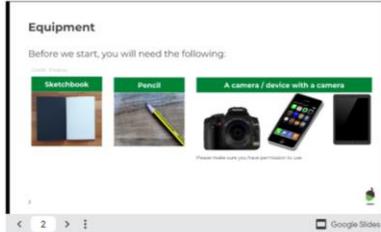
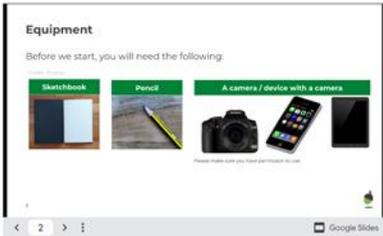
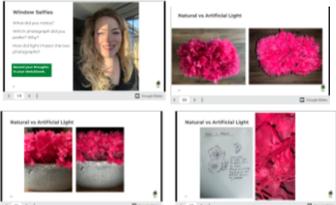
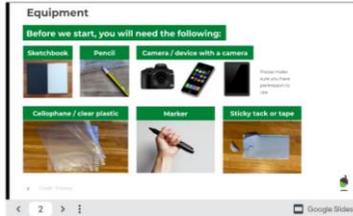




Year Group: 5		Term: Autumn #1 2021	Teacher: Jordyn	Subject lead: Dionne Sanati	Overview: Photography Artists: Sebastian Del Grosso (mixed media photography)	
Links to other learning: Science – light sources and shadows ICT – photography and editing software, presentation software		Prior Learning: Year 4 will have explored collage and textiles.	Future Learning: Children will independently take action to refine their technical and craft skills in order to develop their mastery of materials and techniques. They will independently select and effectively use relevant processes in order to create satisfying designs.	Risk Assessment:		
				Teacher CPD: Please watch the teacher led videos for each lesson prior to teaching/ transcripts are also available to support your modelling https://teachers.thenational.academy/units/photography-f7ab Please ensure that you watch the teacher led videos in advance and that you try techniques out in your our sketchbooks before the lesson.		
Learning Intention		Real Life Links	Lesson Outline (Key Questions in colour)	Resources	Vocabulary	Lowest 20% Adaptations
<p>1 I can research and discuss the ideas and approaches of various photographers taking account of their particular cultural context and intentions</p> <p>I can understand and apply some basic knowledge and skills in camera use</p>			<p>Chn will be using ipads to capture their photography so in advance of this unit of work you will need to ensure that appropriate editing software is available on them and that chn can save (e.g. set up a G drive folders individually that they can access) and print their work. Chn will need to access all of their photographs again during the final lesson to create a gallery slideshow.</p> <p>Lesson overview: An introduction to photography</p> <p>In this lesson, we will be learning some camera basics, observing and reflecting on photographs and their story, and investigating our space as photographers.</p> <p><i>Which drawing do you prefer? Why? What were the challenges of drawing this way?</i></p> <p>Teacher adaptation to be made from ppt/ lesson: include images from ppt for chn to stick into sketchbooks and reflect:</p> 	<p>https://classroom.thenational.academy/lessons/an-introduction-to-photography-6wrkct Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>Ipads are needed, enough for one each. Children will also need a mirror for the warm up activity.</p> <p>Example sketchbook layout for the lesson:</p>  <p>Before the lesson chn should bring in items from home that would show their identity, that would show their interests, their</p>	<p>Keywords</p> <p>Subject is the thing (person, animal, landscape or object) that is being photographed.</p> <p>Capture is to record something in pictures.</p> <p>Angle is the position at which the camera points towards the subject.</p>	

