Brough Primary School – Curriculum Intention Plan 2024 - 2025

Subject: Art Year Group: Year 5/6 cycle A	Area of learning:Digital Media **Water Photography** Water is one of the most amazing subjects for photography. Its properties make it the perfect medium for unique and creative shots. From tiny droplets to vast rivers, lakes and oceans, water provides you with endless photographic opportunities

Links to previous work/Remember when	**Digital Media experiences from Y3/4** ● Generate ideas by using a digital camera to capture images for their work – photo montage. ● Develop technical skills in the use of software, by experimenting with scale, colour and layering. ● Know that digital art combines different images to create dramatic compositions for different purposes. ● Recognise the use of digital technology in film and TV. ● Explore ideas and collect visual information for their work using digital cameras and other tools. ● Combine digital and paint processes with layers of original painted or drawn elements. ● Recognise the use of digital technology in the world of design – Video game covers, publicity brochures.	

Term	Year	Key Skills to be taught
Spring 2025 What the children should know at the end of this series of lessons	5/6	**Digital Media** ● Explore ideas and collect visual information for their work using iPads. ● Develop skills in using editing tools on the computers / iPads to alter the appearance of photographs. ● Know digital art provides a tool to combine images to create dramatic and aesthetic compositions. ● Recognise the use of digital technology in the world of design – Video game covers, publicity brochures, architectural plans

Vocabulary
Layer, layer palette, overlay, transparent, translucence, opacity, hue, saturation, enhance, merge, architecture, structure, detail, textures, text box, style, computer, screen, mouse, image, keyboard, paint, buttons, movement, fill, cut, paste, digital camera, mouse, programme, clone, move, tool, magic wand, enlarge, scale, stamp, angle, positon, crop, warmth

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Sequence of learning	Learning objectives / outcomes	Suggested lesson outline
1	**Learning Objective:** *To find out how photographers use water in different and interesting ways.* **Key Knowledge:** *Ansel Adams (1902-1984) - Famous for his photographs of the American Midwest. Artist research on him? Look at rivers, techniques and examples of his work. https://www.artisanobscura.com/photographyblog/ansel-adams-photography-craft - The Craft of Ansel Adams	Research photographers who use water as their inspiration: how many different types of water do they use, can you see? Rivers, sea, droplets, rain, puddles, tears, drinks etc. How do they make the water look interesting? Colour, reflections, close-up, movement, texture, refraction etc.
2	**Learning Objective:** *To explore taking photographs at different positions and angles and the different outcomes that these have on the final images.* **Key Knowledge:** Position: The level where you hold the camera Angle: The degree at which the camera faces the subject	Position and angle (SEE resources folder) Allow the children to experiment with taking photographs at different angles, whilst in various positions (This doesn't need to be of water at this point). How do their photos differ by doing this? What can they see in the photo from one angle that they couldn't see from another? Experiment with standing on crates, laying down, holding the camera at waist level, tilted angles, portrait, landscape views… *This may be a good opportunity to use the school grounds / wildlife area
3	**Learning Objective:** *To take photos of water in different and interesting ways.* **Key Knowledge:** Composition – This is what the photograph is made up of – what is in it and how they are placed. Subject – The thing or person that you are taking a picture of.	Recap: Remind the chn to think about what they learnt about using different positions and angles from the previous lesson. How will changing the angle and your position change the photo? Which angle would work best for your set up and what you're trying to achieve? Work in pairs / small groups: Take photos of water by setting up photo shoots. Get the children to plan these shoots with basic equipment (SEE Ideas

		page and Google Slides of image ideas in resources folder). *(May need more than one session doing these shoots)
4	**Learning Objective:** *To use an editing tool to adjust and enhance the features of a digital image.* **Key Knowledge:** Look at how effects used to be created before photo editing software was invented! - https://www.google.com/search?q=ansel+adams+the+camera&rlz=1CAICRP_enGB1036&source=lnms&tbm=vid&sa=X&ved=2ahUKEwjF_Luw8-38AhU7hP0HHQ7QDvIQ_AUoA3oECAEQBQ&biw=1366&bih=617&dpr=1&safe=active&ssui=on#fpstate=ive&vld=cid:1ad2a150,vid:DQT_rzI1Xdw - Techniques and Working Methods - Ansel Adams. *Karl Blossfeldt - known for producing clear, close-up images of plants and living things using black and white or sepia colours and plain backgrounds to highlight the shapes and textures.	Recap: Analyse the photos they have taken with their partner / group in the previous lesson. Delete any unwanted photos. Choose their favourite image and screenshot it three / four times so they now have four / five photos of the same image. Use the effects tool in photographs on the IPads (or download photo editing software??) to adjust the e.g. brightness, filters, contrast, colour, sharpness of the photos and keep a step-by-step record of this. -The aim is to end up with 4 / 5 pictures of the same image, but each one with a different effect (see picture examples below). Also get the chn to explore the cropping tool and zoom features. *Save their final photographs to Google Drive so they are easily accessible on the laptops for the next lesson. I think there will be a way of sending the photos straight from the iPads to the Chrome books…
5	**Learning Objective:** *To use Google Slides to present their work.*	Recap: How to access and use Google Slides. Open their photographs on the Chromebooks and use Google Slides to create a presentation - Experiment with the positioning of the photos etc. e.g overlapping, different sizes, shapes of photo? *It would also be useful to add a text box with a short explanation of how they achieved their chosen photograph and also label each picture to say how the effect has been altered to document the process e.g. *'In this image, the saturation tool*

		was used to increase the brightness of the colours and the cropping tool allowed me to remove distractive background elements I didn't want, and instead create a focus on…' . Print.
6	**Learning Objective:** *To share, reflect and discuss.*	How can I reflect on my photography? Children will reflect on their finished art, sharing what they like and what they would like to try again / do differently. Can the children talk respectfully about their own work and the work of others through peer discussion? Invite children to display their final photographs on tables. Encourage positive language and a celebration of all their hard work! Recap with children about the exploration – where they started, what they discovered and what they enjoyed about this project.

Learning Outcome/product
The outcome of these lessons will be a series of photographs with water as the subject, with the first photo being the original, followed by a number of others (e.g. two or three) of the same medium that have been altered in different ways using photo editing software to create different effects. e.g. -

ORIGINAL   **SEPIA**   SEPIA with   BLACK AND WHITE
BRIGHTNESS LIGHTENED

Assessment question ideas:

What are the key facts you can recall about Ansel Adams?

How can the angle and position you use when taking a photograph alter the outcome of the image?

Explain how water can be used / captured in different ways to create an interesting medium for photography - what creative things did they do during the photo shoot?

What did you learn about using the photo editing tool - which was your favourite effect?

Which effect do you think best showed off the water and why?