



# Knowledge Organiser & Annotation Guides Photography

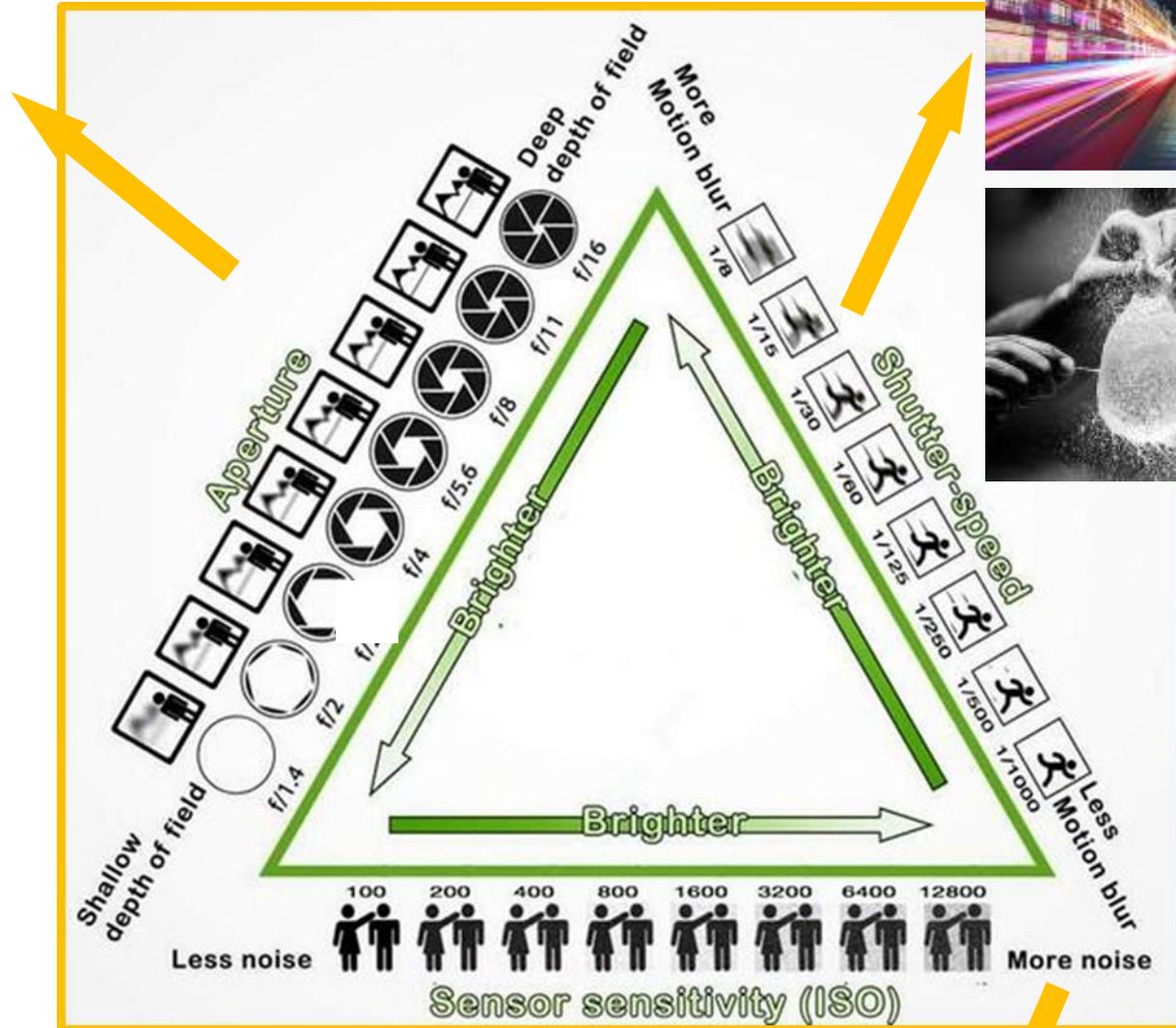


<b>A01</b> EXPLORE	<b>A02</b> REVIEW	<b>A03</b> EVIDENCE	<b>A04</b> OUTCOME
<b>DEVELOP</b>	<b>REFINE</b>	<b>RECORD</b>	<b>PRESENT</b>
<b>DEVELOP IDEAS</b>	<b>EXPERIMENT</b>	<b>PRESENT IDEAS</b>	<b>FINAL IDEAS</b>
INVESTIGATE & RESEARCH OTHER ARTISTS WORK	EXPLORE DIFFERENT IDEAS AND MEDIA A RANGE OF TECHNIQUES & PROCESSES	PRIMARY OBSERVATION DRAWING, PAINTING, PRINTING, PHOTOGRAPHY, WRITING, PHOTOGRAPHY...	DEVELOPED AS PLANNED CLEARLY RESPONDS TO ARTISTS EXPLORED
<b>ANALYSE</b>	<b>SELECT</b>	<b>ANNOTATE</b>	<b>CONNECTION</b>
<b>ANNOTATE</b>	<b>IMPROVE</b>	<b>DIFFERENT MEDIA</b>	<b>CONCLUSION</b>



If the lighting is too dark...

1. Change the shutter speed. Slow it down to let more light into the camera.
2. Change the aperture, smaller the f-stop the more light will enter the camera.
3. Lastly adjust the ISO. The higher the number the more grainy or noisy the photograph will be which is why we adjust it last.



## Shutter Speed

**Shutter speed (fast):** can be used to capture movement or to create a high quality crisp image.



**Shutter speed (slow):** can be used to capture movement for example light or water experiments.



## Aperture

**Aperture (short depth of field):** Area in focussed, rest blurred to create a focal point.

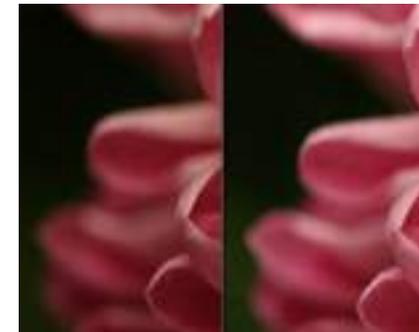


**Aperture (wide depth of field):** all areas in focus



## ISO

ISO is the camera's sensitivity to light. Higher the ISO the lighter the image will be, however, the noisier and grainier the image will get.



## Rule of Thirds



## Positive and Negative Space



## Leading Lines



## Framing



## Viewpoint



## The Golden Ratio



The golden ratio is a guide to where to place a subject (a tree, person, building, etc.) or element in a photo (like the horizon) where it will be most pleasing to the eye.

## Cropping



## Focal point



A focal point is the part of an image that your eye is drawn to instinctively.

## Bokeh



To achieve the bokeh effect in the background, photographers **set their lens aperture/opening to its maximum f-stop, leaving it wide open and in selective focus mode**. The lens will then only focus on the immediate subject in front of it, blurring the background



## Formal Elements within Photography

### Pattern and Repetition



### Symmetry



### Shape



### Form



**Form** is created when the shape becomes three dimensional. This can be done by adding depth to a photo through lighting and perspective. Thus, when the shape and shadows collide, we see touchable contours brought out by the tonal range.

