>Disciplined: Crafting and improving Reflecting critically Developing techniques</p> <p>Imaginative: Using intuition Making connections Playing with possibilities</p>	<p>Extended learning enquiry - Design and make a fanzine featuring your own street photographs. Photograph for your website.</p>	