		<p>Both photographs have the same subject (the bookshelf) but what do these bookshelves say about the person who owns them? What type of person would want to read a book from each of these bookshelves? Which of these bookshelves would you rather choose a book from? Which one is the cosiest? Looking at the bookshelf in your room, which one looks most like the one in your bedroom? Are you the kind of crazy, chaotic, kind of scattered, cosy, everything's shoved in bookshelf or do you have everything organised and do you know where everything is? What different types of books do you think you might find on these two different bookshelves?</p> <p>What does a photograph of someone's space say about them? Can you change the angle? Can you change the adjustments – shadows, colour, highlights? Can you apply a filter? Can you enlarge or make it smaller? Can you crop it in a certain way?</p> <p>Chn to save images and print as a collage using iapds. Stick collage of images into their books.</p>	<p>hobbies. That would show the type of people or who live in their house or how many people or the dynamic of the house. It might show parts of their cultural heritage, their language, their religion, their traditions.</p>		
<p>2 I can engage in open ended research and exploration in the process of initiating and developing my own personal ideas for photography</p> <p>I can describe the processes I am using and how I hope to achieve high quality outcomes</p>	<p>Science – light sources and shadows</p>	<p>Lesson overview: Investigating light</p> <p>In this lesson, we will be learning about two different types of light which we will investigate with our cameras in different ways. What types of light are there? What might be the benefits of using artificial lights? How many different artificial lights can you see in this room?</p> <p>What did you notice about your two different selfies? Which photograph did you prefer? Why? How did light impact the two photographs?</p> <p>How does light affect things around it? Can you capture any natural and artificial light?</p> <p>Which image do you prefer and why? Which light source do you prefer for this image?</p> <p>Chn to save images and print as a collage using iapds. Stick collage of images into their books.</p>	<p>https://classroom.thenational.academy/lessons/investigating-light-c4w6at Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>Ipads are needed, enough for one each.</p> <p>Example sketchbook layout for the lesson:</p>		

					
<p>3</p> <p>I can confidently investigate and exploit the potential of new and unfamiliar tools (e.g., apps)</p> <p>I can use acquired technical expertise to make work which effectively reflects my ideas and intentions</p> <p>I can experiment with manipulation techniques to achieve a creative outcome</p>		<p>Lesson overview: Exploring photography with everyday items</p> <p>In this lesson, we will be using some common everyday items to manipulate our photographs.</p> <p>What happens if I scrunch the plastic bag? What happens if I used other types of plastic bags? What happens if the plastic is coloured? What light patterns can you create? How does the light change when you angle the torch differently? What other things can you use to manipulate an image?</p> <p>Chn to save images and print as a collage using iapds. Stick collage of images into their books.</p> <p>Sketchbook reflection question prompts: Which everyday items did you enjoy playing with? How did you use them to create something interesting? Which image do you like the most and why? How did editing the image change it?</p>	<p>https://classroom.thenational.academy/lessons/exploring-photography-with-everyday-items-64r34r</p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>Ipads are needed, enough for one each.</p> <p>Example sketchbook layout for the lesson:</p> 		
<p>4</p> <p>I can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>I can combine photography with drawing in a mixed-media piece</p>		<p>Lesson overview: Photography and mixed media</p> <p>In this lesson, we will be bringing our photography and drawing skills together to create something new.</p> <p>Teacher adaptation to be made from ppt/ lesson: include various different images of mixed media artwork by Sebastian Del Grosso for chn to select and stick into sketchbooks and reflect:</p> <p>What different techniques has this artist used? How might they have created this piece? How do you feel about it?</p>	<p>https://classroom.thenational.academy/lessons/photography-and-mixed-media-cmrkj</p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>Clear plastic acetate would be ideal for this lesson</p> <p>Example sketchbook layout for the lesson:</p>		

		 <p>What interesting things can you see in <i>your</i> photograph? Which piece do you prefer? How might this impact what you do?</p> <p>Chn to save images and print as a collage using iapds. Stick collage of images into their books.</p> <p>Sketchbook reflection question prompts: How do you feel about your final piece? How did drawing on top of the photograph affect the final image? If you were to do this activity again, would you change anything?</p>			
<p>5 I can regularly analyse and reflect on my progress taking account of what I hoped to achieve</p> <p>I can thoughtfully create a gallery to showcase the unit's work</p>		<p>Lesson overview: Creating a gallery</p> <p>In this lesson we will be reflecting on all that we have learned in this unit and creating a gallery to showcase our work</p> <p>Sketchbook reflection question prompts: What have I achieve this unit? Which photograph am I most proud of? Which techniques did I enjoy most? Is there anything I would do differently next time?</p> <p>What will you call your work? Will you name your collection? What will you call each photograph? Don't forget to include the artist's name...you! How will you present your work? What software will you use? What kind of background will you use? What will you say about your work? What inspired you? How did you capture this image?</p>	<p>https://classroom.thenational.academy/lessons/creating-a-gallery-c8wp2c Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p> <p>Laptops are needed, enough for one each.</p> 