

**Richmond Green Secondary School**  
Course Outline & Evaluation Profile  
**Grade 11 Photography, University\College, AWQ3M**  
Adapted from: Revised Visual Arts Curriculum, 2009

Subject Head: M. Nicolson  
Course Developer:  
M. Nicolson, revised 2013  
Credit value: 1.0

**Extra Help Hours:** Room 129 is open most days at lunch, and before or after school. Darkroom by appointment, and lighting and green room studios by appointment.

**Course Description / Rationale:**

This senior Grade 11 University/College Digital Photography course is the preparatory course for any grade 12 college\university course in the visual arts, and therefore is designed around a variety of media-based units in order to encourage more personal growth, creative problem solving, and personal expression. The expectations are evaluated within the framework of three main strands of learning, based on the revised curriculum, 2009: **CREATING AND PRESENTING, REFLECTING, RESPONDING, ANALYSING, and FOUNDATIONS.**

**Materials Needed:**

- USB memory stick
- DSLR camera is helpful, but one will be provided by the school in class time.

**Course Fees / Other Important**

**Information:**

- The Grade 11 Visual Arts online material can be found on our **Moodle**.  
Go to: <http://moodle.yrdsb.ca>, and under R.G.S.S. courses, click on "Grade 11 Photography". Your student number and password will work allow access, and when you are asked for the "enrolment key", it is "2012".
- Experiential learning is a very important part of the Visual Arts, and though we are no longer allowed more than one field trip per course, I strongly encourage self directed opportunities for shooting in interesting locations, with a variety of subjects.

**Achievement Categories & Weighting:**

COURSE WORK (70% of final), and the CULMINATING ACTIVITY: (30% of final grade) are divided into the following categories:

Knowledge & Understanding	20%
Communication	20%
Thinking	20%
Application	40%

**Equipment and Textbooks:** When students borrow department texts or equipment for assignments, such as cameras, sound recorders, video recorders, etc., it is the students responsibility to care for these items, and students who damage or lose equipment will be responsible for repair or replacement costs.

**Overall Curriculum Expectations:**

- **CREATING AND PRESENTING:** apply the creative process to plan, produce, and reflect on a variety of artworks, individually and/or collaboratively; apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages; produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
- **REFLECTING, RESPONDING, ANALYZING:** demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works; demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect both social and personal values; demonstrate an understanding of a variety of opportunities related to visual arts.
- **FOUNDATIONS:** demonstrate an understanding of terminology related to visual arts; demonstrate an understanding of conventions and techniques used in the creation of visual art works; demonstrate an understanding of responsible practices in visual arts.

**Units of Study:**

- Who am I, and how can we tell? A diagnostic Self Portrait.
- How does my camera work? Settings and diagnostics.
- What is style, and how can we appropriate it? A photo homage.
- Social conscience of art, and "How has our Landscape Changed?" A work in mixed media.
- "The Ghosts Among Us", using the "B" setting for effect.
- Graffiti Alphabet photography – making a statement around the school.
- The exam\culminating unit is a three part presentation of work. Preliminary written and formative work is due before exam date, final work due during exam period on date specified.

**Course Evaluations / Mark Breakdown:**

Course Work Assignments (Subject to change with advance notice given)

- Hands-on, in-class activities.
- Sketchbook\journal assignments: The Information File.
- 2-d and 3-D artworks and multi media assignments
- Critiques and written reflections.
- Tests and quizzes

**Final Assessments:**

- Summative studio assignments and written work.
- Theory Tests and art history presentation
- Final portfolio and presentation.

**Assessment & Evaluation:**

Assessment is the ongoing process of collecting information about student achievement. A variety of assessment tools will be used. Assessment may be diagnostic, formative or summative. Diagnostic and formative assessments do not carry a mark weight but do play a crucial role in student success and therefore must be taken as seriously as summative evaluations. Summative assessments and evaluations count towards the final mark.

Seventy percent of the final mark will be based on evaluations conducted throughout the course; thirty percent will be based on final evaluations administered towards the end of the course.

Learning Skills (independent work, teamwork, organization, work habits/homework, initiative) will be reported on with a letters (N- Needs Improvement, S- Satisfactory, G- Good, E-Excellent). Concentrating on these skills supports a high level of success in meeting the course expectations.

The above guidelines were informed by the 'Guidelines for Assessment and Evaluation, YRDSB, 2006'

**Attendance:**

It is expected that students will attend class, be punctual, and follow the attendance and punctuality policy outlines in the student agenda book. Being present and on time helps to build a richer learning environment and are integral to a student's success in the course.

**Completion of Assignments, Tests, and Homework:**

Meeting deadlines is an important responsibility and students cannot earn a grade for work that they do not submit. An effort will be made to set reasonable timelines for assignments and ask for student input in determining due dates. Students will develop self advocacy skills in negotiating varied timelines if needed. If a student has an anticipated absence (e.g., field trip, medical appointment) it is expected that they speak with the teacher directly prior to the date to discuss missed content or alternative assessment arrangements or obtain handouts or materials. In the case of illness or family emergency on a due date / test date it is expected that the classroom teacher is notified directly by a parent / guardian or student (if 18 years or older).

**Academic Integrity:**

Learning is enhanced when students think independently and honestly. True learning in an intellectually stimulating environment is enhanced when students consistently demonstrate respect for the intellectual property rights of others and adhere to a code of honour in all evaluated activities. Acts of academic dishonesty can lead to severe consequences for students.

Please refer to the student agenda book for definitions, procedures and consequences.

**Technological Devices:**

No technological devices are permitted in the classroom in any capacity (cell phones as calculators, recording devices, cameras, video, etc.). Such devices are disruptive to the smooth operation of the school and its learning environment. iPod's and other listening or communication devices can be used only outside of class, but not in any classroom at any time. These devices may be confiscated if used inappropriately. Students may not have these on or in their ears during classroom time.

Please refer to the student agenda book for more detailed information regarding policies and procedures regarding technology.

Parent\Guardian name printed: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: September \_\_\_\_, 2013.

Parent email address: \_\_\_\_\_

Student name printed: \_\_\_\_\_

Student signature: \_\_\_\_\_