



**The Bishop Strachan School  
Department Name: The Arts**

**Course Title: Visual Art, Photography**

**Grade Level: 12**

**Ministry Course Code: AWQ4M**

**Teacher's Name: Marilyn Westlake**

**Developed by: Stephen Zeifman and Marilyn Westlake**

**Date: August 28, 2006**

**Revision Date: September 2, 2009**

**Developed from: The Ontario Curriculum, Grade 11 and 12, The Arts,  
Common Course Codes**

**Text: none**

**Prerequisite: AWQ3M**

**Credits: 1.0**

**Length: 110 hours**

## Course Description/Rationale

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyze photographs and study aspects of photographic art history, including photographers worldwide.

## Overall Curriculum Expectations

### Theory

1. use appropriate photographic terminology in all areas of photographic theory and discussion;
2. demonstrate an understanding of a segment of Canadian and American photographic art and be exposed to 20<sup>th</sup> century worldwide photography.
3. analyze the social, commercial and artistic impact of photographs since 1839

### Creation

4. demonstrate through studio assignments the ability to solve visual and conceptual problems;
5. produce original art works, using a variety of materials, tools, processes, and technologies appropriately;
6. document and evaluate their creative process and art works, using portfolios.

### Analysis

7. evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements;
8. in-depth analysis of works of art in relation to their cultural, social, political, and historical contexts;
9. discuss in greater depth the ways in which cultural institutions shape our perception and understanding of art;
10. describe the influence of art on their lives;
11. critically discuss postsecondary educational and career opportunities in visual arts.

### Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Visual Design	3			- journal of images	
2. Digital: Camera to Computer, workflow & skills	10				
3. Extreme Photographic Composition & Concept	13				
4. Ethics of Photography	1			- internet assignment	
5. Learn from the Masters as well as Young Photographer	4				
6. History of Photography in depth analysis and Presentation of a Style or a Photographer	6	- visit photography galleries 4		- 4 internet units studying fine art photographers	
7. Lighting	2	Involved in preparations for an art exhibition 4			
8. Developing a Portfolio	10			- help student with first edit	
9. Increase Photoshop Skills	10	- visit a photo archive to view fine art prints, if possible		- continuing evaluation one to one	
10. Study and Emulate several different Styles of Photography	9				
11. Creative Techniques	8				
12. Mixed Media & Experimental Work	10			- ongoing consultation	
13. Summative: Presentation & Exhibition	14	- attend exhibition opening of their summative photographs 1		- ongoing consultation	
14. Photo Careers	1				
<b>Total</b>	<b>101</b>	<b>9</b>			<b>110</b>

## Unit Descriptions

### **Unit 1– VISUAL DESIGN**

Use more sophisticated compositional elements for an intended effect. The student's visual sophistication and critical abilities are developed through analyzing complex work as well as self and peer analysis and developmental assignments.

### **Unit 2 – DIGITAL: CAMERA TO COMPUTER, WORKFLOW & SKILLS**

Use a digital camera to continue practicing compositional techniques. Increase skills with iPhoto and Photoshop software and consolidate smart workflow practices when organizing, labeling and editing.

### **Unit 3 – EXTREME PHOTOGRAPHIC COMPOSITION AND CONCEPT**

Students research investigate and experiment photographing in a new way to discover the merits of a new way to convey a concept.

### **Unit 4 – ETHICS OF PHOTOGRAPHY**

Awareness of how composition directs the reading of a photograph is created through an assignment on where and how intention and manipulation of an image crosses the line to become propaganda, manipulation or abuse.

### **Unit 5– LEARN FROM THE MASTERS AND DARING YOUNG PHOTOGRAPHS**

Students explore compositional strategies of a variety of photographers to discover how to create dynamic imagery.

### **Unit 6 – THE HISTORY OF PHOTOGRAPHY/PRESENTATION OF A STYLE**

A class presentation of a photographic style or movement requiring investigatory research and practice of presentation skills.

### **Unit 7 – LIGHTING:**

Students learn to use light to model form, to understand tonal range and to produce effective compositions.

### **Unit 8 – DEVELOPING A PORTFOLIO**

Students learn to accumulate, sort and edit their work developing a portfolio for presentation to art galleries and for potential interviews. Format, scale and binding materials appropriate for particular presentations are discussed.

### **Unit 9 – PHOTOSHOP SKILLS**

Students will further explore the potential of Photoshop through tutorials, discussion and demonstration using personal photographs and acquired imagery to create seamless imagery.

### **Unit 10 – A VARIETY OF PHOTOGRAPHIC STYLES**

Exploring different photographic “voices” and styles is woven into the history of photography, assignments and the students' own work.

**Unit 11 – CREATIVE TECHNIQUES**

Students will engage in an open exploratory session featuring direct manipulation of printed photos on a wide variety of surfaces and media.