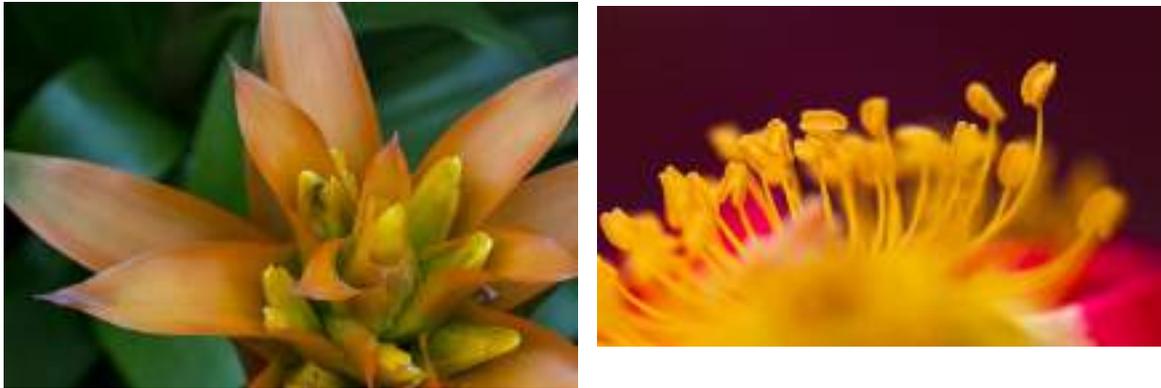
## Texture



## Filling the frame



## Macro Photography



# Colour

## Colour Wheel

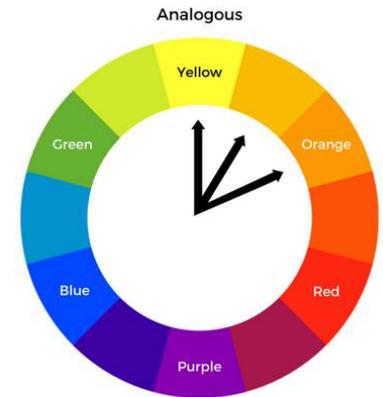
How do the colours in your images relate to each other? Make use of complementary colours. These are opposite on the color wheel. Red and green. Blue and orange. Yellow and purple.

Use colour to enhance your image.

Do you want colours of strong contrast? These are the complementary colours.

Or would more harmonious colours suit the mood of your subject better? These are called analogous colors and are located next to each other on the colour wheel.

Cool colours and warm colours help create different moods in your photos. It depends on how you use the colours. For example, if you have a warm yellow against a blue sky, it will produce a bright summery feeling.



## Complementary



A green parasol would create quite a different feeling.

And a blue parasol would make a monochrome photo with an alternative atmosphere.

## Dominant and Recessive Colours

A popular technique amongst some photographers is to use one hue that is dominant in a photo. This use of colour might be a photo of a red car in a green and brown forest scene. They will dominate against the softer colours of nature.

The contrast between bright and dark colours can also be used to make one colour dominant. Saturation levels of colours in a scene may mean one will stand out more than others. Managing this well in your photos is the art of making a single colour stand out.

Colours that are dominant tend to stand out. Whenever you look at an object, the colour is the first thing you notice, regardless of how many other colours might be involved. It is important to remember that a number of different factors can influence how dominant or recessive a colour is. Dominant colours grab your attention. It's also interesting to know that there are different colours that can fulfill this role.

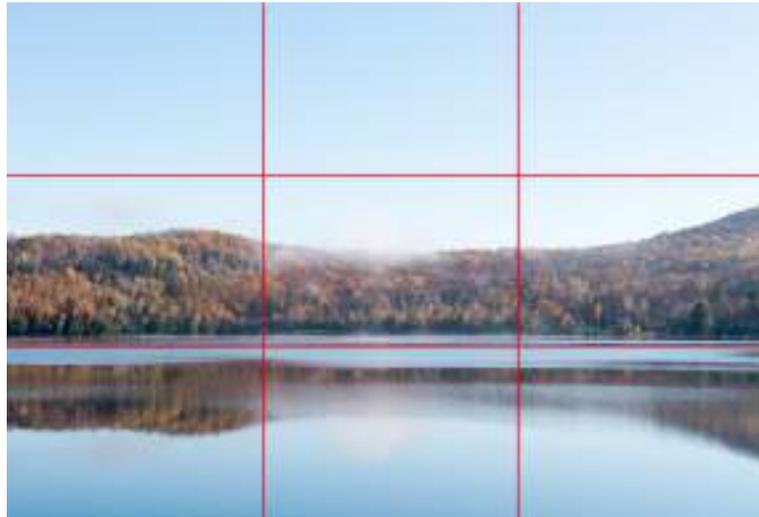


## Selective Colour

Selective colour photography (or color in American) is a process of photo manipulation in which a photographer will convert a photograph from colour to black & white yet leaving an "accent" or partial colour in a defined area of the image.



## Horizon Line



**Balance in photography** is observed when an image has subject areas that look balanced throughout the composition. It is achieved by shifting the frame and juxtaposing subjects within it so objects, tones, and colours are of equal visual weight. An image has balance when subject areas command a viewer's attention equally.



## Symmetrical Balance



## Asymmetrical Balance



## Colour Balance



In the landscape photo below, the horizon and the setting sun sit along the lines observed by the rule of thirds. The brighter areas of the sky and water are balanced by the darker area of the stones in the foreground. Each side of the frame balances the opposite side.



In the photo above, the differently sized subjects (bigger silhouetted bike and smaller hot air balloons) and the contrasting tones between the upper and bottom part of the frame create asymmetrical balance within the composition.

## Tonal Balance



## Key Word Bank—Thesaurus

<u>Colour</u>	<u>Line</u>	<u>Pattern/ texture</u>	<u>Shape/form</u>	<u>Shade/Tone</u>	<u>Light/space</u>	<u>Composition</u>	<u>Feeling/mood</u>	<u>Style</u>
Blend Bright Clashing Cold Warm Deep Dull Glowing Harmonious Intense Luminous Opaque Pale Pure Transparent Vibrant Saturated Contrasting Subtle Earthy Monochromatic Vivid	Fluent Free Rough Controlled Powerful Strong Angular Light Delicate Loving Simple Horizontal Broken Interrupted Rounded Overlapping Faint Thick/thin Perforated	Repeated Uniform Geometric Random Symmetrical Soft Irregular Coarse Bold Uneven Bumpy Rough Smooth Broken Fine Flat Mottled Glazed	Distorted Flat Organic Deep Curvaceous Elongated Large Small Colossal 2D 3D Convex Concave Warped Twisted Angular Jagged Scale Geometric	Bright Dark Faded Smooth Harsh Contrasting Intense Sombre Powerful Faint Light Medium Dark Dramatic Subtle Depth Variation Blended Chiaroscuro	Positive Negative Open Closed Quality Quantity Direction Colour Artificial Dark Fierce Gentle Soft Harsh Hazy Natural Shadow Blurred Chiaroscuro	Foreground Middle ground Background Blurred Complex Confusing Distance Depth Eye line Horizon line Focus Form Near Proportion Scale Symmetry Perspective: One point Two point	Atmospheric Delicate Depressing Dignified Disturbing Fresh Expressive Humorous Imposing Nostalgic Sad Melancholy Desolation Sorrow Sentimental Ecstatic Elated Euphoric Jovial	Abstract Derivative Distorted Emotional Exaggerated Expressionistic Fantasy Figurative Impressionistic Representational Still life Sketch Surreal Symbolic Hyperrealist Modern Minimal Contemporary Pre-Raphaelite

## Contact Sheets

### Annotate using the following prompt questions:

Why is the image successful? (Can you spot any of the 'photography rules'?)

How is it a response to the artists work? (Have you used the same photography rules?)

Describe your successful photographs using the 'art word bank'

Why is the image unsuccessful? How could you improve it? (Could you re-take it at a different angle? Could you change the lighting)

### Composition of your image:

What position was the photographer in to take the image?

Where is your focal point? Why are your eyes drawn to that part of the image?

Which rules have been used (look through the booklet)

e.g.

