

Art KS3 Spring Year 3: Photography Art

Art discipline opportunities: Photography, design, drawing, collage (e.g. magazine images)

Cross curricular themes: Geography, landscapes, identity, culture, self-image, the body, my community/environment, global issues, relationships

Artist examples: David Gilliver, Slinkachu.

Note: Both artists create photographs staging small plastic figurines in imaginative scenes that cover a variety of themes. Some images may be less suitable for our learners to explore and discuss. "In lessons where internet use is pre-planned pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches." [See IT and e-safety policy.](#)

<u>Curriculum intent</u>	Exploring and developing ideas:	<ul style="list-style-type: none"> • Provide opportunities to look at a range of work from different artists and designers from different cultures backgrounds and disciplines, describe and compare them. • Explore some different ways that art can be used, e.g. to share ideas, experiences and imagination. • Provide opportunities to develop ideas from a starting point as work progresses through to evaluation (appropriate to the level) • Encourage pupils to look at and show preference and/opinions in relation to own ideas and the work of others.
	Investigating and making:	<ul style="list-style-type: none"> • To give pupils a growing understanding of colour, pattern, texture, line, shape, form and space e.g. from identifying primary, secondary colours to mixing and knowing how to mix colours. E.g. Identifying shapes, to drawing shapes to drawing 3D shapes and understanding shadows. • Provide opportunities to experiment and express creatively through Art, Craft and Design areas including, painting, drawing and sculpture. • Teach skills in different range of materials to design and make with, in order to develop growing control and confidence.
	Evaluate and developing:	<ul style="list-style-type: none"> • Encourage pupils to take ownership of their work and understand their work in relation to others. • To give pupils opportunities to show/communicate/describe/review what they have done.
In this unit pupils will:		<p>Take a photograph of a scene that they have designed and created in the style of David Gilliver/Slinkachu.</p> <p>Pupils will explore photography in art. Pupils will gain knowledge of how to take a photo, pressing the capture button, using appropriate equipment and materials, whether that be using an iPad, camera, or other device. Pupils will respond to the work of the artist (David Gilliver, Slinkachu). Pupils will learn to describe, identify parts and show understanding of an artwork through observation, relative to the student's level. Pupils will develop skills showing their ideas; through using</p>

	<p>lines, marks, and/or collaging their ideas from images (e.g. magazines). Pupils will choose a setting to create a scene, developing their design by thinking about the position of the objects within their scene. Pupils can evidence this through trying different objects/scenes/positions of objects or communicating the reasons for their choice. Pupils will see their work and know their work in relation to others. Pupils will show/communicate/describe/review what they have done.</p> <p style="text-align: center;">All pupils will use their art journals to explore and experiment with ideas and techniques.</p>				
<u>Core vocabulary:</u>	Photograph, position, angle, objects, setting.				
<u>Key topic vocabulary:</u>	<p>Photography specific: Photograph, photo, filter, angle, take, here, there, left, right, up, down, this way, that way, front, back, foreground, background, middle, side, colourful, dark, bright, dull, (Key words for everyday objects), looks like, seems like, scene, setting, place, dirty, clean, busy, quiet/empty.</p> <p>Collage specific: Layer, stick, glue, position, on top, under, next to, place, put, cut, tear, rip.</p> <p>Sculpture: Action words e.g. fold, bend, push, squeeze, build, attach, glue, card, clay, scissors, tape, shiny, hard, soft, bumpy, stretchy, rough, tool, equipment</p> <p>Painting: layer, mix, primary colour, secondary colour, brush, palette, warm colours, cold colours</p> <p>Drawing: Texture, shading, shapes, lines, pencil, pen, pattern, straight, curved, wavy, round, size, scale, position, composition</p>				
<u>Cross-curricular vocabulary:</u>	Place, road, grassy, inside, outside, identity, clothing, likes, dislikes, jobs, friends, self-image, the body parts names and positional language, my community/environment.				
RRS Articles	<p>This unit of work is linked to Articles of the UN Convention on the Rights of the Child:</p> <p>Article 8: I have a right to an identity.</p> <p>Article 12: I have the right to be listened to and taken seriously.</p> <p>Article 13: I have the right to find and share information.</p> <p>Article 17: I have the right to get information in lots of ways, so long as it is safe.</p> <p>Article 29: I have the right to an education which develops my personality, respect for others rights and the environment.</p>				
<u>Prior knowledge</u> (What students may have already studied)	Key stage	Subject	Topic	Term/year taught	Content
	3	English	Modern Literature Older literature	Year one, Year two, three	Creative writing and story telling
	3	ICT	Digital literacy	Year one, Year two, Year three	e-safety Desktop publishing Hardware and software

