

BIG IDEAS

Photography is a unique art form that uses light and optics to capture images for artistic expression.

Traditions, perspectives, worldviews, and stories can be shared through photography.

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

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

Photography offers unique ways of exploring one's identity and sense of belonging.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Create photographic works collaboratively and as an individual using imagination, observation, inquiry, and ideas • Experiment with photographic possibilities using a range of materials, processes, and image-making technologies • Express meaning, intent, emotions, and feelings through photography • Combine materials, processes, and technologies in a variety of ways • Apply skills that engage the body and mind • Develop skills and techniques in a range of styles and movements and a variety of technologies and processes • Investigate and identify ways to use photography to reflect on, or respond to, social and environmental issues • Demonstrate active and disciplined engagement in creating photography and resolving creative challenges <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Evaluate design choices in photographic works • Use the language of photography to describe how photographers use materials, technologies, processes, and environments in art making • Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of photography 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • visual arts elements, principles, and image development strategies, as they apply to photography: <ul style="list-style-type: none"> – elements: color, 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 rotation, multiplication, fragmentation, photomontage, elaboration • a range of materials, technologies, and processes used in one or more of the following types of photography: digital photography, darkroom photography, or alternative photographic 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 – cameras • a variety of materials, strategies, techniques, and technologies that support photographic processes

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Recognize knowledge and skills from other areas of learning in the planning, creating, interpreting, and analyzing of photographic images • Develop personal answers to aesthetic questions <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Share, document, and appreciate photographic images in a variety of ways and contexts • Create photographic images with an audience in mind • Communicate ideas and express mood through photography • Demonstrate respect for self, others, and place through photographic image making • Use photography to communicate, and respond to, social and environmental issues occurring locally, regionally, and globally • Engage in digital citizenship throughout the photographic process <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Create personally meaningful photographs that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through photography • Explore and engage in the reciprocal relationship between photography, cultures, and society • Adapt learned photographic skills or processes for use in new contexts • Recognize cross-cultural similarities in photography • Demonstrate increasingly sophisticated application of the elements and principles of photography, image development strategies, processes, and technologies • Demonstrate safe use, care, and maintenance of tools, equipment, materials, and work space • Demonstrate an understanding of photo chemistry if using film 	<ul style="list-style-type: none"> • symbols and metaphors to represent ideas and perspectives in photography • the role of the photographer and viewer in a variety of contexts • the influence of visual culture in social and other media • the impact of time and place on the emergence of photographic genres • contributions of innovative photographers from a variety of genres, contexts, time periods, and cultures, including Aboriginal culture • the influence of social, cultural, historical, political, and personal context on photographic works • a range of local, national, global, and intercultural photographers and genres • traditional and contemporary Aboriginal worldviews, stories, and history as expressed through photography • cross-cultural perspectives as communicated through photography • personal and social responsibility associated with creating, perceiving, and responding in photography • the ethics of cultural appropriation and plagiarism • the role of the photographer in presenting social justice issues to an audience

Big Ideas – Elaborations

- **photography:** e.g., darkroom, digital, and alternative photography

Curricular Competencies – Elaborations

- **image-making technologies:** in photography, any image-making technology, such as cameras, lighting equipment, accessories, and other pieces of equipment; could include improvisational use of miscellaneous items
- **respond:** involves activities ranging from reflection to action
- **aesthetic questions:** questions relating to the nature, expression, and perception of artistic works
- **document:** involves 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 of the world.
- **digital citizenship:** using information and social sharing technology in a way that is respectful of self, others, and privacy laws
- **ways of knowing:** various beliefs about the nature of people's knowledge (e.g., Aboriginal, gender-related, subject/discipline-specific, cultural, embodied, intuitive)
- **photo chemistry:** includes developer, stop, fix, and other chemicals

Content – Elaborations

- **colour manipulation:** e.g., white balance, hue/saturation adjustment
- **elaboration:** e.g., digital manipulation
- **materials:** of photography: e.g., printing ink, photo paper, various types of film, chemicals
- **technologies:** of photography: e.g., cameras, lenses, lighting, enlargers, computers, scanners, digital imaging software
- **digital photography:** e.g., uploading, formatting, editing
- **darkroom photography:** e.g., developing and enlarging film
- **alternative photographic processes:** e.g., pinhole, cyanotype, solargrams/sunprints, solargrafia, scanography
- **visual culture:** aspects of culture that rely on visual representation
- **intercultural:** pertaining to work that engages in the context of two or more cultures
- **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