*Does it 'fill the frame'?*

*Have you used space?*

*Does it have an even amount of background?*

*Have you created 'rule of thirds'?*

### Discuss the exposure triangle: See page 2

Lighting – well lit or too dark? Why? (discuss exposure triangle – how could you improve it?)

Aperture – what f-stop did you use? (low number would create a shallow/short depth of field, a high number everything is in focus)

Shutter Speed – fast or slow? (Fast will be in focus but may be dark, if it's slow and in focus a tripod will have been used).

**Sentence Starters:**

The photograph is successful because...

The photograph is unsuccessful because... I could improve it by...

The composition of the image is successful because...

The photographer has used \_\_\_\_ to create a strong focal point.

It is responsive to the work of \_\_\_\_ and \_\_\_\_ (insert photographs names)

To improve the photograph further I could...

## Artist Research

Photographer Name

Pictures

Relevant facts about the artist/  
photographer in your own words.

**Who/what was the photographer inspired by?  
Does the work communicate a message? (or  
what do YOU think it communicated or they  
were inspired by)**

The photographer was inspired by.... You can see  
this in their work because...

They communicate a story through their work by...

Pictures

**How could you take photographs in the style of  
the artist?**

Consider the angle, the photography rules you  
could use, the props, the location...

I could take photography of....

**What is successful about the  
work? What do you dislike  
about it? How has the artist or  
photographer used the pho-  
tography rules and the expo-  
sure triangle within their  
work? (look through the  
booklet to refresh your  
memory)**

The work is successful  
because the photographer has  
used \_\_\_\_ (name a rule of  
photography).



1. Look over the questions within each box, now you know what you're looking for scan for the key words and highlight them throughout the text.
2. Write your smart summary for each question in the boxes provided by turning it into bullet points.
3. Fill out the remaining boxes using bullet points. Follow the number order to complete all tasks.
4. Type up in full words into your artist research page.

**Who/what was the photographer inspired by?  
Does the work communicate a message? (or  
what do YOU think it communicated or they  
were inspired by)**

2

**Relevant facts about the artist.**

1

**How could you use the artist to create  
your own photoshoot linking to the  
chosen title of your project?**

4

**What is successful about the work?  
What do you dislike about it? How  
has the artist used the photog-  
raphy rules and the exposure trian-  
gle within their work? Look  
through the booklet.**

3

## Image Analysis

Pick 3 of the photographer's work. Describe each image using visual language (see art word bank). Use photography rules within your answer (look through the booklet). Use your knowledge of the exposure triangle (see page 2).



In this photograph I can see...

The photographer has used....

The colours within the image...

The mood the image creates...



### Challenge for all:

1. Use the same technique (skim and scan) to read a critique on this artist and summarize the points along with your opinion.
2. Find another photographer who fits with your chosen theme who you can compare with this photographer.



## Image Analysis—Expanding your annotations

### **Content: Looking at the subject of the photograph.**

What is it? What is it about? What is happening?

Where and when was it taken? (studio or location)

What can you see in the photograph? (foreground, middle ground, background)

Is the photograph real or staged? Is there any action or are you conscious of something happening or about to happen?

What is the most important part of the photograph?

What do you think the relationship and it's subject(s) is?

What does the photograph represent? Does the photographer communicate a message? Are they addressing any fundamental life issues? (social, cultural, moral, economic, political issues). Is the meaning immediately apparent or is it obscure or partly hidden?

What has the photographer called the photograph?

Does the title change the way we see the photograph?

Have any parts been exaggerated or distorted? If so, why?

The subject of this work is...

The photograph appears to be about...

The photograph tells a story...

This photograph depicts....

I think the photographer is addressing...  
through the way...

The photographer uses ... to symbolize..

The photograph represents...

## Image Analysis—Expanding your annotations

### Form: Looking at the formal elements

Tone -Has the photograph got high or low contrast? How and why?

Colour—Is the photograph in colour or black and white? Is the lighting low key or high key? Are the colours clashing or harmonious?

Line—What sorts of lines are in the photograph? How have they been positioned in relation to the rest of the composition?

What effect does this have?

Shape—What sorts of shapes are there in the image? Do they remind you of anything? Do you think this was intentional?

Pattern and Texture—What kind can you see?

Does the photograph have any particular features that draws your attention to this area?

Space—Has the photographer filled the frame to create a sense of intimacy and connection or moved out to capture the subject in it's context?

Depth of field—has areas been blurred? If so, why?

Balance—do the elements feel well balanced? Does it have symmetry with a strong point of interest?

Framing—How has the photographer framed the image?

## Image Analysis—Expanding your annotations

This photograph was taken under studio lighting because...

The equipment the artist used were... and I can tell this by...

The natural light coming from... helps to create a sense of...

**Process: How has the photograph been taken and the techniques that may have been applied to it.**

Was the photograph taken inside or outside?

How was it lit?

How many light sources can you see? What is the evidence for this?

What time of day has it been taken at?

How does the light source affect the image?

What materials and equipment have been used?

Do you think the photographer improvised or carefully planned the photograph(s)?

Do you think it was produced quickly or over a considerable amount of time?

This picture makes me feel...

The... creates an atmosphere of...

I believe the artist was feeling...

evokes a mood of...

**Mood: Looking at the communication of the photograph.**

How does photograph make you feel?

Why do you think you feel like this?

Does the colour, texture, form or theme affect your mood? How and why?

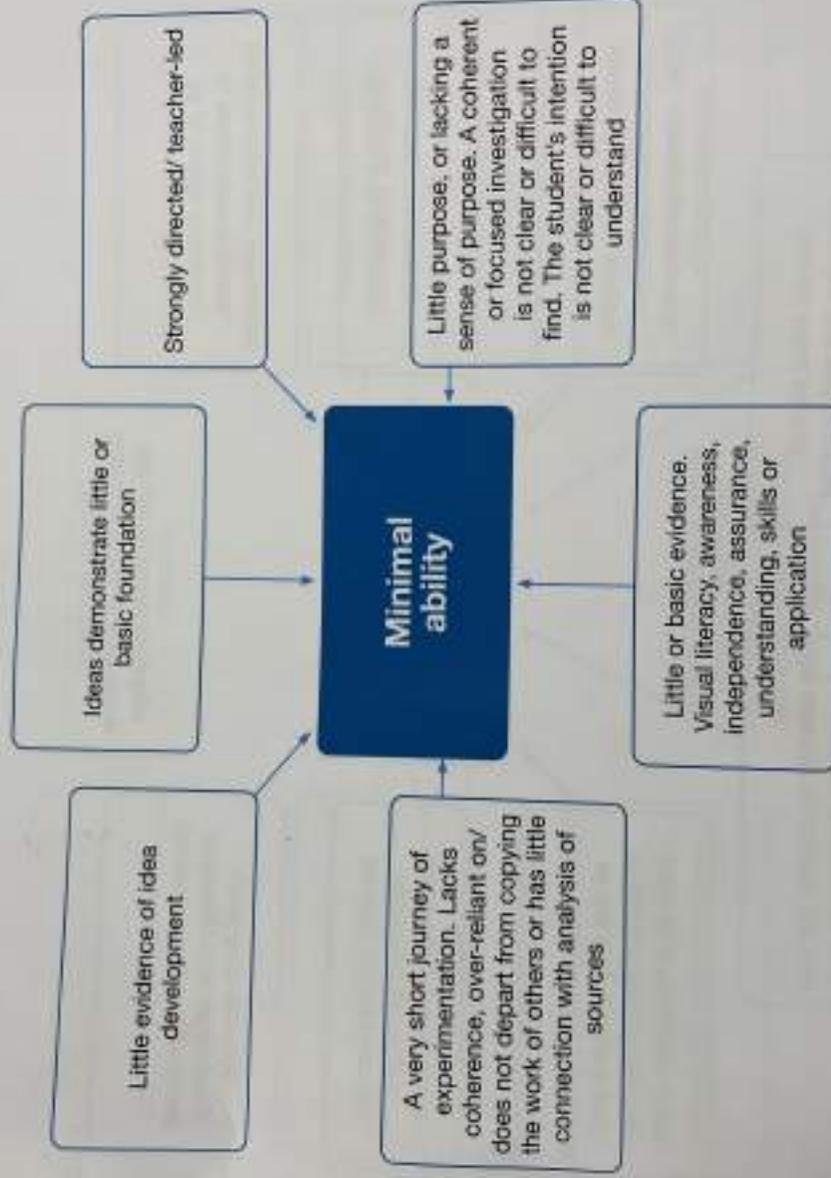
# Assessment Objectives—Marking Criteria

## Spidergrams

You may find these helpful in matching the work to the correct mark band. The language can be used in conversations with students about what they need to do and evidence, in order to progress to a higher mark band.

