



## Photography 10

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### Introduction

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A strong arts education benefits all students, communities, and societies by contributing to the development of well-rounded, educated citizens. The arts connect students with history, heritage, culture, and community, fostering an understanding of the diverse values and perspectives of global, Indigenous, and Canadian societies. Arts education also stimulates students' imaginations, innovation, creativity, and sense of well-being while developing competencies useful to their education and careers.

Encouraging a sense of wonder, curiosity, and engagement with the arts is an integral part of becoming an educated citizen. Through the arts, students' interests and talents are fostered in a variety of ways of knowing, understanding, and doing. Students learn to co-operate, overcome challenges, find innovative approaches, appreciate differences, and negotiate with others. Such exploration allows students to be creative, gain competency with materials, and develop high-level thinking skills.

The B.C. Arts Education curriculum is designed to enable students to explore the world through an artistic lens and to express their ideas, opinions, beliefs, and emotions. The curriculum also connects strongly with the values expressed in the First Peoples Principles of Learning. Students are guided in developing artistic abilities in four core disciplines: dance, drama, music, and visual arts. While each is unique and of equal importance, the four disciplines naturally work together to enhance students' intellectual, social, emotional, and physical growth. All students have the capability and potential to create and engage in the arts and to develop individual strengths and capacities.

The Arts Education curriculum is founded on the artistic habits of mind – explore and create, reason and reflect, communicate and document, and connect and expand. All are lifelong and transferable knowledge and skills. Students investigate artistic elements, processes, and techniques using a range of materials, tools, and environments, and they learn to honour and respect cultural protocols. Students also develop creative ways to communicate emotions, thoughts, meanings, and concepts through the arts, and they learn to respond to knowledge and perspectives that are embedded in language, movement, memory, image, symbol, and story.

Each of the four core art disciplines offers students opportunities to deepen their understanding of self, community, cultures (their own and others'), and the world. And, through exposure to all of the arts, students build a greater understanding in all areas of learning and have the chance

to apply their knowledge and worldviews in different contexts. The Arts Education curriculum provides an essential way for all students to express and understand meaning, while also challenging them to engage in dynamic ways of creating, thinking, and problem solving.

## **Goals**

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The B.C. Arts Education curriculum contributes to students' development as educated citizens through the achievement of the following goals.

Students are expected to:

- develop aesthetically through the core disciplines of dance, drama, music, and visual arts, as well as through interdisciplinary forms
- investigate artistic elements and processes through the artistic habits of mind – explore and create, reason and reflect, communicate and document, and connect and expand – to understand connections between the arts and human experience
- create and respond to works of art using inquiry, critical thinking, and problem-solving skills to deepen their awareness of self, others, and the world
- recognize the value of a variety of cultural perspectives and explore contemporary and historical art forms from their own identity and cultural heritage, as well as those of others
- pursue a lifelong interest in the arts and gain the confidence to create and contribute to the local/national/global art community as an individual and/or group

## **Curricular Competencies**

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Students are expected to be able to do the following:

Explore and create

- 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

Reason and reflect

- 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

Communicate and document

Document, share, and appreciate photographic images Demonstrate respect for self, others, and place Communicate and respond to social and environmental issues through photography

## Content

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Students are expected to know the following:

- 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:
- behaviours of light
- images formed by lenses and mirrors
- effects of translucent, transparent, and opaque objects
- ways of sensing light: optical instruments, parts and functions of cameras

## Assessment

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Grades for this course are calculated according to the following weightings:

(Substantive Assignment) Unit 1: Introduction to Light Photography	10%
Unit 2: Image Creation	55%
Unit 3: Image Manipulation	20%
Capstone Project	15%

The creative elements of this course will be assessed using a rubric that has four categories:

- A. Concept, Idea, Visualization
- B. Composition and Design
- C. Technical
- D. Effort

Each category is further broken down into "Excellent" through "Novice" sub-categories. An average of scores across all categories will be used as the final grade for the piece.

Each student will objectively grade their own work using this same rubric before they turn in their piece. Self-reflection is an important part of the artistic process that fully supports 21st century learning practices as described by the BC Ministry of Education.

Mastery is encouraged. Students who wish to improve their work and resubmit are invited to discuss their options with their teacher. When the authenticity of student work is in question, the teacher reserves the right to base final grades on teacher supervised assignments and assessments.

Please note that official registration in the course occurs only after the student has completed Unit 1 (otherwise known as the substantive assignment). This means that the course will not appear on any official reporting document until the student has fulfilled this requirement.

The Photography 10 Substantive Assignment addresses the following prescribed learning outcomes:

Module: Image Development and Design Strategies

Perceiving and Responding

- relate the design of media arts images to content and function
- identify the impact of traditional and modern technologies on image development and design
- analyze ethical, moral, and legal considerations associated with using media arts technology for image development

Creating/Communicating

- create media arts images using a variety of design strategies and image sources to reach a specific audience or achieve a specific purpose
- solve a design problem using one or more media arts technologies

### **Attendance**

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Please be aware that Island Connect K -12 does not have a general attendance requirement. However, it is in your best interests to make a habit of checking in with Kim Pepler (your teacher) at least once a week – face to face or by email. Past learners have stated that such contact promotes engagement with the course materials and serves to motivate them to complete the work in a timely fashion.

### **Completion Timeline Expectations**

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Successful learners typically finish within four months of initial enrollment in this course. COMMIT to achieving your goals!