	3	PSHE	RSE	Year two, Year 2, Year 3	Relationships (different family structures, different relationships)
	3	ART	Sculpture and Mixed media	Year one	Re-use and recycling different materials
	3	Science	Changing materials	Year two	Material properties, choosing materials for the job
	3	Science	Living things and their environment	Year three	Lanscapes on earth
	3	Science	Various	Year one, Year two, Year three	Colours
	3	History	Manchester now and then	Year one	Places and what they look like/contain
			Media and Leisure	Year three	What do people do for leisure?
	3	Art	Every picture tells a story All	Year one, Year two, Year three	Creating a narrative in artwork 3D making techniques, drawing, designing, action verbs.

	3	DT	All	Year one, Year two, Year three	3D making techniques, drawing, designing, action verbs.
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Knowledge of the artist and genre- David Gilliver/slinkachu			
Key elements: Know that there are different types of art - know that art has meaning.			
	B2P4 to B2P6	B2P7 to B2P8	B2Step 1 to B2Step 2
<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p>	<p><u>To know</u> the medium used in photography (camera, iPad, objects, people, places)</p> <p><u>To know</u> and identify a photograph from a choice of artworks.</p> <p><u>To know</u> a piece of the photographer's work from a selection.</p>	<p>To know the name of the key photographers.</p> <p>To know that photography is a type of art.</p> <p>To know that different equipment is used to create photography work.</p> <p>To know some features of the photographer's work (e.g. objects in the photos, little people, places in the photos)</p>	<p><u>To know</u> the name of the key photographer and recall key facts e.g. where they are born, what genre of art.</p> <p><u>To know</u> the features of the artist's work including descriptions.</p> <p><u>To know</u> some common words used to describe a photograph e.g. positional language (see key terms for photography)</p> <p><u>To know</u> the visual qualities of a photograph (e.g. related to colour, blurriness, digital, physical)</p> <p><u>To know</u> how to explore ideas through drawing/ sketching/collage</p>
<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p><u>To be able</u> to match a photo with another photo when given other types of art e.g. sculpture/painting.</p>	<p><u>To be able</u> to initiate discussion on their work.</p> <p><u>To be able</u> to gather materials that match materials used in photography.</p>	<p><u>To be able</u> to ask simple questions about the task.</p>

	<p><u>To be able</u> to point/choose a favourite image from a selection when the difference is significant.</p> <p><u>To be able</u> to turn pictures around to view in different ways</p> <p><u>To be able</u> to use appropriate adjectives to describe the work.</p> <p><u>To be able</u> to recreate a piece of work by the artist.</p>	<p><u>To be able</u> to communicate own ideas through recreating or showing preference for a piece of art.</p> <p><u>To be able</u> to collect pictures related to the theme.</p>	<p><u>To be able</u> to answer questions related to their ideas for the task.</p> <p><u>To be able</u> to observe and comment about a photo through discussion or short phrases.</p> <p><u>To be able</u> to give examples of obvious differences between two photographs.</p> <p><u>To be able</u> to make a selection of images related to the theme that they like or are inspired by.</p> <p><u>To be able</u> to describe work as a photograph.</p> <p><u>Simply identity</u> the value of a colour Lighter/darker</p>
<p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></p>	<p>Research the artist/share information about the artist</p> <p>Explore artist's work.</p> <p>Compare artist's work.</p> <p>Evaluate artist's work.</p> <p>Recreate artist's work.</p>		

