

BAA Photography 11

District Name: Coquitlam
District Number: SD #43
Developed by: Mike McElgunn
Date Developed: March, 2004
School Name: Gleneagle Secondary
Principal's Name: Dave Matheson
Board/Authority Approval Date: April 20, 2004

Board/Authority Signature:

Course Name: Photography

Grade Level of Course: 11

Number of Course Credits: 4

Hours of Instruction: 120

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

As well as regular classroom space, this program would require:

For image capture, Camera equipment; 35mm manual SLR cameras, lenses and attachments, studio lighting equipment and backdrops, tripods.

For Film development, Stainless steel sink and processing station separate *from* the darkroom, film tanks, a dark film loading room or dark bags, chemical mixing and storage tanks and a negative drying cabinet.

For image printing, a complete equipped and ventilated darkroom facility with stainless steel sink, water temp, regulator and water filters, enlargers, timers, safe-lights, print washer, chemical trays, light box, grain focusers, paper easels, tongs and print drier.

For image display, paper cutters, scissors, and mat cutters.

To incorporate a digital component, additional equipment would include digital cameras, computer stations with current Photoshop software, scanners for negatives and paper, and a photo quality printer.

Course Synopsis:

This course will provide students the opportunity to gain a comprehensive knowledge of the technical and aesthetic aspects of Black and White photography. Using a manual camera, students will learn the necessary skills to produce well composed photographs, while controlling focus, movement and blur, and Depth of Field. Students will gain a practical knowledge of exposure, film development, and darkroom enlargement, while applying their learning through the use of the elements and principles of design. Image manipulation, both in and out of the darkroom will be introduced. Students will also be introduced to the history of the science and art of photography and learn a process for photo critiquing. Cameras are available for student use, although students who already own a manual single lens reflex camera may benefit from learning to make full use of their own equipment.

Rationale:

This course offers students an alternative to traditional art media as a mode of personal artistic expression while also providing students an opportunity to develop skills through the highly technical processes of photography. Students will gain a basic appreciation and understanding of the art of photography as they learn techniques and processes that will allow them to explore their surroundings in a new way, and express their thoughts and feelings visually. They will reflect upon and assess their ideas, observations and skills as they develop confidence in their abilities. Knowledge from this class can be applied in the realm of artistic development and personal expression, or may simply help future consumers to better understand the intricacies of photography equipment and processes.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	CONTROLLING LIGHT WITH THE CAMERA (the properties of and controlling light, pinhole photography, a historical context, the camera and its operation, understanding the effects of shutter speed, aperture and film speed)	15
Unit 2	DARKROOM PROCEDURES Creating the print (Film handling and development, making test strips, contact proof sheets and enlargements)	25
Unit 3	COMPOSITION, PRESENTATION AND CRITIQUES elements and principles of design, mounting and display, analyse and discuss	15
Unit 4	TECHNICAL EXTENSIONS improving and embellishing the print (use of filters, low light, push processing film, dodging and burning, spotting techniques, post darkroom manipulation, toning, assemblages)	25
Unit 5	PHOTOGRAPHIC APPLICATIONS (Careers, Theme assignments Photojournalism, Visual communications poster)	40
Total Hours		120 hours

Unit/Topic/Module Descriptions:

Unit 1: CONTROLLING LIGHT WITH THE CAMERA

15 hours

Students will receive instruction about the properties of light as they apply to photography, and gain a historical context of photography and the development of the camera as a means to control and record light. Students will become familiar with the parts and use of a 35mm SLR camera, and must demonstrate their understanding before using equipment independently.

Curriculum Organizer: Understanding Light

It is expected that students will:

- Understand the properties of light and how they are used for photography
- Use a Pinhole camera to demonstrate the properties of light

Curriculum Organizer: Photographic History

It is expected that students will:

- Describe the Camera Obscura and its early uses
- Describe the scientific advances that allowed the first recording of a photographic image
- Research and summarize the careers and work of noted photographic masters

Curriculum Organizer: The Camera

It is expected that students will:

- Identify the parts of an SLR camera and explain/demonstrate their functions
- Demonstrate an understanding of shutter speed and how it controls light and movement
- Demonstrate an understanding of Aperture and how it controls light and Depth of Field
- Demonstrate an understanding of Film Speed (ISO) and how it affects camera settings
- Use the camera's light meter to create correctly exposed images

Unit 2:DARKROOM PROCEDURES**25 hours**

Students will learn and use the processes necessary to create a printed photographic image, including film handling and development, making and evaluating test strips, making contact prints and proof sheets of negatives, and making enlargements of selected negatives.