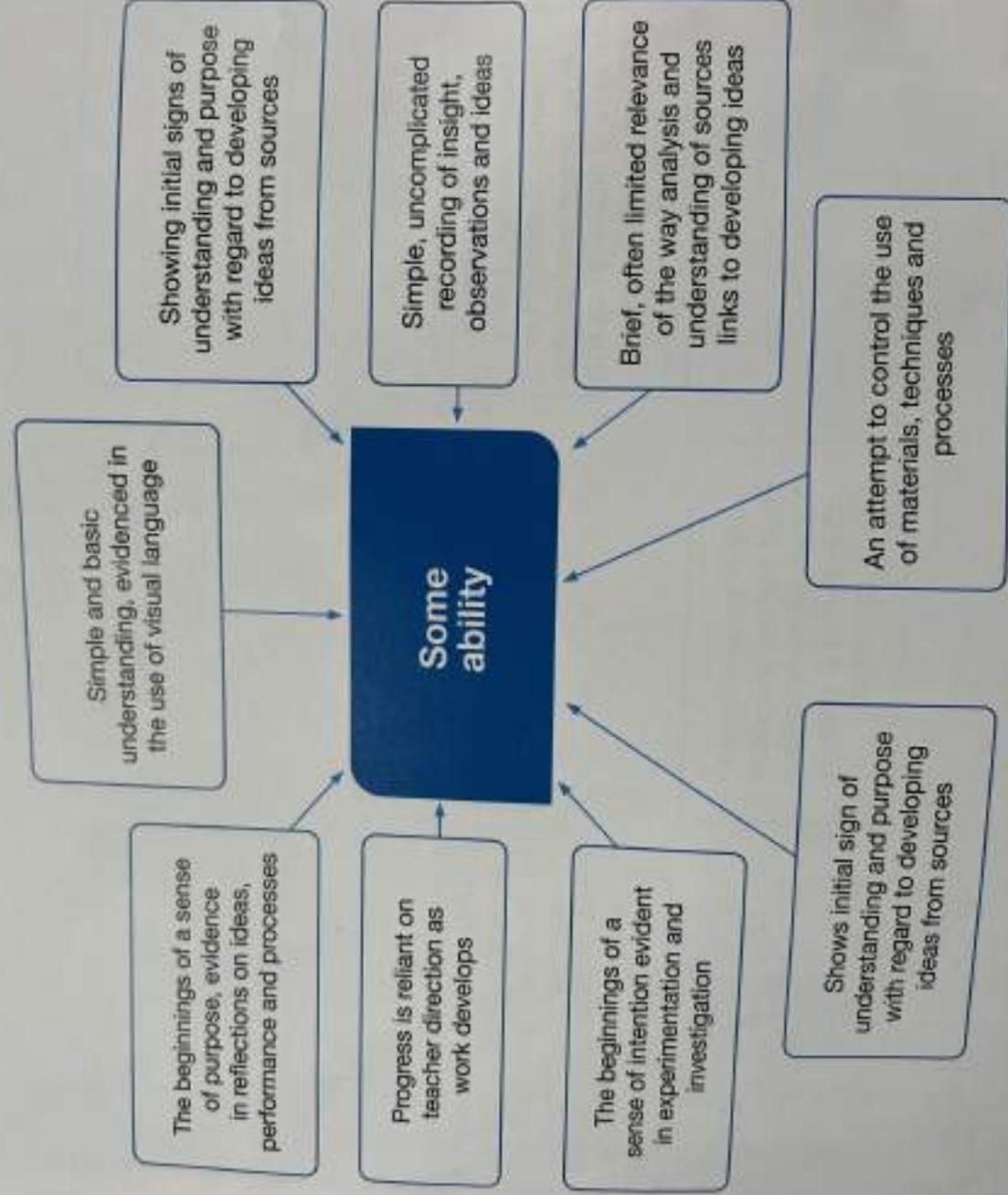
Minimal ability: 1 – 4 marks

Levels → 1



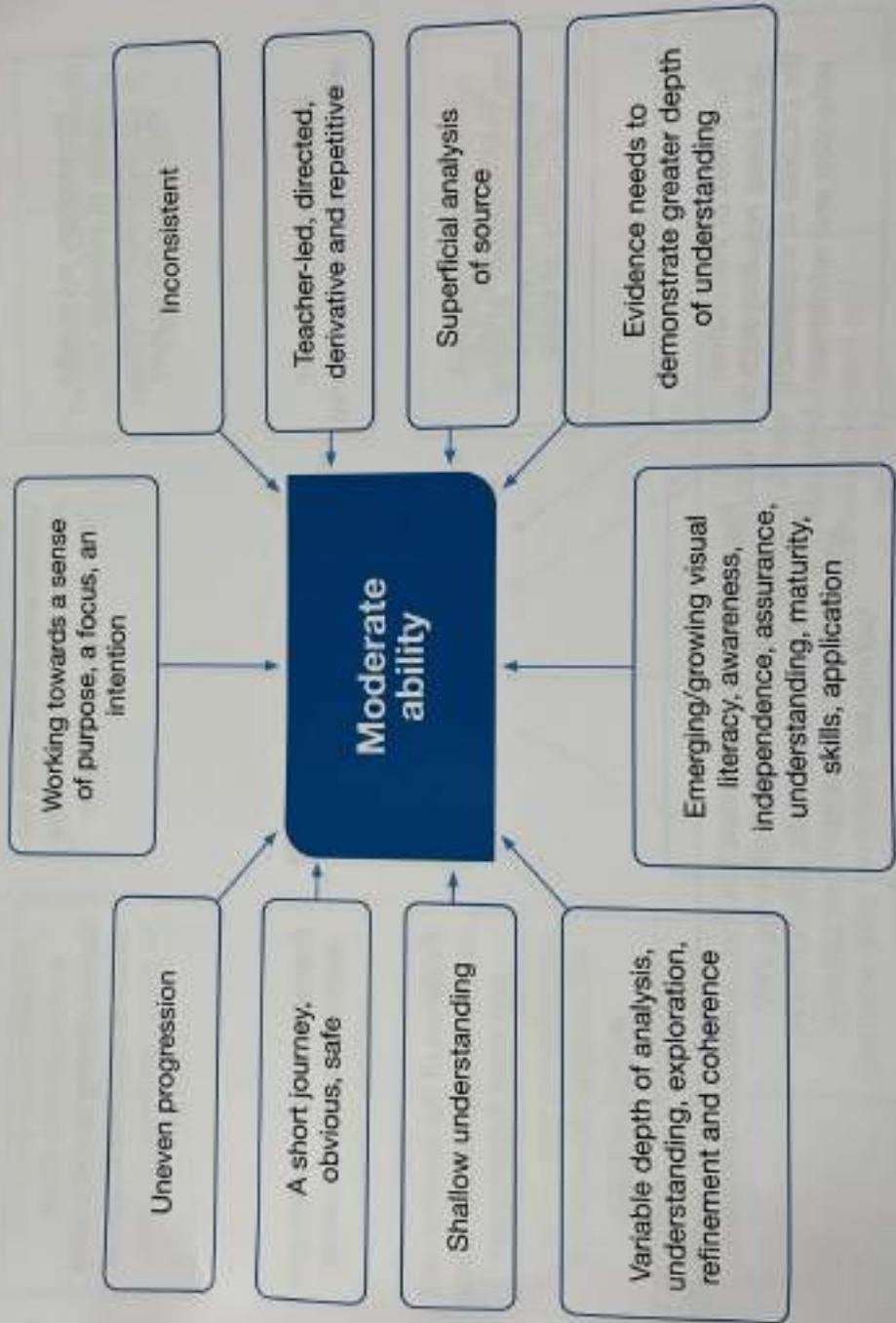
Some ability: 5-8 marks

Levels  
2-3



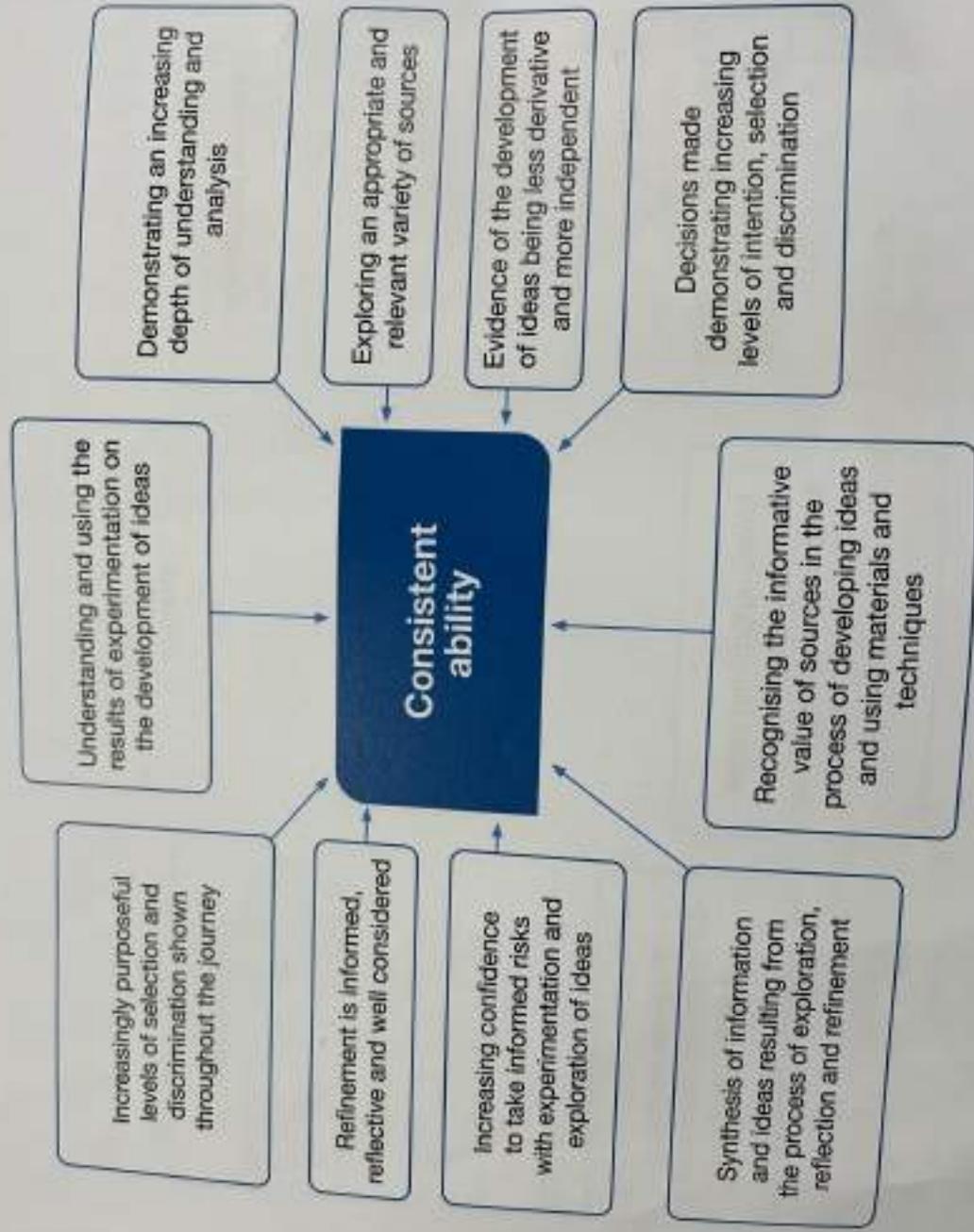
Moderate ability: 9-12 marks

*Level 4*



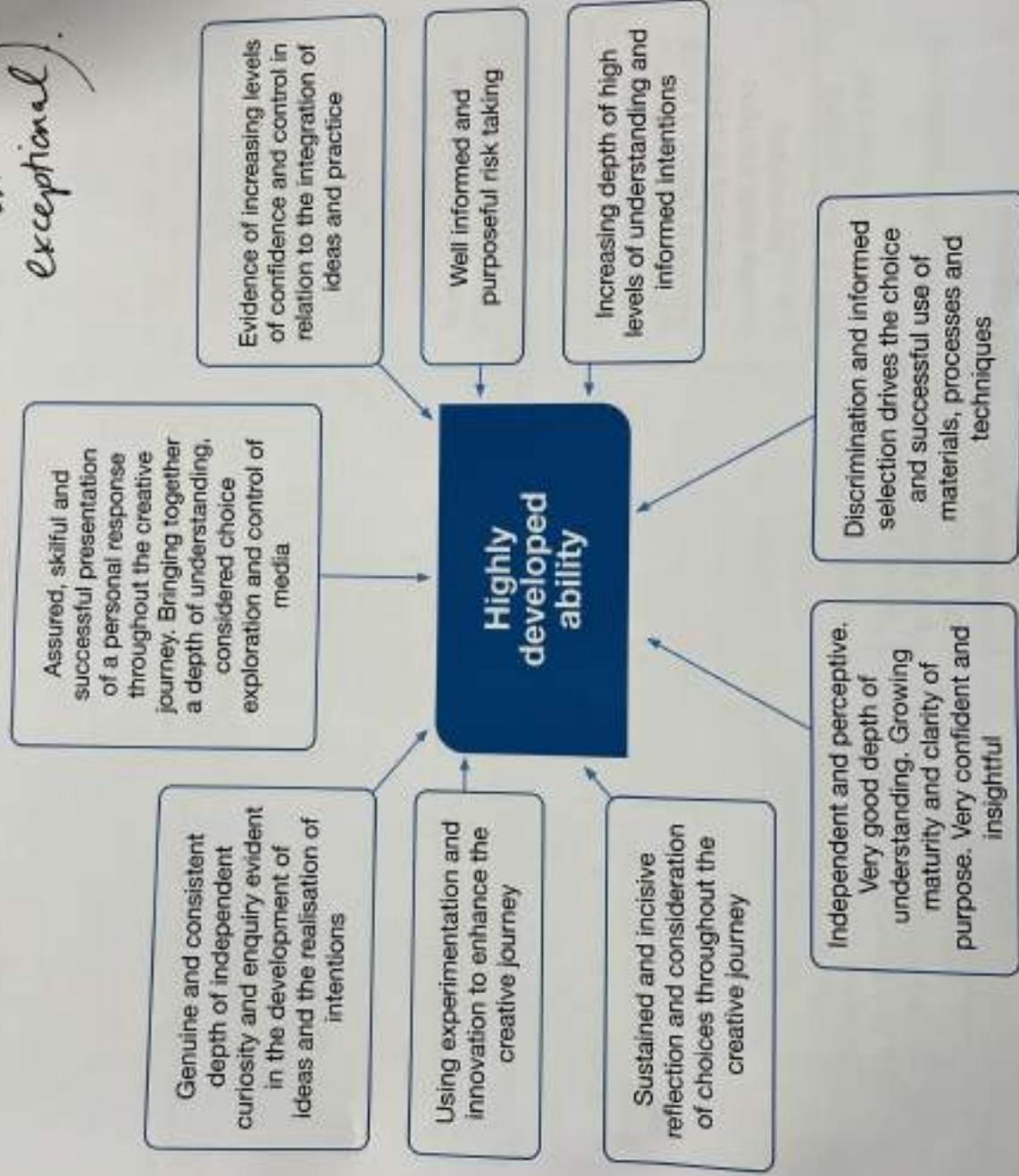
Consistent ability: 13-16 marks

Levels 5 - 6



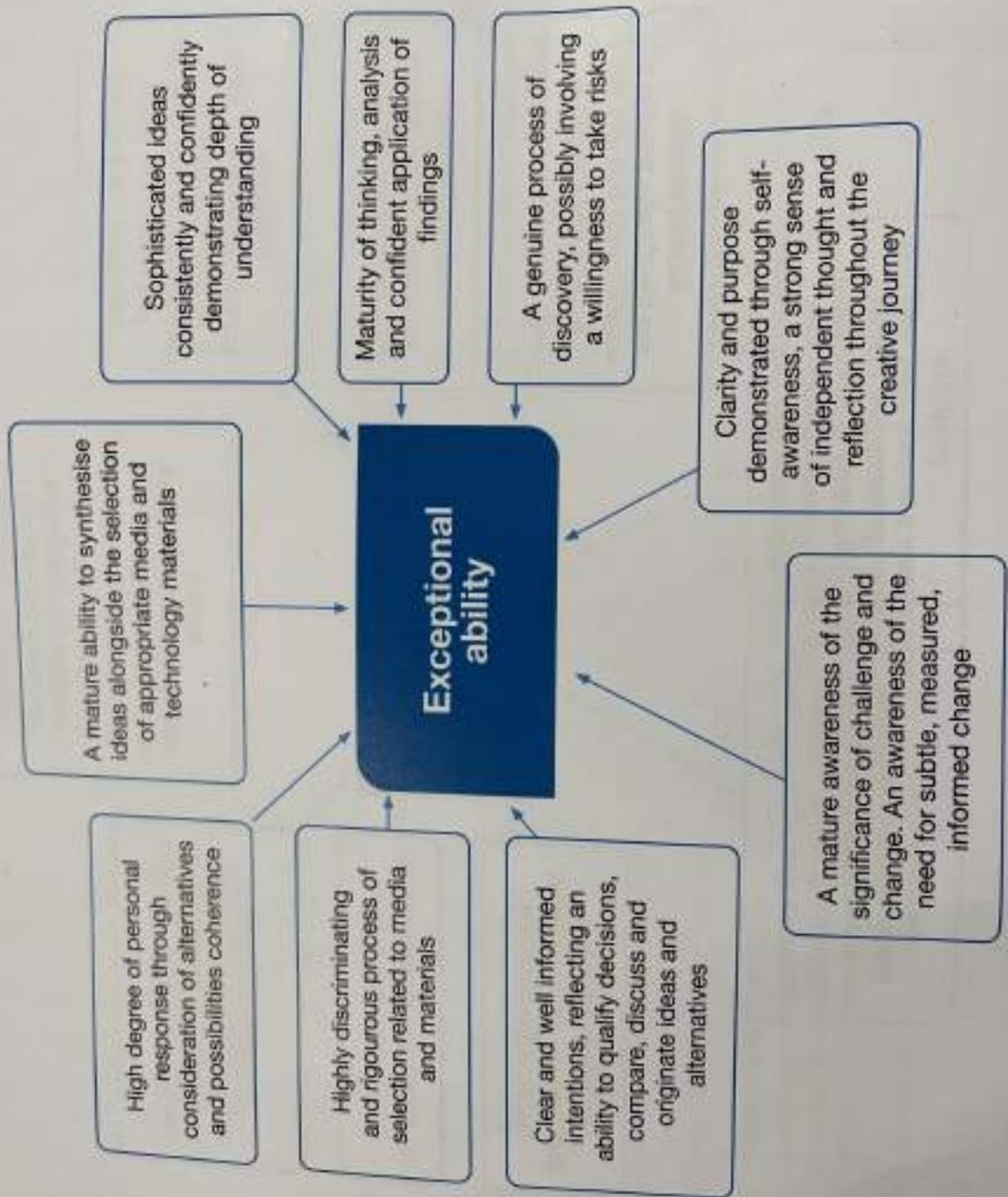
## Highly developed ability: 17-20 marks

Levels 7 and 8 and 9 (with at least ONE AO in exceptional).



Exceptional ability: 21-24 marks Level 9

*Handwritten notes:*  
Task 10 (10 marks) 19 Nov 8  
Task 11 (10 marks) 19 Nov 8  
Task 12 (10 marks) 19 Nov 8



## Mark Band Characteristics

### Minimal (Level 1)

- Random, disconnected, lacks relevance.
- Limited analysis.
- Brief or lacking investigation.
- Lacks experimentation.
- Rudimentary skills.
- Lacks coherence.
- Arbitrary.
- Lacking any sense of purpose.
- Insignificant and minimal choices.