<p>Investigating And Making - taking a photo</p>			
<p>Key elements: Choosing materials to make their piece of art. Developing skills in different techniques to make their piece of art appropriate to the medium chosen/ the medium the artist uses.</p>			
	<p><u>B2P4 to B2P6</u></p>	<p><u>B2P7 to B2P8</u></p>	<p><u>B2Step 1 to B2Step 2</u></p>
<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p>	<p><u>To know</u> where the on button is</p> <p><u>To know</u> where the capture button is</p> <p><u>To know</u> a device needs to be held steady.</p> <p><u>To know</u> that you can change a photo by moving around with the device.</p> <p><u>To gaze/show</u> interest in a photo you have taken.</p>	<p>To know how take a picture.</p> <p>To know a device needs to be held steady</p> <p>To know when a photo is blurry/sharp.</p> <p>To know how to direct the camera at an object.</p> <p>To know how to change the angle of a photograph.</p>	<p>To know the basic functions required to take a photo.</p> <p>To know when a photo is blurry or sharp.</p> <p>To know a device should be held steady.</p> <p>To know how to zoom in and out.</p> <p>To know how to use different filters.</p> <p>To know how to view a photo taken.</p> <p>To know how to attach the camera to the computer to export pictures.</p>

			To look at the photos they have taken and try to change improve them.
<u>Subject specific skills</u> <u>What do pupils need to be able to do?</u>	<u>To be able</u> to turn on a camera. <u>To be able</u> to press the capture button. <u>To be able to</u> press the capture button independently when supported to hold the device. <u>To be able</u> to explore moving and staying still whilst using a photography device. <u>To be able</u> to attempt to move the position of the device without purpose. <u>To be able</u> to position the camera at the subject of the shot.	<u>To be able to</u> turn on the camera. <u>To be able</u> to hold the camera still when taking a photo. <u>To be able</u> to position the camera at the subject of the shot. <u>To be able</u> to zoom in an out of a picture. <u>To be able</u> change the angle of a picture with some purpose.	<u>To be able</u> to turn on the camera. To be able to hold the camera still when taking a photo. <u>To be able</u> to position the camera at the subject of the shot. <u>To be able</u> to use different filters to change the image. <u>To be able</u> to zoom in an out of a picture. <u>To be able</u> to change the angle of a picture with purpose or responding to directional language.
<u>Suggested teaching activities</u> <u>How should I teach this?</u>	Explore different angles and evaluate. Explore zooming in and out on the subject you're taking a picture of and evaluate. Recreate artist's work and take photograph. Use different filters and explore how these change the photo and evaluate. Rearrange objects in picture and compare to original photo and evaluate.		

Investigating And Making - creating a scene			
Key elements: Choosing materials to make their piece of art. Developing skills in different techniques to make their piece of art appropriate to the medium chosen/ the medium the artist uses.			
	<u>B2P4 to B2P6</u>	<u>B2P7 to B2P8</u>	<u>B2Step 1 to B2Step 2</u>
<u>Subject specific knowledge</u> <u>What do pupils need to know?</u>	<u>To know</u> how to pick up and move different objects. <u>To know</u> how to place objects from one place to another.	<u>To know</u> what materials are needed to create their scene. <u>To know</u> how to make a scene with different objects. <u>To know</u> the names of different objects they are using.	<u>To know</u> what materials are needed to create their scene. <u>To know</u> how to place objects with care and intention. <u>To know</u> how to solve a problem with positioning their objects. <u>To know</u> positional language.

			To know how to construct a scene with multiple parts.
<u>Subject specific skills</u> <u>What do pupils need to be able to do?</u>	To be able to make a selection of objects for a piece of work. To be able to place objects in groups. To be able to experiment with placing objects in different ways (e.g. stacking, grouping.) To be able to explore a range of objects and materials. To be able to choose objects they like or dislike from a selection of objects.	To be able to identify materials needed to create scene/model. To be able to place objects with intent. To be able to place objects in relation to each other. To be able to handle and manipulate different materials and textures. To be able to test ideas for placing their objects and attempt to replace them to improve on the idea.	To be able to describes the position of objects in a picture using positional language. To be able to evaluate own work and suggest changes or make improvements through the making process. To be able to apply improvements which are suggested by staff. Names materials, objects used in their work. To be able to create a scene with a background considered.
<u>Suggested teaching activities</u> <u>How should I teach this?</u>	Design, plan and annotate work before creating. Create different scenes using figures and different food items. Evaluate work and recreate using evaluation. Compare different models/scenes.		

