



Board/Authority Authorized Course Framework

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| 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 B: Thematic Visual Inquiry | Grade Level of Course: Grade 11 |
| Number of Course Credits: Four credits | 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 course challenges students to follow their own visual aptitudes and apply their personal interests and experiences to their art. Students work independently within a guided framework to learn how to brainstorm ideas, find inspiration, narrow their scope to choose a thesis topic, set goals, develop a plan, research, apply research to their topic, explore multiple mediums, become proficient on a photographic inquiry, and explore an idea thoroughly. For the final results, students will organize their data to bring their photographic series to fruition in a final exhibition, projected slideshow, website, and book.

Goals and Rationale:

Rationale:

Photography 11 students explore theme development by photographing an everyday object or topic and applying principles of design. They explore techniques to develop a unique and unified photographic style and application. The course is designed to assist students to become self-motivated art practitioners. Students will develop self-regulation, organization, inquiry skills, research skills, resiliency and problem-solving skills, while exploring and expanding photography skills that are relevant to their art.

Goals:

- Fully develop and explore a theme- take a topic to another level
- Find their authentic voice as an artist
- Begin to develop their own personal style
- Be creative with a topic
- Explore and expand composition and technical photography skills that are relevant to their work

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

Art making involves purposeful decision making about how to use the elements and principles in an integrative way

Photographic images have the communicative power to reflect and speak to personal and community-based issues

Sustained inquiry is essential to becoming proficient in a medium

Photographs are complex sources of information that require the articulation of ideas to create and to read

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

Learning Standards

| Curricular Competencies | Content |
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| <p><i>Students are expected to do the following:</i></p> <p>Explore and Create:</p> <ul style="list-style-type: none"> Establish creative and systematic investigations of formal and conceptual issues Explore thematic ideas through sensory images (texture, colour, tone) Investigate a personal and/or social issue or problem Explore a variety of photographic techniques to communicate ideas Create a variety of ways to manipulate a subject Create multiple images to express a particular theme <p>Reason and Reflect:</p> <ul style="list-style-type: none"> Recognize the role of judgement and aesthetic preference in reading art Take creative risks through original subject matter and composition; pushing the boundaries of perspective and line Demonstrate breadth in terms of a range of thematic approaches Develop a visual language suitable for the subject explored Select from among personal work those that best represent the process of investigation Select work that demonstrates the visual evidence of personal thinking Express opinions and attitudes through analysis of image-based work | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Elements of Design Principles of Design Photographic Composition - subject/theme/topic, emphasis techniques, and rule of simplicity Basic and intermediate camera operation Basic and intermediate digital editing An understanding of darkroom procedures Devices for creating and developing theme Photographic History Basic photography concept development Portfolio Development Strategies to identify and develop theme: brainstorm, research, experiment and explore, share and critique; metaphor and imagery |

Communicate and Document:

- Demonstrate sustained in-depth study of a particular visual problem
- Explore a concept through multiples of ways
- Research focused themes to inform imagery
- Communicate a personal interest with intensity and depth, incorporating multiple perspectives
- Develop a body of work that expresses a personal interest
- Develop a portfolio which demonstrates visual organization and intentional communicative devices
- Demonstrate growth and/or discovery through a number of conceptually related works

Connect and Expand:

- Assess the historical relevance of significant work
- Explore historical and contemporary photographic influences
- Explore physical surroundings and their effect on aesthetics
- Explore differing media and how they may affect or alter meaning

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 drawing, 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](#)

Ongoing feedback will be provided to students to establish individualized learning goals as well as areas for further instruction. The teacher will determine the purpose of the assessment as to whether it addresses the 'knowing, doing, or understanding' component of the curriculum. Assessment criteria will be determined with student input to promote a clear understanding of the learning pathways and level of proficiency. Exemplars will be provided when possible, either from a student body of work or from professional work.

The creative process promotes reflection and self-assessment and students will be asked to design future goals based upon these discoveries. Self-assessment will also provide students with opportunities to analyze their own thinking and build meta-cognitive skills. The selection process that will lead to each student's individual exhibition, will also give students an opportunity to compare their work against a set criteria and exemplars. Individual discussions with teachers will also develop awareness of quality (against a set criteria or rubric) and advocacy skills as

students rationalize their selection of work. Discussions (and feedback) will be relevant to their inquiry, ideas, influences, direction, processes, and skill development.

Students will develop a portfolio leading towards their selection of a curated exhibition. Through this process, students will engage in ongoing discussions about their work in historical, social, and contemporary contexts. This selection of work will make learning visible; allowing students, teachers and parents to view a snap shot of strengths and challenges through the progress of a year. The final exhibition will be an opportunity for students to celebrate their accomplishments. It will also allow the teacher to see the growth within a student, both in terms of skill and in terms of their ability to direct and design their learning pathways.

Learning Resources:

The Photographic Eye: Learning to See with a Camera by Michael O'Brien, Norman Sibley

Criticizing Photographs by Terry Barrett

Making Photographs: Planning, Developing and Creating Original Photography by Mike Simmons

JR: Inside Out by JR

Watermark by Edward Burtynski

Learning to See Creatively, Third Edition: Design, Color, and Composition in Photography by Bryan Peterson

Life Library of Photography by Editors of Time Life Books

Web Sites:

Ted Talks: Taryn Simon, Steven Wilkes, JR, Frans Lanting, Sebastião Salgado, Erik Johansson, Yann Arthus-Bertrand, David Griffin, Phil Borges, James Nachtwey