Curriculum Organizer: Film Handling

It is expected that students will:

- Load and remove their film from the camera
- Recognize and correct film movement problems
- Load and develop 35mm black and white film, following procedures set out in classroom

Curriculum Organizer: Darkroom Use

It is expected that students will:

- Apply correct and safe darkroom methods and procedures when using the facilities
- Create test strips for each contact print, proof sheet and enlargement
- Evaluate test strip results to create correctly exposed prints
- Create prints and enlargements of appropriate standard for the quality of their negatives
- Demonstrate correct washing and drying of photographic products

Unit 3: COMPOSITION, PRESENTATION AND CRITIQUES

15 hours

Students will use the Elements and Principles of Design as a basis for their photo shoots and compositions and learn to evaluate their work.

Curriculum Organizer: Elements and Principles of Design

It is expected that students will:

- Apply basic compositional guidelines in their photo shoots
- Identify the Elements and Principles of Design in their own and others' photographs
- Incorporate Elements and Principles of Design into photo shoots and projects as directed

Curriculum Organizer: Presentation

It is expected that students will:

- Trim, mount and document work appropriately for display or resource use

Curriculum Organizer: Critique

It is expected that students will:

- Analyze, discuss and evaluate technical and aesthetic elements of their own and others' photographic works

Unit 4: TECHNICAL EXTENSIONS**25 hours**

Students will work with a variety of camera and darkroom methods and techniques to improve the variety and quality of their images.

Curriculum Organizer: Camera Extensions

It is expected that students will:

- Use the camera and film in low light situations, compensating for the lack of light through push-processing techniques

Curriculum Organizer: Darkroom Extensions

It is expected that students will:

- Evaluate the contrast of an enlargement and use contrast filters in the darkroom for improvement when necessary
- Use dodging and burning techniques to refine photographic enlargements

Curriculum Organizer: Post Darkroom Extensions

It is expected that students will:

- Correct common printing flaws through the use of spotting
- Alter or enhance photographic enlargements through post darkroom manipulations, such as toning and assemblages

Unit 5:PHOTOGRAPHIC APPLICATIONS

40 hours

Curriculum Organizer: Photographic Careers

It is expected that students will:

- Identify a variety of choices for photographic career options
- Research and summarize the careers and work of noted photographic masters

Curriculum Organizer: Theme Assignments

It is expected that students will:

- Complete a variety of photographic projects based upon personal, social and cultural contexts using their own images as the primary means of communication of a theme or idea.
- Create a Resource Binder containing technical notes and procedures and records of camera and darkroom work

Instructional Component:

- direct instruction
- indirect instruction
- demonstration
- independent instruction
- modelling
- group work
- research
- practical application
- analysis of own and others' photographs

Assessment Component:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

The Photographic Eye: Learning to See with a Camera. Revised Edition, Michael F. O'Brien & Norman Sibley, Davis Publications, Inc., Worcester, Massachusetts ISBN: 0-87192-283-5

Photography, Sixth Edition. Barbara London; John Upton, 1998, Addison Wesley Educational Publishers, ISBN: 0-321-011082

The Step by Step Guide to Photography. Michael Langford, 1978. Alfred A. Knopf, ISBN:039441604

The Journey is the Destination: The Journals of Dan Eldon. Dan Eldon, 1997, Chronicle Books, ISBN:0811815862

The Photographers. Video, National Geographic, 1996,

Dying to Tell the Story. Dan Eldon Video, 1998, ASIN: 0780623673

Masters of Photography, web site, masters-of-photography.com

Photoshop: The software program for computer. The current edition.

Plus other video and print materials as needed for specific projects
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Additional Information:

This course has been set up as a traditional darkroom focused course. The learning outcomes could be adapted for digital media in addition to traditional photography media as facilities require or allow. Although a digital darkroom component to the course would be beneficial, traditional modes of photography should be maintained where possible. The spirit of the photography course is to act as a compliment to the Fine Arts/ Visual Arts program and should maintain the integrity of the Fine Arts IRP. The proposed course, though technical in nature, should not exclude the Fine Arts in favour of a technologically based program.