

Year 9 Photography and Digital Media Term 3 2025

Unit Title: Unit 3 - Places In between - Reframing Urban Realities

Established Goals: (Syllabus outcomes)

Estimated Time: 10 weeks – 29 lessons

TICK	SYLLABUS OUTCOMES	
	MA 5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
	MA 5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
✓	MA 5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
✓	MA 5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
	MA 5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
✓	MA 5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
	HC 5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
	HC 5.8	uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
	HC 5.9	uses the frames to make different interpretations of photographic and digital works
	HC 5.10	constructs different critical and historical accounts of photographic and digital works

<p>Understandings or Big Ideas: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Ideas can be depicted through photographs and these ideas can be inspired by places we experience or see. • A photograph can be presented in a range of traditional and non-traditional ways. • We can challenge the traditional landscape photograph, by combining new and innovative techniques to images. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use digital tools - Adobe Photoshop to edit and transform my photographic images, conveying new meanings? • How can I convey my ideas of place through my photographs? • How do I use Adobe Photoshop to edit and extend my images to explore Urban realities and look at places in different ways? • How can we convey 2D, 3D and 4D forms using Digital Media?
<p>Students will know (K):</p> <p>Enduring Knowledge</p> <ol style="list-style-type: none"> 1. Differing contexts for photographic and digital works such as: entertainment, education, information, identity, consumerism and marketing, experimental works 2. How artists represent ideas and interests in photographic and digital works 3. How photographic and digital artists develop their intentions <p>Important to know</p> <ol style="list-style-type: none"> 4. The audience function as ongoing yet changeable, as photographic and digital works inhabit subjective, structural, cultural and postmodern viewing contexts 5. Strategies, conventions and procedures to make photographic and digital moving works. 6. How the world can be represented in photographic and digital works <p>Worth being familiar with</p> <ol style="list-style-type: none"> 7. Viewing contexts the world as a source of ideas to make photographic and digital works 8. Photographic and digital works as a means for defining social, economic and political identity 9. The language and structure of argument in the art world 	<p>Students will be able to (S):</p> <p>Enduring skills</p> <ol style="list-style-type: none"> 1. Consider how they build a personal relationship with an audience 2. Use a range of styles that make use of the conventions of the field 3. Make photographic and digital works that employ codes, signs and symbols <p>Important to do</p> <ol style="list-style-type: none"> 4. Make photographic and digital works for different audiences, exhibitions, displays, publications and reproduction 5. Plan ways to exhibit, publish and reproduce their work traditionally or according to conventions 6. Recognise the role of the audience in the construction and layering of meaning in their art <p>Worth being able to do</p> <ol style="list-style-type: none"> 7. Identify relationships between conventional and contemporary technologies to make photographic and digital works 8. Identify and consider ethical issues such as copyright and plagiarism in making photographic and digital works 9. Recognise how codes, symbols and signs are embedded in the material and conceptual organisation of photographic and digital media

ASSESSMENT

LEARNING PLAN

Essential Questions Learning Intentions The goal of the lesson is to...	Learning Experiences To achieve this goal we will...	Success Criteria I will know I have achieved this goal when...	Resources
To identify how photographic and digital artists develop their intentions.	<ul style="list-style-type: none"> Look at the new unit of work for Term 3. Go through the assessment task and explain all requirements. Explore Landscape Photography and the key factors of this. Class discussion of Landscape photography and the various ways we see it being used. Create a title page in their DPD - Unit 3: Places Inbetween - Reframing Urban and Rural Realities. A list of photographers will be provided and the students must create a collage of photos on their title page. These must be Landscape photographs, historical and/or contemporary. The students are encouraged to document all progress and process in the DPD, showing their development of the series of photographs. The students must offer reflective and evaluative ideas throughout the development of the work. Complete the Glossary Task and discuss how these terms can be used when analysing an image. Put these terms into practice, exploring a photograph. Receive a Workbook that contains all the theory tasks to be completed. This 	<ul style="list-style-type: none"> 	<p>Internet/laptop</p> <p>Assessment Notification</p> <p>Video: What is Landscape photography? What are the key factors in this type of photography</p> <p>Term 3 Glossary Task</p> <p>Workbook link</p>

