

GCSE Photography

End of Year 10 Topic Choice

You must choose from ONE of the following topics:

Edges

Laura Letinsky uses the edges of objects such as tables and shelves and the line where one colour meets another as important features of the composition in her still-life photographs. Jed Devine and Jan Groover use similar compositional devices in their work. Lines formed by the edges of parts of buildings, shadows and silhouettes are an important part of the composition in the photographs and photograms of László Moholy-Nagy.

Research appropriate sources and produce your own work where edges are an important part of the composition.

Fragments

You should make connections with appropriate selected sources when developing your personal response to **one** of the following suggestions.

- (a) Develop your own interpretation of the starting point **Fragments**.
- (b) You could make a poster by combining fragments of photographic images with fragments of lettering.
- (c) You might develop ideas by looking at the qualities of texture in fragments of rocks, wood or peeling paint.

Openings

Openings such as doors and windows are important parts of the composition in some of the photographic work of Lee Friedlander and Andreas Gursky. Dragan Todorović often uses the light that comes from openings, such as doors or windows, to emphasise a subject or to create a silhouette.

Research appropriate sources and produce your own work in which openings play an important part.

Disguise

Inge Morath collaborated with the artist Saul Steinberg to produce a series of photographs in a book called 'Masquerade'. These were based on people wearing masks which had facial expressions drawn on them. Richard Burbridge has produced portraits for fashion magazines in which the model wears a surreal mask, often made from found materials. Photo manipulation using digital software can be used to alter features or to add to a person's appearance or identity.

Investigate relevant sources and create your own portraits which disguise or add to the appearance of the sitter.

Note:

You will have 7 weeks to complete your research, experiments and documentation. You must create at least one final piece good enough to exhibit. You will be setting your own weekly home learning assignments. A range of equipment will be available for you each lesson but please alert Mr Nicholls if you require anything unusual by Monday afternoon at the latest. Your work over the 7 weeks will be assessed using the exam board's 4 objectives and you will receive 4 marks out of 20 and an overall grade. This will help inform your predicted grade for the end of the course and will count towards your overall Unit 1 grade. Please seek assistance with printing and mounting.

Reminder: This task will count towards your final Unit 1 grade (approximately 20%)

Guidance Sheet

A checklist for a successful web page:

- **Introduction** - which topic have you chosen and why?
- **Mind map of initial ideas** - outline your early thoughts about the topic. What springs to mind?
Top Tip: Consider creating a mind map either using an online service like Popplet or on paper and scanning it onto your website
- **General research** - begin researching any named artists/photographers in your chosen topic.
Top Tip: You could create a Pinterest board (online) featuring links to websites about your named artists/photographers and other sites of interest related to your topic.
- **Specific research** - choose one of the named artists and find out about their practice (in relation to the topic). Gather suitable images and share them on your site in a gallery or slideshow. Write in your own ideas why what they do is interesting to you. What have you learned from looking at and thinking about their work? How has their work influenced you? What ideas have you developed from looking at their work? etc. **Top Tip:** it's a great idea to focus on one image that interests you in particular and analyse it in detail.
- **First experiments** - try to make some work of your own using a particular technique, process, material or tool that relates directly to your chosen topic and the ideas you have already had.
Top Tip: Make sure that you include all the images you made, even the ones that didn't work. A gallery is the best way to do this.
- **Mini evaluations** - after each experiment try to work out WWW (what went well) and EBI (even better if). **Top Tip:** Be specific about what you have learned, what mistakes you may have made, what were the successes, what might you do better next time etc. Try to explain the process you went through rather than simply describing what happened.
- **More research, experiments and evaluations** - continue to combine research about other artists'/photographers' work with your own experiments, remembering to evaluate what the strengths and weaknesses. **Top Tip:** Make it clear how and what you are learning.
- **First final outcome proposal** - write a short paragraph outlining what you plan to create that is personal and meaningful and relates to your interpretation of the chosen topic. **Top Tip:** Say what you hope to make, then make it, then say whether it worked or not.
- **First final outcome** - include one or more photographs of your first final outcome once it has been printed and mounted. **Top Tip:** a good idea is to get someone to photograph you holding the finished piece - this gives it a sense of scale.
- **Further final outcomes** - repeat the above process for further final outcomes. **Top Tip:** It's a good idea to make at least two final pieces because this shows that you attempted two solutions to the original topic/challenge and you can compare them.
- **Final evaluation** - it's a good idea to write a detailed final evaluation summarising what you have learned. **Top Tip:** use the assessment objectives AO1, 2, 3 and 4 to help you.

Congratulations. If you've done all this (and checked your spelling, punctuation and grammar) you've probably earned yourself an A*.