



North Vancouver Online Learning

Course Plan: **Digital Photography 12**

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COURSE DESCRIPTION:

Digital Photography 12 is designed to empower students by providing them with strong communication skills, an understanding and appreciation of visual literacy in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. For the complete Ministry curriculum document for **Digital Photography 12**, please go to:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_photography_elab.pdf

BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Photography is a unique art form that captures images for a variety of purposes.

Photography is an essential element of culture and reveals insights into the human experience.

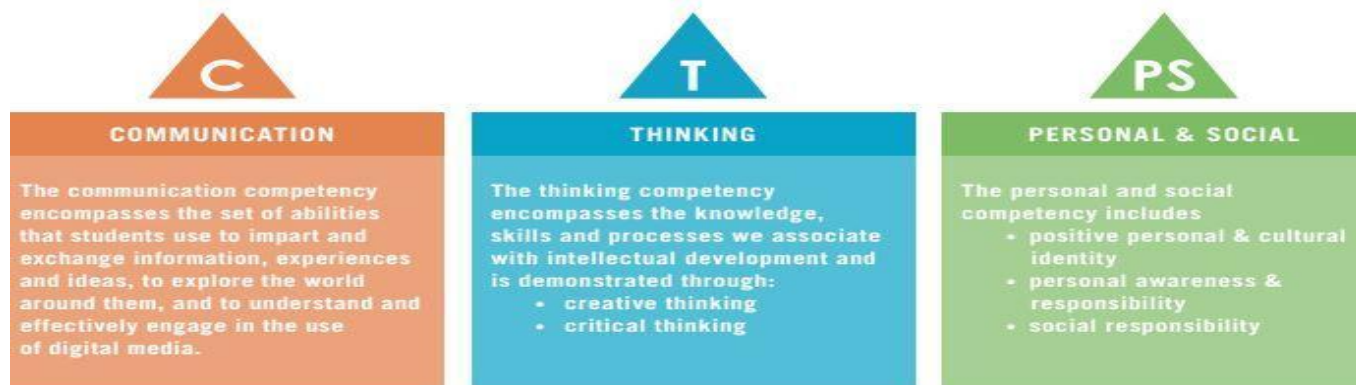
Refining photographic expression requires perseverance, resilience, and risk taking.

Purposeful artistic choices by the photographer enhance the impact of a photograph.

Photography provides **aesthetic experiences** that have the power to effect change.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Brightspace message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

Students are expected to be able to do the following:

Explore and create

- Create photographic works using **sensory inspiration**, imagination, and inquiry
- Examine a range of photographic possibilities and cross-cultural perspectives
- **Take creative risks** to express meaning, intent, and emotion through photography

- Intentionally select and combine materials, processes, and image-making technologies to convey ideas and justify choices
- Create innovative photographic images for a specific audience
- Refine photographic skills and techniques related to various **styles** and **genres**
- Demonstrate innovation in creating photographic images and resolving creative challenges

Reason and reflect

- Recognize and engage in the reciprocal process of a **critique**
- Interpret and evaluate, using discipline-specific language, how photographers use materials, technologies, processes, and environments in art making
- Analyze and apply design choices in photography
- Reflect on personal answers to **aesthetic questions**

Communicate and document

- **Document**, share, and appreciate photographic images in a variety of contexts
- Demonstrate respect for self, others, and **place** through photography
- Investigate ways to **respond to social and environmental issues** through photography

Connect and expand

- Create photographs that reflect personal, cultural, social, environmental, and historical contexts
- Explore First Peoples perspectives, knowledge, and protocols; other **ways of knowing**, and local cultural knowledge through photography
- Examine the reciprocal relationships between photography, culture, and society
- Evaluate personal, educational, and professional opportunities in photography and related fields
- Engage in **digital citizenship** throughout the photographic process
- Connect with others on a local, national, and global scale through photography

Substantive Student Course Activities will cover the following Learning Outcomes (Curricular Competencies)

- Examine a range of photographic possibilities and cross-cultural perspectives
- Analyze and apply design choices in photography
- Intentionally select and combine materials, processes, and image-making technologies to convey ideas and justify choices

These are 3 of the 20 learning outcomes in the course curriculum, which comprises 15% of the course Learning Outcomes/Activities. (3/20= 15%)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- **elements of visual art**
- **principles of composition**
- **image development strategies** in photography
- photographic **materials**, techniques, processes, and **image-making technologies**, used in one or more types of photography:
 - **digital photography**
 - **darkroom photography**
 - **alternative photographic processes**
- **photographic chemistry** (for film) or **alternative chemical processes**
- **creative processes**
- **behaviours of light**
- **principles of light**
- ways of sensing light:
 - **optical instruments**
 - parts and functions of cameras and accessories
- roles of and relationships between photographer and viewer

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Unit 1 – Visual Literacy and History of Photography

Students will explore visual literacy and review various strategies for communications. This unit begins with an exploration of what it means to be visually literate. It looks developing a vocabulary around visual literacy. It includes developing an understanding of semantics and semiotics, the study of signs. Students also will examine the history of photography and the development of cameras.

Big Idea: photography provides **aesthetic experiences** that have the power to effect change.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) and learning is embedded in memory, history and story.

Unit 2 Camera Terminology

The focus of this unit is camera terminology. What are the parts of the camera and what do they do? Students also look at the manipulation of photos.

Big Idea: Photography is a unique art form that captures images for a variety of purpose.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential,

and relational (focused on connectedness, on reciprocal relationships, and a sense of place) and learning is embedded in memory, history and story.

Unit 3 Composition and lighting

The focus of this unit is composition and lighting. What is required to take a really good photo?

Big Idea: Photography is a unique art form that captures images for a variety of purpose.

Core Competency: *Communication*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) and learning is embedded in memory, history and story.

Unit 4 – Learning from Experts

The focus of this unit is learning from experts – Looking at advice from expert photographers. Students examine and attempt to replicate the photographs of well-known photographers.

Big Idea: Refining photographic expression requires perseverance, resilience, and risk taking.

Purposeful artistic choices by the photographer enhance the impact of a photograph.

Core Competency: *Communication*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) and learning is embedded in memory, history and story.

Unit 5 – Photographic Categories

The focus of this unit is demonstrating respect for self, others, and **place** through photography students investigate ways to **respond to social and environmental issues** through photography.

Big Idea: Refining photographic expression requires perseverance, resilience, and risk taking.

Purposeful artistic choices by the photographer enhance the impact of a photograph.

Core Competency: *Communication*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) and learning is embedded in memory, history and story.

Unit 6 – My Portfolio

The focus of this unit is to develop portfolios which showcase different kinds of photography. For example, one for portraits, event photography, street photography, wildlife photography etc. This is a way for them to organize their work to suit what potential clients are looking for.

Big Idea Interpret and evaluate, using discipline-specific language, how photographers use materials, technologies, processes, and environments in art making and analyze and apply design choices in photography

Core Competency: *Communication*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) and learning is embedded in memory, history and story.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
 - Essay/multi-paragraph writing
 - Paragraph writing
 - Verbal speeches/marketing ideas
 - Projects using a variety of technology
 - Podcasts, digital recordings

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment.

Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments.

The North Vancouver Curriculum Hub Principles of Assessment -

<http://nvsd44curriculumhub.ca/assessment/>

Formative may include:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative may include:

- Assignments – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Projects to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Evaluation	Percentage of Final Mark
Introductory Unit - Assignments	5
Learning Guides	25
Unit Projects	40
Portfolio	20
<i>Course Total</i>	100

RESOURCES:

Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The NVOL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.