

COURSE COM1030: PHOTOGRAPHY 1 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> through presentation/discussion with the teacher, the student’s assessment of his or her portfolio, including awareness of the role of photography in society, the rules of composition as they apply to photography (e.g., reflection log, captions), and progress to date. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM1030–2</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify and describe the key components of a camera (e.g., lens, shutter release, film/disk compartment) and their function classify different types of still cameras and some of their potential applications (e.g., 110 instamatic, 35 mm Single Lens Reflex [SLR], 2 1/4 square portrait, 4" x 5" plate, Polaroid, digital) articulate the “rule of thirds” as it applies to photographic composition and framing given a set of photographs, differentiate between key, medium key and low key contrast and speculate on impact of each on the “mood” imparted by different degrees of contrast in photographs 	

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Concept	Specific Outcomes	Notes
<p>Process and Procedures (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • articulate the notion of focus in photography and be able to differentiate between photographs that are in focus and those that are out of focus • articulate the notion of depth-of-field in photography and be able to differentiate between photographs that have a long and shallow depth-of-field • use common terminology (e.g., f-stop/aperture, shutter speed, focus, depth-of-field) in the context of photographic work and during presentations • load and unload photographic film and/or disk from a camera • capture images using a camera, each image to be in focus, framed using basic composition technique of the rule of thirds, and showing clear intent of the photo; e.g., if the student intended to take a photograph of a specific person and instead capture an image of the person in a crowd, he or she would not have met the intent • differentiate between a snap shot and a planned photograph by: <ul style="list-style-type: none"> – framing for composition (have a focal point) – being “on level” with the subject (i.e., not the top of the dog’s back) – choosing vertical or horizontal format – changing camera direction – being aware of the background; i.e., not having a tree appear to be growing out of the subject’s head • describe the role of photography in society; e.g., entertainment, historical record, illustrating ideas and concepts, scientific research, exploration • demonstrate responsibility and ethical behaviour by working within school and community standards. 	<p>Encourage students to take photographs from a personal perspective.</p>

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Concept	Specific Outcomes	Notes
Applied Technologies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • use camera to capture at least 24 images • create photographic/electronic images that generate curiosity and discussion • process images and print at least six of them in proofing and in final format • demonstrate, using subject matter, composition (e.g., rule of thirds, golden triangle, diagonals, formal and informal balance), lighting (e.g., natural, artificial), shutter speeds and aperture • use available facilities and equipment (e.g., community facilities, darkroom, computer) to process film/disk to produce prints • describe processes used. 	<p>Teachers may choose to select a few of these images for proofing/printing.</p> <p>It is important that students have some sense of how and why things work not just that they do. They need to know some of the processes that occur to create, process and print photographic images.</p>
Presentation	<ul style="list-style-type: none"> • present assignments to teacher and peers consisting of at least five printed images that are clean (i.e., without scratches, dust spots or hair lines), in focus and illustrating expectations as pre-defined by the teacher and/or the student • provide examples of feedback obtained on appropriateness and effectiveness of assignments based on: <ul style="list-style-type: none"> – how well the assignment met the stated expectations – aesthetics – technical quality – meeting of school and community standards • create and present a portfolio of work completed in this course or add this work to an existing portfolio. 	<p>Students may present their project to a small group or to the teacher only to reduce stress.</p> <p>Use critiquing as a means to allow students to develop constructive criticism.</p>