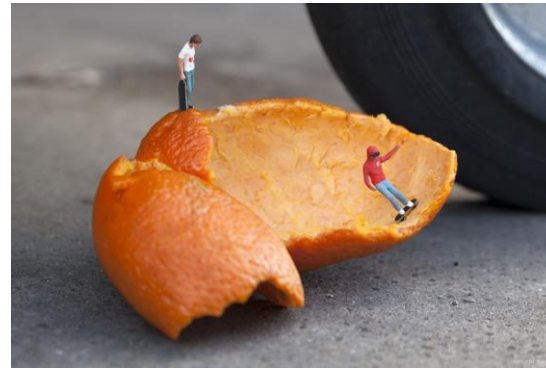
Evaluating and developing: Identify what students have learnt and what went well in their artwork.			
	B2P4 to B2P6	B2P7 to B2P8	B2Step 1 to B2Step 2
<u>Subject specific knowledge</u> <u>What do pupils need to know?</u>	To know one or two key words that describe the artwork for e.g. the colour, objects. To know which is and show awareness of the work of their peers.	To know the names of materials and methods used in their artwork from a selection. To know how to review own work, to identify things they like and dislike about their own work and the work of their peers.	To know the names of materials and methods used in their artwork. To know simple similarities and differences in their work with the work they are inspired To know how to describe and evaluate using positional language.

		To know differences between their work and the work of their peers.	To know the process they need to change to improve their work and what has been successful.
<u>Subject specific skills</u> <u>What do pupils need to be able to do?</u>	To be able to correctly use comparative terms when describing their work and the work of others. To be able to communicate in preferred communication about their artwork and those of their of peers. To be able to point out/choose from a selection key words to communicate how the art was made.	To be able to use key words when describing what they did to create their art. To be able to review the work of peers and suggest ways they are different and the same. To be able to suggests an improvement to their work.	To be able to communicate about their art as it develops. To be able to recall what they achieved in their work. To be able to describe methods used. To be able to adapt and improve on their work after discussing with a peer or member of staff. To be able to describe texture and colour. To be able to comment on differences of others work. To be able to give simple reason for what they like
<u>Suggested teaching activities</u> <u>How should I teach this?</u>	Design, plan and annotate work before creating. Create different scenes using figures and different food items. Evaluate work and recreate using evaluation. Compare different models/scenes.		
<u>Extended teaching activities</u> <u>How should I teach this?</u>	Create plasticine figures of people in the picture. Story board. Stop motion.		

Examples of David Gilliver's work:



Examples of Slinkachu's work:



Suggested flow (and ideas to help you):

Some activities such as creating, making and recreating art may take more than one session to complete. You may want to explore more than one artist.

<p>Introduce photography/artists.</p> <p>Hook idea: Place small images of people around a space and ask students to find as many as they can.</p> <ul style="list-style-type: none"> • What are they doing • Who are they? 	<p>Knowledge development of focus artist:</p> <p>Exploring the different objects, angles, positions, colours in the photos.</p>	<p>Skill development in relevant medium.</p> <p>e.g. Taking a photograph: Develop knowledge of opening the camera app, pressing a shutter button, angling the camera up, down etc./adding a filter. You could give each student/group a figure and have them place it</p>	<p>Recreating a photo.</p>	<p>Plan, design and develop own ideas using skills developed so far.</p> <p>Sketches, plans, collage using magazine images or</p>	<p>Creating and making own photograph using designs and ideas and implementing skills.</p>	<p>Evaluate</p> <p>Self-evaluation. Peer evaluation. E.g. What went well? What did you find difficult? How did you solve the problem? What would you do differently next time?</p>	<p>Completing and implementing changes from evaluation</p>
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<ul style="list-style-type: none"> • How can we tell? • Can we make up a story about them? 		<p>in as many different places as possible-taking photos.</p> <p>e.g. Creating a scene: You could have a range of objects in front of the students and using for example a box to support the learning, ask them to experiment with position language (on top, under, next to etc.)</p> <p>You could develop this to having 2 objects and asking the students to position them in different ways together.</p>		<p>printed images.</p>			
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RRS Articles:

This unit of work is linked to Articles of the UN Convention on the Rights of the Child:

Article 8: I have a right to an identity.

Article 12: I have the right to be listened to and taken seriously.

Article 13: I have the right to find and share information.

Article 17: I have the right to get information in lots of ways, so long as it is safe.

Article 29: I have the right to an education which develops my personality, respect for others rights and the environment.