- Dependent on copying.
- Haphazard and disorganised.
- Fragmented, disconnected.

### Some (Levels 2-3)

- Simple, brief references.
- Beginnings of purpose.
- cursory analysis.
- A sense of intention.
- Attempts at selection.
- Uncomplicated insights and ideas.
- Fundamental skills.
- Brief journeys.
- Lacking in analysis, awareness and insight.
- The beginnings of a personal response.
- Moving towards understanding.

### Moderate (Level 4)

- Variable depth of understanding.
- Derivative, imitative responses.
- Sources provide basic inspiration.
- Sometimes superficial.
- Emerging, growing capacity.
- Variable standard of creativity and independence.
- Perhaps repetition of ideas and process.
- Safe, uncomplicated.
- Developing sense of purpose.

### Consistent (Levels 5-6)

- Appropriate, relevant and informed.
- Purposeful investigation of sources and process.
- Little or no variation in standard.
- Recognition of value and increasing understanding.
- Informed refinement.
- Increasing confidence.
- Well defined intentions.
- Increasingly personal responses and creative journey.

### Highly developed (Level 7-8)

- Consistently inquisitive.
- Independent exploration.
- In depth investigation.
- Insightful, informed analysis.
- Increasing confidence.
- Willingness to take risks.
- Sustained reflection.
- Increasing clarity of purpose.
- Overall depth of understanding and application.
- A synthesis of ideas and production qualities.
- Strong realisation.

### Exceptional (Level 9)

- Highly discriminating, rich and rigorous ideas and process.
- Thorough enquiry.
- Confident and self-assertive.
- Mature.
- Self-aware.
- Well informed analysis leading to well informed realisation.
- Sophisticated abilities and reflection.
- Perceptive.
- Discerning.
- Astute.
- Clear and coherent intentions.
- Genuine creativity and discovery.

