

BAA Photography 12

District Name: Coquitlam

District Number: SD# 43

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Date Developed: December 2004

School Name: Terry Fox Secondary / Port Moody Secondary / Gleneagle Secondary

Principal's Name: Dan Derpak / Karen Jensen / Dave Matheson

Board/Authority Approval Date: February 22, 2005

Board/Authority Signature:

Course Name: Photography

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): Photography 11 or equivalent

Special Training, Facilities or Equipment Required:

The teacher must have a valid teaching certificate and preferably have experience in Photography and Art. The teacher must have an understanding of a variety of camera types from 35mm to medium format to digital, darkroom equipment, and developing procedures. As well, the teacher must have knowledge of the history of photography, and have the desire to remain current in this rapidly changing field of technology.

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 allow students to develop the skills they learned in Photography 11. Students will be introduced to a variety of techniques and materials to further enhance their understanding and skills of photography. Students will be encouraged to further develop and explore design elements and personal imagery with an emphasis on art making and portfolio presentation. They will also continue to analyze historical and contemporary developments in photography.

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 develop their appreciation and understanding of the art of photography as they learn new techniques and perfect processes that will allow them to explore their surroundings in a new way, and express their thoughts and feelings visually. They will continue to reflect upon and assess their ideas, observations and skills. Knowledge from this class will become a life skill that ranges from pursuing photography in a post secondary program to personal interest photography.

Organizational Structure:

The following units and topics are not presented as discrete topics, but integrated within assignments. Each assignment would address the following curriculum organizers: Image Development and Design Strategies, Context, Visual elements and Principles of Design, and Materials and Processes.

Unit/Topic	Title	Time
Unit 1	Review/Advanced Exposure and Development Topics include how light affects film, how to control film exposure, light meters, exposure systems, adjusting negative contrast, contrast filters, dodging, burning, flashing, toning, and spotting	15
Unit 2	Historical and Contemporary Developments Topics include Conceptual photography, and changes in modern photography	15
Unit 3	Digital Manipulation*	10*
Unit 4	Photographic Applications Topics include Studio Lighting, Portraits, theme assignments and Documentary photography	55
Unit 5	Self-directed Portfolio Preparation	25
Total Hours		120

* If facilities allow

Unit/Topic/Module Descriptions:

Unit 1:Review/Advanced Exposure and Development

10 hours

Students will review exposure and developing procedures from Photo 11, and will learn advanced techniques to create the images that more closely express their intent.

Curriculum Organizer: Image Development and Design Strategies

It is expected that students will:

- manipulate a combination of materials and processes to support intent of photo images

Curriculum Organizer: Context

It is expected that students will:

- describe the evolution of specific photo technologies used to make images, and predict future developments

Curriculum Organizer: Materials, Technologies, and Processes

It is expected that students will:

- demonstrate the use of a variety of materials and processes proficiently to create photographic images
- demonstrate the use of appropriate vocabulary when discussing photography and associated materials, technologies, and processes
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner

Unit 2:Historical and Contemporary Developments

15 hours

Curriculum Organizer: Image Development and Design Strategies

It is expected that students will:

- incorporate characteristics of other artists, movements, and periods in personal style

Curriculum Organizer: Context

It is expected that students will:

- create images that support or challenge beliefs, values, and traditions that reflect historical and contemporary issues
- analyse the role that photography has in reflecting, sustaining, and challenging beliefs and traditions
- evaluate how content and form influence and are influenced by historical, social, and cultural context
- justify personal interpretation of and preferences for photographs
- demonstrate an understanding of the skills and training needed to pursue a photography career
- create photographs that reflect the characteristics of other artists, movements, and periods and reflect historical and contemporary themes

Unit 3:Digital Manipulation

Curriculum Organizer: Image Development and Design Strategies

It is expected that students will:

- apply strategies of Selection, Juxtaposition, Elaboration or Simplification to photo images

Curriculum Organize: Materials, Technologies, and Processes

It is expected that students will:

- apply the various tools and filters of Photoshop to their photo images

Unit 4: Photographic Applications

Curriculum Organize: Image Development and Design Strategies

It is expected that students will:

- Compare the effect of images developed using two or more technologies
- Identify the impact of traditional and modern technologies on image development and design
- Analyse ethical, moral, and legal considerations associated with photography
- Create photographic images using a variety of design strategies and image sources to reach a specific audience or achieve a specific purpose
- create photo images for a specific audience
- demonstrate the use of a variety of technologies and design strategies to create a series of images focussing on one subject or theme

Curriculum Organizer: Visual Elements and Principles of Design

It is expected that students will:

- evaluate how the visual elements and principles of art and design are manipulated to convey a message, create an effect and influence personal preference
- analyse symbolic and cultural associations of visual elements and principles of art and design in photography
- predict the impact of altering visual elements and principles of art and design in selected photo images

Curriculum Organize: Materials, Technologies, and Processes

It is expected that students will:

- demonstrate an understanding of the evolution of photo techniques used to make images
- demonstrate the use of appropriate vocabulary when discussing photography and associated materials and processes
- demonstrate an understanding of various career options in photography

Unit 5: Self-directed Portfolio Preparation

Curriculum Organizer: Image Development and Design Strategies

It is expected that students will:

- create photo images using a variety of design strategies and image sources, and justify selection

Curriculum Organize: Context

It is expected that students will:

- evaluate audience response to a presentation of photography

Curriculum Organizer: Visual Elements and Principles of Design

It is expected that students will

- create photographic images that demonstrate particular visual elements and principles of art and design
- use photography to manipulate selected visual elements and principles of art and design in order to alter the meaning or effect of images or reflect stylistic or cultural influences

Curriculum Organize: Materials, Technologies, and Processes

It is expected that students will:

- use a variety of materials, technologies, and processes to create images
- apply appropriate materials, technologies, and processes to achieve their intent in media artwork
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner

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:

Adams, Ansel. The Negative. (Book 2). Little, Brown and Co. 1995

Adams, Ansel. The Print. (Book 3). Little, Brown and Co. 1995.

Horenstein, Henry. Black and White Photography. 2nd ed. Little, Brown and Co. Toronto. 1983.

Horenstein, Henry. Beyond Basic Photography. Little, Brown and Co. Toronto. 1977.

London, Barbara and John Upton. Photography. 6th ed. Addison Wesley Educational Publishers. 1998. ISBN: 0-321-011082

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

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

Wallis, Brian. Ed. An American Century Of Photography: From Dry-plate to Digital. Hallmark Cards Inc. Kansas City. 1995.

Photolife Magazine

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

Photoshop. The current edition. The digital editing software program for photography.

Plus other video and print materials as needed for specific projects

Additional Information:

This course has been set up as a traditional black and white film course. The learning outcomes could be adapted for colour film or digital media in addition to traditional photography media, as facilities require or allow. The spirit of this course is to act as a complement to the Visual Arts program, and the course content should maintain the integrity of the Fine Arts IRP.

This course has been offered at Terry Fox Secondary since 1996, Port Moody Secondary since 1990, and Gleneagle Secondary since 1998.