



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: LANGLEY	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD35
Developed by: MICHAEL GOLDSACK	Date Developed: MARCH 15, 2018
School Name: BROOKSWOOD SECONDARY	Principal's Name: JOHN PUSIC
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: YEARBOOK 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): NONE

Special Training, Facilities or Equipment Required: Photography cameras, memory cards, computers with appropriate editing software. Teacher or SEA will need experience in using cameras and editing software

Course Synopsis: This year-long course is available to students in Grade 10. Students are responsible for the production of the school yearbook and the layout for the school calendar. Students may be assigned to work in the areas of photography, copy writing, page layout, advertising, and/or distribution. The yearbook is produced using a desktop publishing program in cooperation with a Canadian publisher.

Goals and Rationale: This course supports and encourages students to participate and engage in the diverse communities within the school through the print medium. The approach supports student skill development and encourages meaningful methods of collecting, interpreting and presenting a variety of perspectives within the school community.

Aboriginal Worldviews and Perspectives:

- **Written acknowledgement of the traditional territories of school site location.**
- **Consultation with local nations, bands, elders, and/or artists on history, symbols, language, imagery, and environments for inclusion or inspiration in the design and creation of the Yearbook publication.**
- **Use of Talking/Consensus in the planning and development of design ideas.**

Community Partnerships:

BIG IDEAS

<p>Complex tasks require the sequencing of skills</p>	<p>Complex tasks require different tools at different stages of development</p>	<p>Yearbook is a unique form of capturing essential elements of culture and reveals insights into the human experience</p>	<p>Purposeful choices enhance the impact of a message in a body of work</p>	<p>Products can be designed for life cycle.</p>
<p>Personal design interests require the evaluation and refinement of skills.</p>	<p>Tools and technologies can be adapted for specific purposes.</p>			

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative process to :</i></p> <p>Exploring and Creating</p> <ul style="list-style-type: none"> • Demonstrate creative thinking by using ideas inspired by exploration. • Intentionally select and combine materials, processes, and image-making technologies to convey an idea. • Experiment with a wide range of materials, processes and technologies to create photographic images, digital and print media. • Develop skills and technologies in a wide range of styles and movements. • Demonstrate active and disciplined engagement in creating photographic images, digital and print media and resolving creative challenges. <p>Reasoning and Reflecting:</p> <ul style="list-style-type: none"> • Understand the purpose of a critique and choose when to apply suggestions. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Visual arts elements, principles and image development strategies as they relate to photography and digital media: <ul style="list-style-type: none"> - Elements, colour, line shape, texture, light, exposure, contrast. - Principals of composition: balance, rule of thirds, point of view, leading lines, framing, emphasis, movements, pattern, rhythm, unity, simplicity, depth, focal point.

- Describe and analyze using the language of photography and digital design, how photographers and designers use materials, technologies, processes and environments.
- Apply thinking skills in the exploration, design, creation and refinement of photographic images and digital documents.
- Apply knowledge and skills from other areas of learning in the planning, creating, interpreting and analyzing photographic images and digital documents.
- Develop personal answers to aesthetic questions.

Communicating and Documenting:

- Share, document and appreciate photographic images, digital and print media in a variety of ways and contexts.
- Create photographic images and digital documents with a specific audience in mind.
- Demonstrate respect for self, others, and place through photographic image and digital document making.
- Engage in digital citizenship throughout the yearbook making process.

Connecting and Expanding:

- Create artistic works to reflect personal voice, story and values in connection with a specific place, time and context.
- Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to understanding through photography and digital design.
- Explore and engage in the reciprocal relationship between photography, digital media, print media, cultures and society.
- Explore career opportunities of professional photographers, graphic designers, journalists, and other related fields.
- Apply problem-solving skills to facilitate innovation.
- Demonstrate safe use, care and maintenance of tools, equipment, materials and work space.

Students are expected to be able to do the following:

Applied Design

Defining

- Choose a design opportunity and point of view
- Identify potential users, intended impact, and possible unintended negative consequences.

Ideating

- Take creative risks to identify gaps to explore as design space.
- Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities.
- Prioritize ideas for prototyping and designing with users.

Prototyping

- Identify and use a variety of sources of inspiration and information.

