



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Langley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD35
Developed by: Donna Usher, Amie Beaton, Jill Steacy	Date Developed: Spring 2019
School Name: Langley Fine Arts School	Principal's Name: Jon Bonnar
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Photography A: Technical, Practical, Theoretical	Grade Level of Course: Grade 11
Number of Course Credits: Four credit	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Photography 10 or by permission / acceptance of the teacher

Special Training, Facilities or Equipment Required:

Teacher must be certified in Visual Arts (BFA) with a focus in Photography: practical photography experience, studio lighting, conceptual photography, portraiture, darkroom experience, digital image editing (Adobe Photoshop) and organization, web page development, image analysis.

Students must have access to computers, internet, research materials, camera equipment, Adobe Photoshop, darkroom facilities.

Course Synopsis:

This hands-on intensive course exposes students to the power of photography as a visual communication tool, as a means of self-expression, and a vehicle for social commentary. Photography is a blend of art and technology, where students learn technical, compositional, and creative aspects of Photography using digital and analogue tools. Students are encouraged to experiment and develop their own artistic voice, while learning the fundamentals of image production.

Goals and Rationale:

- Establish an historical and theoretical understanding of the medium of photography
- Create a vocabulary to critically discuss photography
- Evaluate the use of principles and elements of design that create visually stimulating and aesthetically pleasing images
- Explore the symbolism and imagery necessary to the communication of ideas
- Become literate in the creation and reading of media and visual images
- Build on the student's understanding of photographic concepts and techniques
- Allow for manipulation of concepts and techniques to suit a creative vision
- Adapt personal skills to suit multiple creative enterprises

Aboriginal Worldviews and Perspectives:

- Student photographers develop:
 - a *sense of place* through exploring who they are in relation to where they live and where they are from.
 - a *personal geography* through the reflection of memories and places associated with memory.
 - a *personal anthropology* through consideration of who they are in terms of the larger (school, local) community.
- Still images have the power to share stories, through acknowledgment of the story and who it belongs to, as well as through inspiring future change and growth.
- Photography is art for activism; art for change; and art for reconciliation.
- Learning is embedded in memory, history and story. Photography is experiential; we learn by doing.
- Developing as an artist involves recognizing strengths and persevering through difficult moments.

BIG IDEAS

Making art is an ongoing process that involves informed decision making

Still images impact the viewer aesthetically

Photography requires developing technical skills and knowledge of the visual elements

Growth as a photographer requires multimodal processes and exploration of the medium

Creating an artistic practice in photography involves scaffolding learning to create competency

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore and Create:</p> <ul style="list-style-type: none"> Review technical skills in terms of camera function Develop intuition as to the behaviour of light Explore the temperature and resonance of light Control the manipulation of light artistically in a studio setting Develop skills in editing digital images Develop basic understanding of analog processes (dark room developing) Develop use of classic standards, such as the golden ratio, and variations of it to produce differing compositions Understand the principles of design Demonstrate exploration, inventiveness, and knowledge of compositional organization Demonstrate symmetry/asymmetry, balance or anomaly Explore positive and negative space and relationship to tell a story Develop a repetitive asymmetrical/symmetrical pattern to create rhythm Explore colour, texture, contrast, tone, repetition to emphasize topic, subject, idea <p>Reason and Reflect:</p> <ul style="list-style-type: none"> Recognize quality in the work of self and others based upon set criteria Reflect and analyze expression and perception in artistic works Assess the value of high-quality equipment and its effect on quality and on the profession 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Principles of Design: unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationship and occupied/non-occupied space Elements of Design: colour, form, line, shape, texture Aesthetic Experiences: emotional, cognitive, sensory response to art Foundations in Photographic Vision: Theory and Practice I, II Black and White Photography: Darkroom processes, safety and procedures Digital and Film Photography: camera operations, exposure, depth of field, shutter speed, lens, ISO, digital workflow, varying photographic formats (RAW, JPEG, TIFF) Studio: set-up, lighting/flash, backdrop, fills, props Portraiture: evoking human emotion Experimentation and alternative processes Aspects of the History of Photography Studies in Contemporary Photography Role of photographer and viewer Traditional and contemporary First Peoples worldviews, stories, and history, as expressed through photography

Communicate and Document:

- Demonstrate a sense of personal place within the borders of the photo (understanding of community and belonging)
- Demonstrate an awareness of self and individual identity when creating perspective
- Manage workflow by editing and uploading images
- Recognize the effective format to capture images (RAW, JPEG, TIFF)

Connect and Expand:

- Engage in legal and ethical behaviour in photo taking and editing
- Demonstrate safe and responsible use of materials by using materials in an environmentally responsible way
- Explore societal concepts of beauty in terms of technical acuity

- Moral rights, and the ethics of cultural appropriation, plagiarism, and copy right

Recommended Instructional Components:

- One on one dialogue
- Safe and inclusive group discussions
- Reflective writing and personal journal based on specific class activities
- Gallery walks
- Class blog
- Document personal learning through sketching, visual journaling, constructing new works, compiling a portfolio
- Group and individual critiques to enable students to learn to analyze their own work and others' work.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Assess the student's ability to recognize and speak to quality in personal work
- Critique the work of self and others against selected components of the principles and elements of design
- Allow for feedback to direct future choices and guide learning
- Students will take part in determining the criteria that defines an exemplar. They will be active in the ongoing conversation of what determines exceptional quality.
- Feedback from the teacher at all points of the creative process will guide individual direction, as well as determine future instruction.
- Feedback should be meaningful, connect to specific components of the student's learning and encourage future growth.
- Formal assessment will be informed by the student's ability to apply personal feedback, their skill compared to a set criteria and rubric (principles and elements of design), and personal growth. The level of creative risk will also be taken in to consideration.

Learning Resources:

- Museums and galleries (through field trips and virtually)
- Art books, web resources