A01: develop

### Learning Intentions:

#### Students will:

- Investigate work of chosen photographer and evidence understanding of their work on research page (context)
- Identify, Describe and analyse key techniques in chosen artists work whilst making connections to the wider world with clear justification
- Apply accurate photographic language (A01)
- Explain your own opinions and ideas showing clear connections to your chosen artist and theme with clear justification

Higher order skills



SUCCESS CRITERIA

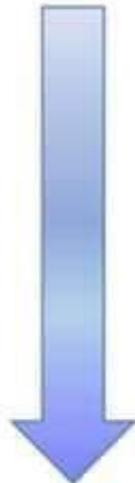
<p><b>Grade 3 (some ability)</b></p> <ul style="list-style-type: none"> <li>• Reproduced facts with irrelevant information on photographers life, ie about their dog</li> <li>• Identified and listed key techniques in artists work and has some ability to describe the artworks using basic visual language.</li> <li>• Recognise and label key techniques in artists work and define own opinion</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Grade 4 (moderate / consistent)</b></li> <li>• Identified BASIC facts about the photographers life.</li> <li>• Demonstrate your understanding of key techniques through identifying examples in chosen artwork and explaining how.</li> <li>• Summarise techniques used and explain own opinion.</li> <li>• Connections to own work</li> </ul>
<p><b>Grade 5 (consistent ability)</b></p> <ul style="list-style-type: none"> <li>• produced detailed research into photographers work demonstrating understanding of what inspired the photographer</li> <li>• Purposefully apply knowledge of key techniques to analysis and illustrate your points using accurate visual language demonstrating why the artist has made these choices.</li> <li>• Demonstrate understanding of techniques to illustrate your own opinion</li> <li>• Connections made to own work and theme</li> </ul>
<p><b>Grade 6 (convincingly consistent)</b></p> <ul style="list-style-type: none"> <li>• Carefully selected information with clear explanation of photographers life, demonstrating what inspired the photographer and any particular genre's or movements their work belongs to.</li> <li>• Make clear connections to contextual research and artists use of techniques. You will be able to analyse work and distinguish mood and meaning applying consistent use of visual language to show your critical understanding.</li> <li>• Make clear connections between artists work and your own with thorough explanation of how you will interpret</li> </ul>
<p><b>Grade 7 (highly developed / exceptional)</b></p> <ul style="list-style-type: none"> <li>• Evaluation of photographers life, explaining what has inspired them, which genre / art movement they belong to, context behind specific images and you will have compared and contrast two images either in their series of work or another similar photographers.</li> <li>• You will be able to evaluate photographers work applying contextual understanding. You will be able to compare other sources and critically understand other artworks within the series. You will be able to consider all aspects of the work and justify your statements made.</li> <li>• Summarise photographers work and evaluate how you will use in own work making clear connections to theme. You will be able to support and justify answers using contextual knowledge.</li> </ul>
<p><b>Grade 8+ (highly developed / exceptional)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates exceptional Evaluation of photographs life, including inspiration, genre, wider world connections, comparison and construction of own work in response.</li> <li>• You will be able to exceptionally analyse and engage with photographers work applying contextual understanding, knowledge of skills and technique.</li> <li>• You will be able to identify mood and meaning and critically construct your own interpretation of the work with exceptional justification.</li> <li>• Construct a clear vision of how you will respond to artists work taking into account inspiration, genre's and contextual understanding. Exceptional links to theme and development of idea.</li> </ul>

**A02: Refine**

Students will:

- Experiment with appropriate media, materials and techniques and apply to a set of digital/hand rendered outcomes
- Explore digital and hand rendering processes
- Describe, Analyse and Evaluate work and make clear connections to photographers work and chosen theme
- Show evidence of work as it progresses (review and refine)

**Higher order skills**



**SUCCESS CRITERIA**

Grade 3 (some ability)
<ul style="list-style-type: none"> <li>• Grade 4 (moderate / consistent )</li> <li>• Thoughtfully constructed a series of edits using appropriate media, techniques and processes.</li> <li>• Moderate ability in execution of skills</li> <li>• You can describe what you have done in your annotations</li> </ul>
Grade 5 (consistent ability)
<ul style="list-style-type: none"> <li>• Effectively applied techniques correctly</li> <li>• Created a series of edits using Appropriate media, materials and techniques</li> <li>• Photographic manipulations shows experimentation and clear links to theme and chosen photographer</li> <li>• Evidence of work as it progresses (print screens)</li> <li>• You can analyse why you have created your edits coherently and how it links to your theme</li> </ul>
Grade 6 (convincingly consistent) Effectively purposefully
<ul style="list-style-type: none"> <li>• You have used appropriate media, materials and techniques (hand rendered &amp; digital)</li> <li>• Photographic manipulations are effective and purposeful. They show obvious links to theme and chosen photographer</li> <li>• Own ideas have been developed and a variety of techniques have been explored (inc photoshoots)</li> <li>• High level of execution in skills</li> <li>• Evidence of work as it progresses (print screens)</li> <li>• You can analyse why you have created your edits and evaluate how it links to your theme and the wider world (context)</li> </ul>
Grade 7 (highly developed / exceptional) Effectively and purposefully
<ul style="list-style-type: none"> <li>• Ideas are developed through photoshoots and experimentation</li> <li>• Purposeful developments show highly developed links to photographers work and theme as well as context</li> <li>• Highly developed execution of skills</li> <li>• Evidence of work as it progresses</li> <li>• You can analyse why you have created your edits and evaluate how it links to your theme and the wider world (context)</li> </ul>
Grade 8+ (highly developed / exceptional) Effectively and purposefully
<ul style="list-style-type: none"> <li>• You have thoroughly investigated ways to develop your ideas and photographs and taken risks.</li> <li>• Exceptional execution of skills (digital / hand rendered)</li> <li>• You can critique your work comparing and contrasting ideas and evaluate using exceptional photographic language</li> <li>• Clear evidence of work as it progresses</li> </ul>

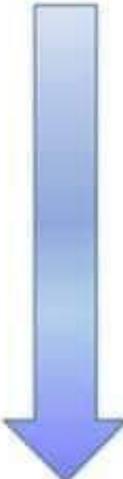
A03:

Record

**Learning Intentions:**

Students will:

- Take a series of images appropriate and relevant to chosen theme
- Apply various composition, viewpoint and lighting techniques to photographs
- Describe, Analyse and Evaluate work and make clear connections to photographers and chosen theme
- Show evidence of work as it progresses (review and refine)