- Image development strategies: cropping, layering, colour manipulation, rotation, multiplication, fragmentation, elaboration, photomontage.
- A variety of materials, strategies, techniques, and technologies that support photographic and digital document processes.
- The role of the author and audience in a variety of contexts
- The influence of visual culture in social and other media.
- The impact of time and place on the emergence of photographic and print media genres.
- Contributions of innovative photographers, designers and authors from a variety of genres, contexts, time periods and cultures, including Aboriginal culture.
- Cross-cultural perspectives as communicated through photography, digital and print media.
- Personal and social responsibility associated with creating, perceiving and responding in photography, digital and print media.
- The ethics of cultural appropriation and plagiarism.
- Principals of 2-D graphic design.
- Digital tools to communicate and solicit information.
- Impacts on language use of online of technology
- Issues in digital communication.
- Digital communication risks.
- Influences of digital marketing in online content creation and curation.
- Changes in journalism and reporting.
- Technology and wellness in relation to digital communication tools.
- Technology to support collaboration and interaction with others.
- Strategies for developing a digital dossier.
- Career opportunities in digital communications.

- Choose an appropriate form, scale and level of detail for prototyping, and plan procedures for prototyping multiple ideas.
- Analyze the design for life cycle.
- Construct prototypes, making changes to tools, materials and procedures as needed.
- Record iterations of prototyping.

Testing

- Gather feedback from users over time to critically evaluate their design and make changes to product design or processes.
- Iterate the prototype or abandon the design idea.

Making

- Identify appropriate tools, technologies, materials, processes, potential funding sources, and time needed for production, and where/how these could be available.
- Use project management processes when working individually or collaboratively to coordinate production.

Sharing

- Share their progress while making to increase feedback, collaboration, and, if applicable, marketing.
- Critically evaluate their design thinking and process, and their ability to work effectively both as individuals and collaboratively in a group, including the ability to implement project management processes.
- Identify new design issues, including how they or others might build on their concept.

Applied Skills

- Demonstrate an awareness of safety issues for themselves, co-workers, and users in both physical and digital environments.
- Identify and evaluate their skills and skill levels, in relation to their project or design interests, and develop specific plans to learn and refine their skills over time.

Applied Technologies

- Explore existing, new and emerging tool, technologies, and systems and evaluate their suitability for their design interests.
- Analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies.

Big Ideas – Elaborations

- **Designed for a life cycle:** taking into account in the design process, economic costs, and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials.

Curricular Competencies – Elaborations

- **Defining:** setting parameters.
- **Ideating:** forming ideas or concepts.
- **Sources of inspiration:** may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders.
- **Information:** for example, other people as experts (e.g. First Peoples Elders), secondary sources, collective pools of knowledge in communities, collaborative atmospheres.
- **Iterations:** repetitions of a process with the aim of approaching a desired result.
- **Sources of feedback:** may include peers; users; keepers of traditional knowledge and approaches, including those of First Peoples; and other experts.
- **Potential sources of funding:** It is not the intent, and not appropriate, for students to have to raise funds in order to complete their school project. Student may, however, wish to investigate sources of funding for the commercial development of their products.
- **Share:** may include showing to others, use by others, giving away, or marketing and selling.
- **Product:** for example, a physical product, a process, a system, a service or a designed environment.
- **Technologies:** things that extend human capabilities. Of photography: e.g., cameras, lenses, lighting, enlargers, computers, scanners, digital imaging software

Content – Elaborations

- **Image manipulation:** for example, adjustment and resizing, resolution, cropping, masking, soft light adjustment, layers cloning, retouching filters, painting.
- **Principles of 2-D graphic design:** proximity, alignment, rhythm/repetition, balance, contrast, white space, vector/raster images, guides and rulers (grid systems), cyan magenta yellow black (CMYB) and red green blue (RGB) colour systems, fonts and typography.
- **Cultural appropriation:** use of cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Interactive instruction
- Use of publishing company’s criteria
- Modelling
- Practical Creativity
- Brainstorming
- Group work
- Analysis of previous Yearbooks and Printed Media
- Analysis of own and classmates’ work

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- | | |
|---|-------------------------|
| • Self-Evaluation | (Formative) |
| • Assigned Projects | (Formative & Summative) |
| • Contribution to the Yearbook (Page Assignments and Photography) | (Summative) |
| • Weekly Participation Assessments | (Formative) |

Learning Resources:

- Camera and Editing Equipment Manuals and Tutorials
- Articles and Information relating to Print Production and Yearbook Development
- Visits from Yearbook Publication Representative

Additional Information:

- Although no prerequisites are required for this course, knowledge acquired from introductory courses such as Computer Studies or Information Technology can be an asset to students.
- The skills and knowledge acquired in this course can augment students’ abilities in courses such as, Digital Communications 11 and Digital Media Development 12.