

FOREST HILL C.I.

AWQ4M – GRADE 12 PHOTOGRAPHY UNIVERSITY/COLLEGE COURSE OUTLINE

PREREQUISITE: GRADE 11 VISUAL ART (AVI3M) OR
GRADE 11 INTERDISCIPLINARY STUDIES (IDC 30)



Resources

Teacher: Mrs. Neumann

Phone: 416.393.1860 x20101

Email: Leanne.neumann@tdsb.on.ca

Textbook: *Photo ED Guide to Photography 3rd ed.* The replacement cost of the textbook is \$19.95.

Tools for Success/Learning Skills

Responsibility	<ul style="list-style-type: none"> Understand and follow this course outline and the policies outlined in the Student Agenda Arrive on time Come prepared to work with all necessary tools
Organization	<ul style="list-style-type: none"> Keep an organized notebook including file naming and storage Keep an organized calendar of important dates
Independent Work	<ul style="list-style-type: none"> Stay on task Avoid disrupting the learning of others Do homework regularly and complete all assigned work Review/study the work often
Collaboration	<ul style="list-style-type: none"> Be a responsible group member Help your peers succeed by sharing ideas, tutoring and studying together Prepare for work as a team with a focus on fair workload
Initiative	<ul style="list-style-type: none"> Be active participants in the classroom Ask questions when unsure of the material & seek extra help when needed Ensure that you get any missed handouts and catch up on missed work
Self-Regulation	<ul style="list-style-type: none"> Set goals and make good choices regarding academic success. Respect yourself, classmates and teachers

Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve investigation, communication with the student and his/her parent/guardian, and a mark of zero for plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Assessment can take on one of three forms (described below). See page 31 of *Growing Success* for a detailed description of assessment.

Diagnostic	Assessment FOR learning determines how learning should proceed at the beginning of a unit.
Formative	Assessment AS learning provides feedback for a student to determine where improvement is needed. An example of this is homework.
Summative	Assessment OF learning evaluates what a student has learned at the conclusion of a unit/course. An example of this is a test or exam.

Evaluation of student achievement will be defined by four broad **Achievement Categories** (described below). The category weighting for semester work is shown.

Semester Work		70%
Knowledge & Understanding	Specific content acquired in the course and the comprehension of its meaning and significance.	20-25%
Thinking	The use of critical and creative thinking skills and inquiry, research, and problem-solving skills.	20-25%
Communication	The conveying of meaning through various forms.	25-30%
Application	The use of knowledge and skills to make connections within and between various contexts.	25-30%
Culminating		30%

Academic Integrity: Missed Classes, Evaluations and Assignments

It is the **responsibility of the student** to notify **all** appropriate parties (teachers, office, coach, etc) **in advance** where appropriate and in compliance with school policies and procedures as per student agenda if the student will be absent. This allows for both the student and teacher to make alternative arrangements regarding missed assignments or evaluations. In the event that advance notice is not possible, students should seek out the teacher first thing (before school) with the appropriate documentation (e.g. Doctor's note, photocopied note from the office) in order to ensure that they have the opportunity to make-up the missed evaluation/assignment and course work.

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Course Description

Students will learn about traditional photography as an expressive art form. The history of art, as it relates to photography, will be included. The role of digital imaging and manipulation will be included in studio projects.

The platform for instruction is via Google Classroom. There is an equipment and software contract to be signed by parent/guardian and the student. Students are not required to own a DSLR. Where students opt to use their own equipment, the school accepts no responsibility or liability for personal equipment.

Units of Study

History of Photography

A brief history of photography is explored coupled with the creation and presentation of a pinhole camera and darkroom practice.

DSLR Basics and Beyond

Students are instructed on how to shoot in manual mode and the fundamentals of composition.

Creative Techniques

Students are instructed on a variety of creative techniques such as light painting and Bokeh.

Lighting

Students are instructed on Studio Lighting including safety practices.

Photoshop

Instruction and exploration of Photoshop as retouching software as well as a creative tool for surreal composition.

Overall Course Expectations

Specific expectations can be found at the Ministry of Education's Website:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

A. Creating and Presenting

- The Creative Process: use the creative process to create a variety of photographs, individually and/or collaboratively.
- The Element and Principles of Design: use the elements and principles of design to create photographs for the purpose of self-expression and to communicate ideas, information and/or messages.
- Production and Presentation: produce photographs using both analog and digital technologies and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

B. Reflecting, Responding and Analyzing

- The Critical Analysis Process: use the critical analysis process to examine, interpret, evaluate and reflect on various photo-based images.
- Art, Society and Values: demonstrate an understanding of how photo-based images reflect the society in which they were created and of how they can affect personal and societal values.
- Connections Beyond the Classroom: identify types of knowledge and skills they have developed in photography and ways in which they can apply this learning in work and career contexts.

C. Foundations

- Terminology: demonstrate an understanding of and use correct terminology when referring to elements and principles, and other components and techniques in photography.
- Conventions and Techniques: demonstrate an understanding of the conventions and techniques used in photo-based media and its history in the context of societal change.
- Responsible Practices: demonstrate an understanding of responsible practices related to photography, particularly the use of cameras (both analog and digital), the darkroom and computer lab.