

BAA PHOTOGRAPHY 10

DISTRICT NAME: Coquitlam

DISTRICT NUMBER: SD#43

DEVELOPED BY: Kelly Selden

DATE DEVELOPED: May 5, 2006

SCHOOL NAME: Riverside Secondary

PRINCIPAL'S NAME: Chris Kennedy

BOARD/AUTHORITY APPROVAL DATE: June 20, 2006

BOARD/AUTHORITY SIGNATURE: _____

COURSE NAME: Photography

GRADE LEVEL OF COURSE: 10

NUMBER OF COURSE CREDITS: 4

NUMBER OF HOURS OF INSTRUCTION: 120

PREREQUISITE(S): None

SPECIAL TRAINING, FACILITIES OR EQUIPMENT REQUIRED:

The Teacher will need experience in both film and digital photography. Experience in mixing photographic chemicals, darkroom printing and camera mechanics would be beneficial along with a basic knowledge of PhotoShop and digital imaging.

For Image Capture:

Camera equipment: Point and shoot cameras, 35mm manual SLR cameras and digital cameras.

For Image Printing:

A well equipped and ventilated darkroom facility with stainless steel sink, water temperature regulator with water filters, enlargers, timers, safe-lights, print washer, chemical trays, paper easels, tongs and print drier.

For Image Display:

Paper cutters, scissors, cutting boards

For Digital Imaging:

Digital cameras, access to computer stations with current Photoshop software, image acquisition software and/or scanners for negatives/paper and a photo quality printer.

COURSE SYNOPSIS:

Photography 10 will provide students with opportunities to explore two dimensional graphic art and photographic processes. This is an introductory course that is designed to meet the needs of students who have little or no art background. Students will gain an understanding of how the elements and principles of design can be used to communicate moods, feelings and attitudes through a range of media. The course will focus on personal image development through a variety of projects including; photomontage, alternative/traditional photographic techniques as well as digital photography. Students will use the camera as an artistic tool for recording images and learn about different types of cameras and their operation. Students will develop an understanding of the evolution of the camera and the history of photography as an art form.

RATIONALE:

Photography 10 will introduce students to the visual arts through the medium of photography. The primary goal of this course is to develop the students' ability to 'See' in an artistic sense. To 'See' what constitutes an interesting subject, a balanced composition and a well exposed photograph and then capture that image using a variety of cameras and techniques. Students will develop an appreciation of photography as an art form and most importantly as a means of expressing their own personal vision. This course will provide a basic foundation in photography that will prepare students for further courses in Photography and the Visual Arts. Knowledge gained in the course will increase students' appreciation and understanding of the arts in general as well as equip them to be more intelligent consumers.

ORGANIZATONAL STRUCTURE:

UNIT	TITLE	TIME
1	Introduction to the Elements and Principles of Photography	25
2	Photographic processes without a camera and introduction to the darkroom	15
3	The evolution of photography	10
4	The Pinhole camera	10
5	Digital Photography	20
Total Hours		120

UNIT 1: Introduction to the Elements and Principles Of Photography

25 Hours

Overview

Introduction to the elements and principles of photography and basic graphic design through various hand generated design projects. Students will communicate their ideas using drawing and photomontage processes. Students will evaluate photographs taken by professionals through applying their knowledge of the elements and principals of design.

Curriculum Organizers – Elements and Principles of Design

It is expected that students will be able to:

- Identify and apply the elements and principles of design as they relate to photography through a photo-find assignment. Students must explain and justify their choice of image to represent each category.
- Design a cover for their binder using basic graphic design strategies to manipulate text and combine it with hand rendered/found images and designs
- Demonstrate an understanding of photographic composition through the creation of a photomontage using found photographs
- Demonstrate the ability to select, crop and enlarge parts of their photomontage to create a unified composition that can be used for future projects
- Create personally meaningful images using a combination of the elements and principles of design to evoke a mood, meaning or message

Curriculum Organizers – Art Criticism

It is expected that students will be able to:

- Identify the elements and principles of photography through written and verbal critiques of photographs
- Explain what constitutes a successful work of art
- Explain how art can convey a message, tell a story or evoke emotion

- Use the vocabulary of the visual elements and principles of art and design in discussions and critiques about photographs
- Analyze how the elements and principles of design and choice of subject is used to create meaning and effect in images

UNIT 2: Photographic Processes Without a Camera

15 Hours

Overview

Students will be taught how to use the darkroom in an appropriate and safe manner. Students will learn how to use various processes to create photographic images without using a camera.

