

## BIG IDEAS

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

Active participation in the visual arts is an essential element of culture and personal identity, and reveals insights into the human experience.

Refining photographic expression requires perseverance, resilience, and **risk taking**.

Purposeful artistic choices in photography enhance the impact of a message in a body of work.

Ideas and beliefs within a photographic work have the power to effect change.

## Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Create photographic images collaboratively and as an individual using imagination, observation, and inquiry</li> <li>• Demonstrate creative thinking by using ideas inspired by <b>exploration</b></li> <li>• Intentionally select and combine materials, processes, and <b>image-making technologies</b> to convey an idea</li> <li>• Engage in appropriate risk taking to express thoughts and emotions</li> <li>• Experiment with a wide range of materials, processes, and technologies to create photographic images</li> <li>• Apply skills that engage the body and mind</li> <li>• Develop skills and techniques in a wide range of styles and movements</li> <li>• Investigate and identify ways to use photography to reflect on, or <b>respond</b> to, social and environmental issues</li> <li>• Demonstrate active and disciplined engagement in creating photographic images and resolving creative challenges</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose of a <b>critique</b> and choose when to apply suggestions</li> <li>• Describe and analyze, using the language of photography, how photographers use materials, technologies, processes, and <b>environments</b></li> <li>• Apply thinking skills in the exploration, design, creation, and refinement of photographic images</li> <li>• Apply knowledge and skills from other areas of learning in the planning, creating, interpreting, and analyzing of photographic images</li> <li>• Develop personal answers to <b>aesthetic questions</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• visual arts elements, principles, and image development strategies, as they apply to <b>photography</b>:             <ul style="list-style-type: none"> <li>– elements: color, line, shape, space, texture, light, exposure, contrast</li> <li>– principles of composition: balance, rule of thirds, point of view, <b>leading lines</b>, framing, emphasis, movement, pattern, rhythm, unity, simplicity, depth, focal point</li> <li>– image development strategies: cropping, layering, <b>colour manipulation</b> rotation, multiplication, fragmentation, photomontage, <b>elaboration</b></li> </ul> </li> <li>• a range of <b>materials, technologies</b>, and processes used in one or more of the following types of photography: <b>digital, darkroom</b>, and/or <b>alternative photographic processes</b></li> <li>• behaviour of light:             <ul style="list-style-type: none"> <li>– reflection, refraction, absorption, transmission, scattering</li> <li>– images formed by lenses and mirrors</li> <li>– effects of translucent, transparent, and opaque objects</li> </ul> </li> <li>• ways of sensing light:             <ul style="list-style-type: none"> <li>– optical instruments</li> <li>– cameras</li> </ul> </li> <li>• a variety of materials, strategies, techniques, and technologies that support photographic processes</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Share, <b>document</b>, and appreciate photographic images in a variety of ways and contexts</li> <li>• Create photographic images with a specific audience in mind</li> <li>• Communicate ideas and express emotions through photographic images</li> <li>• Demonstrate respect for self, others, and <b>place</b> through photographic image making</li> <li>• Use photographic images to communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values</li> <li>• Engage in <b>digital citizenship</b> throughout the photographic process</li> </ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Create artistic works to reflect personal voice, story, and values in connection with a specific place, time, and context</li> <li>• Explore Aboriginal perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through photography</li> <li>• Create personally meaningful photographic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts</li> <li>• Expand photographic skills, processes, and inquiries in connection with family, community, and the world</li> <li>• Explore and engage in the reciprocal relationship between photography, cultures, and society</li> <li>• Explore the career opportunities of professional photographers and other people in related careers</li> <li>• Adapt learned photographic skills or processes for use in new contexts</li> <li>• Apply problem-solving skills to facilitate innovation</li> <li>• Make connections through photography among individuals in a learning community and on a local, regional, and global scale</li> <li>• Demonstrate safe use, care, and maintenance of tools, equipment, materials, and work space</li> <li>• Demonstrate an understanding of <b>photo chemistry</b> if using film</li> <li>• Demonstrate increasingly sophisticated application of the elements and principles of photography, image development strategies, processes, and technologies</li> </ul>	<ul style="list-style-type: none"> <li>• symbols and metaphors to represent ideas and perspectives in photography</li> <li>• the role of the photographer and viewer in a variety of contexts</li> <li>• the influence of <b>visual culture</b> in social and other media</li> <li>• the impact of time and place on the emergence of photographic genres</li> <li>• contributions of innovative photographers from a variety of genres, contexts, time periods, and cultures, including Aboriginal culture</li> <li>• the influence of social, cultural, historical, political, and personal context on photographic works</li> <li>• a range of local, national, global, and <b>intercultural</b> photographers and genres</li> <li>• traditional and contemporary Aboriginal worldviews, stories, and history as expressed through photography</li> <li>• cross-cultural perspectives as communicated through photography</li> <li>• personal and social responsibility associated with creating, perceiving, and responding in photography</li> <li>• the ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• the role of the photographer in presenting social justice issues to an audience</li> </ul>

Big Ideas – Elaborations

- **photography:** e.g., darkroom, digital, and alternative photography
- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities

Curricular Competencies – Elaborations

- **exploration:** learning that uses experimentation to engage and challenge students' thinking by creating opportunities for them to explore and express their natural curiosity to provide a means for high-level reasoning, innovation, and problem solving in a variety of ways
- **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
- **critique:** age-appropriate feedback strategies (e.g., one-on-one dialogue, safe and inclusive group discussions, reflective writing, gallery walks)
- **environments:** place-based influence on the creation of artistic work; art related to or created for a specific place
- **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

- **leading lines:** e.g., diagonals, S curves
- **colour manipulation:** e.g., white balance, sepia toning, hue/saturation adjustment, selective tinting
- **elaboration:** e.g., digital manipulation, hand colouring
- **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

Content – Elaborations

- **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

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