	workbook will keep the students' work organised and encourage handwritten work.		
Differing contexts for photographic and digital works	<ul style="list-style-type: none"> • Participate in a Class Discussion: Recap the Viewpoints/Frames (Structural, Subjective and Cultural). • Frames Quiz - revise • Explore the Photographer Trent Parke. Briefly discussing how the Structural Frame can be used to analyse an image by the photographer. • Write a PEEL paragraph answering the following question and applying the content developed in their group discussion. • Question: Discuss how Trent Parke's photograph depicts his reflection of the urban environment. 	•	Video Trent Parke - How to chase light Trent Parke doc with class task
	<ul style="list-style-type: none"> • Students are to create a Coggle Mindmap that explores influencing artists throughout history who explore place (urban photography). Add examples/evidence of 5 photographers work to your mindmap. Explain how each photographer explores place. 	<ul style="list-style-type: none"> • I will create a Coggle to start to develop a potential idea for this assessment task. I will screen capture this Coggle and add it to my DPD This will allow my teacher/peers to see the gradual evolution of my ideas. 	Coggle
How photographic and digital artists develop their intentions	<ul style="list-style-type: none"> • Artist Case Study: Analyse artistic practice of the photographer Rob Dobi. Revisiting the Frames and Conceptual 		Link to Rob Dobi Google Quiz

<p>Viewing contexts the world as a source of ideas to make photographic and digital works</p> <p>Strategies, conventions and procedures to make photographic and digital moving works.</p>	<p>Framework. A photographer who explores the urban environment, exploring urban dereliction, conveying ideas around memory and time passing by.</p> <ul style="list-style-type: none"> • Explore the work of Rob Dobi by completing a Google quiz once they have investigated the photographer's artistic practice. • Demonstrate how they were influenced by the photographer Rob Dobi by exploring the school grounds, taking photos which show derelict, run down, aged, old v's new sites. • Create a proof sheet of all images and present on the DPD • Experiment with various techniques using Adobe Photoshop. Displaying all images which have been edited and developed further on the DPD. Reflect and evaluate the edited images. 		<p>Link to Rob Dobi Text Chapter.</p> <p>Adobe Photoshop Adobe Lightroom</p>
<p>To make photographic and digital works for different audiences, exhibitions, displays, publications and reproduction.</p>	<p>Adobe Photoshop</p> <ul style="list-style-type: none"> • I will examine the options available within Adobe Photoshop • I will mirror the steps taken throughout the instructional video to gain an understanding of - <ol style="list-style-type: none"> 1. Creating and naming a file 2. Creating and naming layers 3. Transparency techniques 4. Masking aspects of an image 5. Colour enhancement/transformation 6. Texture filters 	<ul style="list-style-type: none"> • I have watched the instructional video Adobe Photoshop (2013). • I have used this video to guide me through my experimentations, using the experimental features of Photoshop, eg: layers, transparencies, texture filters. 	<p>Adobe Photoshop Tutorials:</p> <p>Photoshop for beginners - 20 min</p> <p>Layer masks</p>