Curriculum Organizers – Safety

It is expected that students will be able to:

- Explain the safe handling of photographic chemicals according to WHMIS guidelines
- Use materials, equipment and the workspace in a safe and appropriate manner

Curriculum Organizers – Darkroom Use

It is expected that students will be able to:

- Demonstrate the ability to utilize a variety of methods to create photographic images on photo paper without a camera; such as photo-grams, scratch board and contact prints through a variety of assignments
- Apply proper procedures to make a test strip and develop photo paper following correct chemical sequence, washing and drying methods

Curriculum Organizers – Presentation

It is expected that students will be able to:

- Demonstrate the ability to mat and present photographic work effectively
- Use archival mounting techniques and materials to protect their photographic images

UNIT 3: The Evolution of Photography

10 Hours

Overview

- The evolution of Photography, the camera and introduction to various types of cameras. Students will be introduced to the history and development of the camera and photography in general. They will explore how the camera works from its simplest form through to its more complex and be able to determine the advantages and disadvantages of different formats.

Curriculum Organizers - The Evolution of Photography

It is expected that students will be able to:

- Compile a time line that documents the major events in the development of the camera including the major photographers of the era

Curriculum Organizers - The Evolution of the Camera

It is expected that students will be able to:

- Classify cameras and list their purposes, advantages and disadvantages of various camera types and formats
- Create a collection of magazine or Internet sourced photographs, categorize and label a variety camera types
- Justify the type of camera equipment they would purchase given the funds

UNIT 4: The Pinhole Camera

10 Hours

Overview

- Students will be taught the properties of light in relation to photography through making a pinhole camera to capture an image. Students will use a pinhole camera as an artistic tool and as a simple means of capturing an image.

Curriculum Organizers – Exploration Of The Properties Of Light

It is expected that students will be able to:

- Demonstrate the properties of light through turning a darkened room into a pinhole camera to experience how an image was first captured

Curriculum Organizers – Construction Of A Camera

It is expected that students will be able to:

- Construct a pinhole camera and use it to capture a variety of images
- Demonstrate an understanding of positive and negative images
- Create a series of photographs with a pinhole camera using a paper negative and use an enlarger to create a positive image from that paper negative
- Invent a means of displaying their pinhole photographs effectively

Unit 5: Using a Point and Shoot and 35mm Manual Camera

40 hours

Overview

Using a point and shoot and 35mm manual camera to take correctly exposed and well composed photographs using different types of film. Students will mount their photographs effectively.

Curriculum Organizers – Operation of the Camera

It is expected that students will be able to:

- Label a diagram showing the parts and controls on a simple camera and a 35mm manual camera.
- Explain the function and proper use of the camera shutter speed, aperture, focus controls through notes from [The Step by Step Guide to Photography](#)
- Demonstrate proper camera technique to take photographs with an automatic point and shoot camera exposing a roll of color film
- Demonstrate the ability to manually control the aperture, shutter speed and focus controls on a manual 35mm camera through exposing a roll of Ilford XP2 C41 film (yields black & white prints from commercial color processing)

Curriculum Organizers – Photographic Composition and Presentation

It is expected that students will be able to:

- Apply their knowledge of the elements and principles of design when composing their photographs
- Critique the work of their classmates either verbally or in writing
- Create a photo journal to contain their images
- Use effective, archival procedures to mount their photographs in the journal

UNIT 6: Digital Photography

20 Hours

Overview

Introduction to the digital camera; Photoshop and PowerPoint as mediums of artistic expression.

Curriculum Organizers – The Digital Camera

It is expected that students will be able to:

- Define the terms used in digital imaging such as LCD, pixel, resolution, jpeg...
- Label a diagram showing the parts, controls, menus on a simple digital camera
- Demonstrate proper camera technique to take a series of photographs with a digital camera
- Create personally meaningful well composed images

Curriculum Organizers – Computer Software for Digital Imaging

It is expected that students will be able to:

- Use a computer software programs to download photographs and save them correctly for future use.
- Use the PhotoShop computer program to explore methods of editing, adjusting, modifying, combining and recreating images on the computer
- Use the PowerPoint computer program to plan and produce a presentation of their digital photographs.

Curriculum Organizers – Presentation of Digital Images

It is expected that students will be able to:

- Present their digital photographs to their peers in a PowerPoint presentation.
- Critique the work of their classmates and self evaluate their own presentation

INSTRUCTIONAL COMPONENT:

It is expected that the teacher will use a variety of strategies and resources such as:

- Direct instruction
- Indirect instruction
- Demonstration
- Modeling
- Group work
- Research

- Practical application
- Analysis of own and other's photographs

ASSESSMENT COMPONENT:

Student achievement will be assessed on an ongoing basis throughout the course.

Student learning will be gauged through:

- 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:

- Samples of previous successfully completed assignments
- The Adventure of Photography: DVD, 150 Years of the Photographic Image, 1998, Kultur Films Inc.
- How to Take Great Photographs With Any Camera, Jerry Hughes, 1999, Phillis Lane Pub., ISBN:710428-00096
- The Step-by-Step Guide to Photography, Michael Langford, 1978, Alfred A. Knopf, ISBN:039441604
- Photoshop or Photoshop Elements- computer software
- PowerPoint- computer software