

BIG IDEAS

Photography is a unique art form that captures images for artistic expression.

Traditions, perspectives, worldviews, and stories are shared through **aesthetic experiences**.

Growth as a photographer requires time, patience, and reflection.

The creation of photographs relies on the interplay of mind and body.

Photography offers unique ways of exploring our identity and sense of belonging.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • Create photographic works using sensory inspiration, imagination, and inquiry • Explore photographic possibilities and take creative risks • Express meaning, intent, and emotion through photography • Create photographic images with an audience in mind • Develop and refine photographic skills and techniques in a range of styles and genres • Demonstrate safe and responsible use of materials, tools, and work space <p>Reason and reflect</p> <ul style="list-style-type: none"> • Describe and analyze how photographers use materials, technologies, processes, and environments in art making • Recognize and evaluate design choices in photographic works • Develop personal answers to aesthetic questions <p>Communicate and document</p> <ul style="list-style-type: none"> • Document, share, and appreciate photographic images • Demonstrate respect for self, others, and place • Communicate and respond to social and environmental issues through photography 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements of visual art • principles of composition • image development strategies in photography • materials, processes, techniques, and image-making technologies, used in one or more types of photography: <ul style="list-style-type: none"> – digital photography – darkroom photography – alternative photographic processes • photo chemistry (if using film) or alternative chemical processes • creative processes • behaviours of light: <ul style="list-style-type: none"> – images formed by lenses and mirrors – effects of translucent, transparent, and opaque objects • ways of sensing light: <ul style="list-style-type: none"> – optical instruments – parts and functions of cameras

Learning Standards (continued)

Curricular Competencies	Content
<p>Connect and expand</p> <ul style="list-style-type: none"> • Create photographs that demonstrate personal, cultural, social, environmental, and historical contexts • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through photography • Engage in digital citizenship throughout the photographic process 	<ul style="list-style-type: none"> • role of the photographer and viewer • influence of visual culture in social and other media • history of photography • traditional and contemporary First Peoples worldviews, stories, and history as expressed through photography • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

- **Photography:** for example, darkroom, digital, and alternative photography
- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **sensory inspiration:** ideas inspired by sensory experiences such as the feeling of rain on our face or the sound of a dog whimpering
- **creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **styles:** Photographic works that share common visual characteristics can be described as belonging to the same artistic style.
- **genres:** categories of photography similar in form, style, or subject matter (e.g., abstract, landscape, portraits)
- **aesthetic questions:** questions relating to the nature, expression, and perception of artistic works
- **Document:** through activities that help students reflect on and demonstrate their learning (e.g., drawing, visual journaling, constructing new works, compiling a portfolio)
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **respond:** through activities ranging from reflection to action
- **social and environmental issues:** occurring locally, regionally, nationally, and/or globally
- **ways of knowing:** First Nations, Métis and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **digital citizenship:** using information and social sharing technology in a way that is respectful of self, others, and privacy laws

Content – Elaborations

- **elements:** colour, line, shape, space, texture, light, exposure, contrast
- **principles of composition:** balance, rule of thirds, point of view, leading lines, framing, emphasis, movement, pattern, rhythm, unity, simplicity, depth, focal point
- **image development strategies:** cropping, layering, colour manipulation (e.g., white balance, hue/saturation adjustment), rotation, multiplication, fragmentation, photomontage, elaboration (e.g., digital manipulation, addition of other materials to a photo)
- **materials:** of photography (e.g., printing ink, photo paper, various types of film, chemicals)
- **image-making technologies:** in photography, any image-making technology, such as cameras, lenses, lighting equipment, enlargers, computers, scanners, digital imaging software, accessories, and other pieces of equipment; could also include improvisational use of miscellaneous items
- **digital photography:** uploading, formatting, editing
- **darkroom photography:** developing and enlarging film
- **alternative photographic processes:** pinhole, cyanotype, solargrams/sunprints, solargrafia, scenography
- **photo chemistry:** includes developer, stop, fix, and other chemicals
- **alternative chemical processes:** cyanotypes, Van Dyke Brown photographic processing
- **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection
- **optical instruments:** lenses, focus scopes
- **visual culture:** aspects of culture that rely on visual representation
- **cultural appropriation:** use of a 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