

# TALLIS 16+

THOMAS TALLIS SCHOOL POST 16 CENTRE

## TRANSITION READING LIST

### SUBJECT: A-level Photography

The best preparation for studying A-level Photography is to make as many photographs as you can during the summer holidays. Don't worry too much about pursuing a particular project but try to experiment with as many **different types of photograph** as possible. For example, have a go at photographing:

- Landscapes (natural and urban)
- People (full body and close-up)
- Objects (natural and manufactured)
- Abstractions (colours, patterns and textures)

Think about **the way you are using your camera** (whether it's a smartphone or something more sophisticated, film or digital). For example, experiment with:

- Framing and composition (can you photograph the same subject in different ways?)
- Depth of field and focus (how much of your subject needs to be sharp?)
- Stillness and movement (what happens if your subject, or your camera, is moving?)
- Light and dark (where are the shadows?)

The famous French photographer, Henri Cartier-Bresson once claimed that "your first 10,000 pictures are your worst!" Remember that you can learn from mistakes so take a few risks and don't worry if things go wrong. Try not to delete any of your pictures. Instead, try to work out why they don't look the way you want them to. They may turn out to be some of your favourite images in the future!

Remember that there is no wrong way to make a photograph and that there is no particular way that a photograph has to look.

Remember that you can make an interesting picture of any subject. It's not necessary for the subject to be interesting in itself.

When you've made lots of pictures, try organising them into smaller groups. This is called editing and sequencing. You can organise pictures in lots of different ways:

- By subject
- By colour
- By forms or shapes
- By theme or idea
- Randomly

Once you have a group of pictures selected (maybe 10-20), try putting them in some kind of order. You could print out small versions and do this physically by shuffling them around on a surface, or you could make a simple digital sequence using a presentation application. This process will help to give some more specific meanings to your pictures.

Share this sequence of pictures with family and friends and get them to tell you what they see. Compare their interpretation of your pictures with your own intentions.

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It sometimes helps to read other people's thoughts about photography. Here are a couple of resources that might help you to begin to develop your own ideas and theories about what you are doing when making pictures:

### **Background reading**

[Threshold Concepts for photography](#). 10 BIG IDEAS to help you get to grips with what photographs mean accompanied by very specific resources to guide you through the process of thinking about these ideas. Each dedicated TC resource page contains plenty of information and links to additional material.

[What is Photo Literacy?](#) A guide to the many types of questions you can use to interrogate a photographic work of art and your response to it.

There are lots of resources online so search for something that interests you and keep a record of the things you've watched and/or read. Try to build up your own library of resources.

We look forward to seeing you in September.