How photographic and digital artists develop their intentions	Case Study - Ansel Adams <ul style="list-style-type: none"> Explore the work of Ansel Adams, watch the video attached. This will allow students to see the earlier styles in landscape photography. How the forerunners of the artistic genre depicted their style and artistic intentions using a more traditional approach in their process. Complete the comprehension questions which follow, answers are found in the video. 		Ansel Adams explored - Traditional Landscape photography
How photographic and digital artists develop their intentions	Do Now: Rake and Shake <ul style="list-style-type: none"> View this photograph by Narelle Autio, What can you see? Break down the photograph, annotate the image with anything that stands out to you about the image. Discuss her practice, what is significant about her practice. How does she represent cultural aspects from her world through her image? 		Rake and Shake: Narelle Autio
How photographic and digital artists develop their intentions	<ul style="list-style-type: none"> View the video exploring some tips and tricks for street photography, prepare students for the excursion. Encourage an innovative, experimental approach to the photographs they take. City Excursion - Scavenger Hunt and Gallery/Museum visit. Take a range of photos that inform their assessment task for Term 3. 		10 street photography techniques - using reflections Excursion Scavenger Hunt Task

	<ul style="list-style-type: none"> Students must complete an excursion evaluation. Discuss five interesting ideas/facts they learnt throughout the day. Present some of their raw images from the scavenger hunt. 		
How photographic and digital artists develop their intentions	<p>Case Study - Gregory Crewdson</p> <ul style="list-style-type: none"> Explore the contemporary practice of Gregory Crewdson and his uncanny, suburban photographs. Investigate his practice using the viewpoints. A mini research activity will be completed, leading to an analysis of one image chosen by the student. A research scaffold will be provided to guide the students work. 		Case Study - Gregory Crewdson Task
How photographic and digital artists develop their intentions	<ul style="list-style-type: none"> Extension activity Case Study - Jenny Holzer Explore the contemporary installation work of Jenny Holzer. Discuss her use of typography in her practice. The placement of the work and the non traditional / unconventional methods of display she incorporates in her work. Could these ideas be explored and incorporated into their work? Demonstrating their influence from artists explored is essential. 		Jenny Holzer Task
<p>Consider how they build a personal relationship with an audience</p> <p>Use a range of styles that make use of the conventions of the field</p>	<ul style="list-style-type: none"> Assessment Task: This practical work will be worked on gradually over approx 5 - 6 weeks. Using the images taken from the excursion to the city and any other photos they gather, to develop a series of 6 		<p>Adobe Photoshop Adobe Lightroom</p> <p>Students DPD</p>

<p>Make photographic and digital works that employ codes, signs and symbols</p>	<p>photographic images which convey their interpretation of the Urban Environment. The students must be experimental in their approach creating images which communicate and emphasise a subjective response, specifically their own emotions associated with their urban experience, what is the human experience of the urban environment? The images must be linked throughout the series.</p> <ul style="list-style-type: none"> • Print images and prepare for exhibit. The student may choose to print in various sizes, including a large salient image within their series. • Document their progress with the series of images. Daily/Weekly updates on his they are progressing, documenting evidence of the various techniques they have used to manipulate their images. Dates and reflective comments must be included. 		
<p>Plan ways to exhibit, publish and reproduce their work traditionally or according to conventions.</p> <p>Selects appropriate procedures and techniques to make and refine photographic and digital works.</p>	<ul style="list-style-type: none"> • Students complete assessment task, display images in the Visual Arts Department Exhibition space. • Ensure their series of photographic images is resolved. Have they completed the task requirements? Six edited, photographic images printed, mounted and displayed in the exhibition space. • Complete a final evaluation for the unit of work and add this to their DPD as the final slide. A final evaluation scaffold will be provided. 	<div data-bbox="1276 992 1377 1084"> <pre> graph TD A[] --- B[] A --- C[] </pre> </div> <ul style="list-style-type: none"> • I have completed my DPD and have shown my skills to the best of my ability 	<p>Evaluation Scaffold</p>

Our Goal This term is to: Develop an understanding of how to create an innovative and experimental digital Body of Work, implementing Adobe Photoshop.

We will achieve this by:

- Develop an understanding of how to create an artistic Body of Work that explores 2D, 3D forms.
- Exploring Adobe Photoshop techniques to add experimental elements that push the photographic series to new heights, exploring the often hidden aspects of the city, like rust and decay.
- Creating digital artwork for different audiences, exhibitions, displays, publications and reproduction.