<p><b>Higher order skills</b></p>  <p><b>SUCCESS CRITERIA</b></p>	<p>Grade 3 (some ability)</p> <ul style="list-style-type: none"> <li>• Grade 4 (moderate / consistent)</li> </ul>
	<p>Grade 5 (consistent ability)</p> <ul style="list-style-type: none"> <li>• Photographs show effective application of composition and viewpoint</li> <li>• Images are exposed correctly and taken in portrait and landscape</li> <li>• Images show a creative approach (some development of ideas have been explored)</li> <li>• 2 different subject matter / style / locations have been explored</li> <li>• You can describe and explain why you have conducted your photoshoot using key photographic language</li> <li>• Final series of images show some variety</li> </ul>
	<p>Grade 6 (convincingly consistent)</p> <p>Effectively purposefully</p> <ul style="list-style-type: none"> <li>• Photographs show purposeful use of composition, viewpoint and lighting.</li> <li>• Images are all consistent in look and style</li> <li>• Images show a creative approach and own ideas have been developed in response to photographers</li> <li>• Variety of subject matter / locations have been explored</li> <li>• You can analyse why you have conducted your photoshoot clearly and coherently using key photographic language</li> <li>• Final series of images show variety in ideas and developments</li> </ul>
	<p>Grade 7 (highly developed / exceptional)</p> <p>Effectively and purposefully</p> <ul style="list-style-type: none"> <li>• Ideas have been skilfully fully been developed with thorough investigation into subject matter and theme</li> <li>• Exceptional use of composition, lighting and viewpoint. Clear experimentation of photographic techniques such as focus, light and space.</li> <li>• Purposeful consideration of the visual elements</li> <li>• You can analyse why you have conducted your photoshoot and evaluate how it links to your theme and the wider world (context)</li> <li>• Final series of images show selection from more than one photoshoot</li> </ul>
	<p>Grade 8+ (highly developed / exceptional)</p> <p>Effectively and purposefully</p> <ul style="list-style-type: none"> <li>• You have rigorously investigated numerous different ways to develop your ideas and have taken risks.</li> <li>• Exceptional execution of skills (composition, lighting, viewpoint, visual elements) purposeful use of the visual elements and focus, light and space.</li> <li>• A variety of subject matter / locations have been explored showing a range of ideas</li> <li>• You can critique your work comparing and contrasting ideas and evaluate using exceptional photographic language making links to the wider world.</li> <li>• Final series of images show best selection from a variety of photoshoots.</li> </ul>

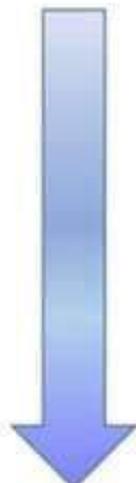
A04: Present

### Learning Intentions:

#### Students will:

- Identify successes within work and develop into a personal and meaningful response
- Students will demonstrate clear evidence and understanding of visual language and connectionstheme / chosen photographers
- Design a final piece which applies appropriate use of material, techniques and processes.
- Review and refine work as it progresses.

Higher order skills



SUCCESS CRITERIA

Grade 3 (some ability)
<ul style="list-style-type: none"> <li>Grade 4 (moderate / consistent)</li> </ul>
<p>Grade 5 (consistent ability)</p> <ul style="list-style-type: none"> <li>Planning shows realisation of intentions and exploration of ideas with connections to chosen theme/topic/photographer/references</li> <li>Images may be used from previous photoshoots (preferably the last photoshoot in sketchbook)/ Final Photoshoot</li> <li>Consistent execution and use of materials to produce final piece with experimentations evidenced in sketchbook</li> <li>Work is personal and meaningful and demonstrates understanding of visual language which is relevant to themes.</li> </ul>
<p>Grade 6 (convincingly consistent)</p> <p>Effectively purposefully</p> <ul style="list-style-type: none"> <li>Final photoshoot carried out showing a personal and meaningful conclusion to chosen theme.</li> <li>Detailed Planning shows competent realisation of intentions</li> <li>Drawings show exploration of ideas through diagrams</li> <li>Highly developed use of materials to produce final piece with experimentations are evidence in your sketchbook</li> <li>Effective execution of materials/techniques/processes which are relevant to topic.</li> </ul>
<p>Grade 7 (highly developed / exceptional)</p> <p>Effectively and purposefully</p> <ul style="list-style-type: none"> <li>Final photoshoot demonstrates a creative, personal and meaningful conclusion to chosen theme</li> <li>Shows clear connections to your chosen theme/topic/photographers/reference</li> <li>In depth planning pages with explanation's and links to presentation ideas</li> <li>Reviewed and refined with confidence use of materials to produce final piece</li> <li>exceptional execution of materials/techniques/processes</li> </ul>
<p>Grade 8+ (highly developed / exceptional)</p> <p>Effectively and purposefully</p> <ul style="list-style-type: none"> <li>Final photoshoot is an exceptional and creative conclusion to chosen theme</li> <li>You have rigorously investigated numerous different ways to develop your ideas and have taken risks</li> <li>Thorough planning has taken place exhausting all ideas</li> <li>Visual language has been demonstrated exceptionally in photoshoot, planning, development and in presenting a final piece</li> </ul>

Marks	Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.	Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.	Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
8	<b>Convincingly</b>	<ul style="list-style-type: none"> <li>Some ability to develop ideas through purposeful investigations.</li> <li>Some ability to demonstrate critical understanding of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Some ability to refine ideas.</li> <li>Some ability to select and experiment with appropriate media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</li> </ul>	<ul style="list-style-type: none"> <li>Some ability to present a personal and meaningful response and realise intentions.</li> <li>Some ability to demonstrate understanding of visual language.</li> </ul>
7	<b>Clearly</b>				
6	<b>Adequately</b>				
5	<b>Just</b>				
4	<b>Convincingly</b>	<ul style="list-style-type: none"> <li>Minimal ability to develop ideas through investigations.</li> <li>Minimal ability to demonstrate critical understanding of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal ability to refine ideas.</li> <li>Minimal ability to select and experiment with appropriate media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal ability to present a personal and meaningful response and realise intentions.</li> <li>Minimal ability to demonstrate understanding of visual language.</li> </ul>
3	<b>Clearly</b>				
2	<b>Adequately</b>				
1	<b>Just</b>				
0	Work not worthy of any marks.				

## The specification marking criteria

Marks	Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.	Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.	Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
24 Convincingly	<ul style="list-style-type: none"> <li>An exceptional ability to effectively develop ideas through creative and purposeful investigations.</li> <li>An exceptional ability to engage with and demonstrate critical understanding of sources.</li> </ul>	<ul style="list-style-type: none"> <li>An exceptional ability to thoughtfully refine ideas with discrimination.</li> <li>An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>An exceptional ability to skilfully and purposefully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</li> </ul>	<ul style="list-style-type: none"> <li>An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</li> <li>An exceptional ability to demonstrate understanding of visual language.</li> </ul>
23 Clearly				
22 Adequately				
21 Just				
20 Convincingly	<ul style="list-style-type: none"> <li>A highly developed ability to effectively develop ideas through creative and purposeful investigations.</li> <li>A highly developed ability to demonstrate critical understanding of sources.</li> </ul>	<ul style="list-style-type: none"> <li>A highly developed ability to thoughtfully refine ideas.</li> <li>A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</li> </ul>	<ul style="list-style-type: none"> <li>A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</li> <li>A highly developed ability to demonstrate understanding of visual language.</li> </ul>
19 Clearly				
18 Adequately				
17 Just				

Marks	Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.	Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.	Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
16 Convincingly	<ul style="list-style-type: none"> <li>A consistent ability to effectively develop ideas through purposeful investigations.</li> <li>A consistent ability to demonstrate critical understanding of sources.</li> </ul>	<ul style="list-style-type: none"> <li>A consistent ability to thoughtfully refine ideas.</li> <li>A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</li> </ul>	<ul style="list-style-type: none"> <li>A consistent ability to competently present a personal and meaningful response and realise intentions.</li> <li>A consistent ability to demonstrate understanding of visual language.</li> </ul>
15 Clearly				
14 Adequately				
13 Just				
12 Convincingly	<ul style="list-style-type: none"> <li>A moderate ability to effectively develop ideas through purposeful investigations.</li> <li>A moderate ability to demonstrate critical understanding of sources.</li> </ul>	<ul style="list-style-type: none"> <li>A moderate ability to thoughtfully refine ideas.</li> <li>A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</li> </ul>	<ul style="list-style-type: none"> <li>A moderate ability to competently present a personal and meaningful response and realise intentions.</li> <li>A moderate ability to demonstrate understanding of visual language.</li> </ul>
11 Clearly				
10 Adequately				
9 Just				