

Course Outline

Photography - Grade 12 (AWQ 4M)

Bayridge Secondary

Date: September 2014
Department: Arts
Credit Value: 1
Teacher's email:
whillanse@limestone.on.ca



Teacher: Mrs. Whillans
Department Head: Ms Lees
Prerequisite: AWQ30 preferred
Teacher's website:
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Policy Documents: The Ontario Curriculum: The Arts Grades 11 and 12 (2010)
Ontario Schools Kindergarten to Grade 12 – Policy and Program Requirements (2011)

Course Description

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Overall Curriculum Expectations and Summative Tasks

Strand: Creating and Presenting

By the end of this course, students will:

- A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;
- A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
- A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

Strand: Reflecting, Responding, and Analyzing

By the end of this course, students will:

- B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect both social and personal values;
- B3. Connections Beyond the Classroom: demonstrate an understanding of and analyze the requirements for a variety of opportunities related to visual arts.

Strand: Foundations

By the end of this course, students will:

- C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

70% Term Summative Assessment Tasks

Overall Expectations Evaluated	Description of Summative Assessment Task (All assignments will be assessed with a rubric unless otherwise indicated)	Due Date	Level Achieved
A3, B1, B2, B3, C1, C2	History of Photography – students will research a development in the history of photography and complete either a research paper or a media presentation to the class.		
A1, A2, A3, C1, C2, C3	Creative Portfolio Cover – incorporating the ‘Rule of Thirds’ design principle students will make a photograph for their portfolio cover that expresses their personal style; students will also create a written critique of their cover photograph.		
A1, A2, A3, B1, B2, B3, C1, C2, C3	Elements and Principles of Photography – to demonstrate their understanding of Photographic elements and principles, students will make a selection of photographs and create a written description of the elements and principles displayed in each image.		
B1, B2, B3, C1, C2	TEST – “Photography Terminology and Camera Knowledge”		
A1, A2, A3, B1, B2, B3, C1, C2, C3	Photographer Research – students will conduct research on a selection of photographers and make a photo in the style of one of the photographers studied.		
A1, A2, A3, C1, C2, C3	Triptych – to demonstrate their understanding of photography techniques and camera knowledge, students will make a series of three related photographs on a landscape, motion, or documentary theme.		
A1, A2, A3, C1, C2, C3	Photographic Manipulation – students create a selection of photographic images to demonstrate their understanding of photo abstraction, colour manipulation and 3-D effects.		

Note: The tasks listed above may change over the course of the semester to allow for teachers to respond to evidence of student learning. Students will be notified in advance of any changes to the summative assessment tasks. All summative tasks must be submitted before a credit is granted.

30% Final Summative (or culminating) Activities

Overall Expectations Evaluated	Description of Final Summative Assessment Task	Level Achieved
A1, A2, A3, C1, C2, C3	Photography Portfolio – Students will demonstrate the skills and knowledge learned over the semester by compiling a Display Portfolio of their photographs. (20%)	
B1, B2, B3, C1, C2, C3	Portfolio Reflection & Interview – Students will answer questions, based on their portfolio of work, both in written form and in an interview with the teacher (10%)	

Note: The tasks listed above may change over the course of the semester to allow for teachers to respond to evidence of student learning. Students will be notified in advance of any changes to the final summative tasks. All final summative tasks must be completed before a credit is granted.

Core Texts: *The Digital Photography Handbook*

Additional Resources: Photoshop Elements Guide & various photography texts, magazines, web apps and websites

Assessment and Evaluation Overview

1. Learning Skills and Work Habits Achievement:

Learning skills and work habits are instructed, assessed and evaluated separately from your academic work. You will be assessed frequently on your level of achievement of the following six learning skills and work habits (e.g. through conferences with your teacher; observation during class activities; and completion of assignments where specific learning skills are addressed). Learning skills and work habits will be evaluated at mid-term and again at the end of the semester with a letter grade (E=excellent, G=good, S=satisfactory, N=needs improvement).

- **Responsibility** (e.g. *fulfils responsibilities and commitments within the learning environment, completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for managing own behaviour*)
- **Organization** (e.g. *devises and follows a plan for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates and uses information, technology and resources to complete tasks*)
- **Independent Work** (e.g. *independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision*)
- **Collaboration** (e.g. *accepts various roles and an equitable share of work in a group; responds positively to the ideas, values, opinions and traditions of other; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions*)
- **Initiative** (e.g. *looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others*)
- **Self-regulation** (e.g. *sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and thinks critically on own strengths, needs and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges*)

2. Achievement of Overall Course Expectations:

Diagnostic and Formative Assessment Tasks will be used throughout the course and may include quizzes, assignments, activities and investigations. Feedback will be used to help students and teachers to determine next steps to achieve the provincial standard on the overall expectations. These assessment tasks will not be used in the determination of grades.

Summative Assessment Tasks will usually be administered at or near the end of a period of learning and may include performance tasks, portfolios of student work, and projects, and unit tests. Summative assessment tasks will be used to evaluate student learning in relation to the overall expectations of the course. Evaluation of the summative assessment tasks will be used to determine the term grade and will be worth seventy percent (70%) of the final grade for the course. The mid-term grade will be derived from evaluation of the summative assessment tasks completed up until that point. As students progress through the course, their grades will represent the students' most consistent levels of achievement of overall expectations. Where overall expectations are evaluated more than once during the term, evidence of growth will be considered in determining the final grade.

Final Summative Tasks will be administered at or near the end of the course. Thirty percent (30%) of the final grade will be based on the evaluation of final summative tasks in the form of an examination and/or other culminating activities. The tasks will be based on overall expectations from all strands and across the categories of knowledge and understanding, thinking, application and communication.

Late or Missing Assignments

Students are expected to submit assignments by the agreed-upon due dates. It is important that all summative assessment tasks be completed so that there is sufficient evidence of achievement of the overall expectations for a credit to be granted. For this reason, missed due dates will result in action on behalf of the school to collect the missing evidence at the earliest opportunity, in accordance with LDSB procedures included in the student agenda. All final summative tasks must be completed before a credit is granted.

Academic Honesty

Academic honesty is a fundamental cornerstone in student learning. A breach of academic honesty is the theft of intellectual property and is treated with the utmost seriousness. All breaches of academic honesty will be reported to the school administration and a plan of action will be implemented in accordance with LDSB procedures included in the student agenda.

Attendance and Punctuality

Regular attendance and punctuality are expected, as they contribute to success at school and are important requirements in the workplace. It is essential that you contact your teacher when you know you will be absent. Following an absence, it is critical that you work diligently to catch up on missed work. Attendance and punctuality are reported on the provincial report card. Please refer to the student agenda for further details.

Teaching and Learning Strategies:

Visual arts programs focus on studio work and are primarily concerned with exploring the expressive character of what we see and the design of things we use. Within these courses, visual literacy expands into a broader perception – turning seeing into vision, translating reality into symbols and connections, and enhancing all other learning experiences.

Education for Exceptional Students:

All students require support from teachers, classmates, family, and friends in order to thrive and to gain full benefit from their school experience. Some students have special needs that require supports beyond those ordinarily received in the school setting. These needs may be met through accommodations. Accommodations to meet the needs of exceptional students are set out in their Individual Education Plans. In arts education, there are adaptive techniques and technical aids that can assist teachers in meeting the needs of exceptional students as set out in their Individual Education Plan. Some students may require modified visual arts tools or materials, a Braille, a voice synthesizer, a personal amplification system, or computer-assisted instruction.