**Unit 12 – MIXED MEDIA & EXPERIMENTAL WORK**

A creative work containing some of the students own images can be all digital, all hard copy or a combination of both. It requires attention to design, content and personal expression.

**Unit 13 –SUMMATIVE: PRESENTATION & EXHIBITION**

The summative project is the culmination of knowledge and skills learned throughout the year and the student’s ability to manifest a new level of visual and conceptual sophistication demonstrated in how they combine content and form. The work will be exhibited and the students have the experience of inviting people to the exhibition. They themselves are required to attend the opening of the exhibition.

**Unit 14 – CAREERS IN PHOTOGRAPHY**

The students will have the opportunity explore and discuss the many opportunities available in professional, commercial, art, and amateur markets.

**Teaching/Learning Strategies**

<input type="checkbox"/> Lecture	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Group critique
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Group work	<input type="checkbox"/> Videotape critique
<input type="checkbox"/> Reading	<input type="checkbox"/> Research project	<input type="checkbox"/> Self analysis
<input type="checkbox"/> Structured discussion	<input type="checkbox"/> Workshop	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Practical exercise		<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Discovery		<input type="checkbox"/> Field trips
		<input type="checkbox"/> Independent study

**Assessment/Evaluation Strategies**

<b>Paper and Pencil</b>	<b>Performance Methods</b>	<b>Personal Communication</b>	<b>Other</b>
Tests	Projects	Classroom discussion	Teacher anecdotal records
Works sheets	Portfolios	Portfolio review	Teacher log
	Presentations	Self evaluation	Checklists
		Peer evaluation	Rubrics
	Demonstrations	Use of Blackboard for assignments & reminders	
	Research assignments		
	Constructions		
	Journals		

### Assessment/Evaluation

**Seventy per cent (70%)** of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students’ *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement

**Thirty per cent (30%)** of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
<b>70%</b>	1. Basics: Composition & Content	SEE CURRICULUM EXPECTATIONS  1,2,4,5	Practical exercises
			Collect examples
			Self Analysis
			Teacher Analysis
			Peer Analysis
	2. History & Ethics	1,2,3,7,8,9,10	Internet Assignments
			Group Critique
			Identificaion
	3. Practical - Technical	1,4,5,6,7,	Tests for technical understanding
			Evidence of understanding
			Evaluation of organizational skills
	4. Concepts, Accessing Creativity	2,3,4,5,6,7,8,9,	Research Assignments
Group assignments			
Ongoing Teacher Evaluation			
Work sheets			

<b>30%</b>	5. Synthesis of knowledge & skills with concept, production and presentation	SUMMATIVE	- Ongoing Teacher Evaluations - Portfolio Presentation - Self Evaluation
			<b>Total</b>

### Course Resources

- Classroom notes become a manual.
- iPhoto software, Photoshop
- Websites: mainly photography galleries and technical photography sites
- Blackboard posted unit sections
- BSS Learning Commons: photography section primarily
- Art Department:: library and slides
- Videos
- Handouts and news media web sites re: critiquing
- Field trips: 1) photography gallery, 2) fine art archive
- Exhibition of student's work at a gallery/exhibition space with an opening
- The Bishop Strachan School Art Department Photography Course Outline
- The Ontario Curriculum Grades 11 and 12, The Arts

*Any other key resources used (software, websites, texts etc.)*

- Card Readers and cables for downloading
- Power Point presentations developed by the teacher
- Internet
- [www.dpreview.com](http://www.dpreview.com)
- [www.luminouslandscape.com](http://www.luminouslandscape.com)

**Achievement Chart – The Arts, Grades 9–12**

<b>Categories</b>	<b>50–59% (Level 1)</b>	<b>60–69% (Level 2)</b>	<b>70–79% (Level 3)</b>	<b>80–100% (Level 4)</b>
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., facts, genres, terms, definitions, techniques)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, theories, ideas, procedures, processes, methodologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., formulating questions, focusing research, gathering information, organizing a project)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, evaluating, inferring, interpreting, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., creative process, design process, problem solving, reflection, elaboration)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information in art forms (visual arts, music, drama, dance, media arts) and in oral and written forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences and purposes (e.g., expression of emotion in art forms, expression of critical responses in oral and written forms)	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions in art forms (e.g., symbolic representation), and vocabulary and terminology of the discipline in oral and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills (e.g., concepts, processes, technologies, techniques) in familiar contexts (e.g., work requiring accurate repetition)	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, processes, techniques) to new contexts (e.g., work requiring stylistic variation, an original composition, an interdisciplinary or a multi-disciplinary project)	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., connections between the arts; between historical, global, social, environmental, and/or cultural contexts; between personal experiences and the arts)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness