

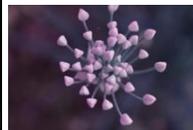
**Subject:** MEDIA ARTS (PHOTOGRAPHY)

**Semester:** 1, 2019

**Teacher/s:** Anita Littlewood

**Year Group:** 9/10

**PHOTOGRAPHY AND STILL LIFE**



**PHOTOGRAPHY & SURREALISM**



**SYLLABUS**

*As your classroom teacher I would like to welcome you to Year 9/10 Media Arts (Photography) for Semester 1, 2019.*

This semester you will become familiar with and have an understanding of **WHAT IS CREATIVE PHOTOGRAPHY**. Throughout history artists have been inspired, motivated and influenced to create artworks that reflect personal views, attitudes and responses to their world. Artists are constantly introducing new ideas and approaches to creating art. PHOTOGRAPHY has been added to the numerous tools which the artist has available to communicate visually. The word Photography means drawing with light; it is simply an added medium to record what the artist sees or wishes to say.

**Term 1** will see you will become familiar with STILL LIFE in photography.

**WHAT IS STILL LIFE PHOTOGRAPHY?:** Still life photography is the portrayal of something inanimate: a representation of inanimate objects such as fruit, flowers, or food, often in a domestic setting, in paintings, pictures, or photographs.

You will complete critical analysis tasks as well as a series of tasks which will lead you to the final task of producing a Still Life Digital image that is inspired by what you have learnt and an everyday object that is special to you in your life. You will use the camera and arts media and technology to create works of art that reflect your understanding and you will examine the process of representation and the way values are constructed in media texts. You will view, listen to and analyse media texts, generate ideas and learn the basic skills and processes as you apply your knowledge and creativity in your final photographic artworks.

**Term 2** will see you learn about **SURREALISM IN PHOTOGRAPHY**. You will complete an investigation task on a surrealism artist and you will complete a series of tasks which will lead you to the final task of producing a Surreal Digital image that is inspired by what you have studied. You will use the camera and arts media and technology to create works of art that are surreal. You will examine the process of representation and the way values are constructed in media texts. You will view, listen to and analyse media texts, generate ideas and learn the basic skills and processes as you apply your knowledge and creativity in your final artworks.

You are expected to organize your display folio and electronic work folio to show the sequential development of the project. Include all handouts, photocopies, worksheets etc. in your folio. A portable thumb drive memory stick is a requirement for this subject. Finally, you will be expected to use class time effectively.

In Year 9 and 10, students are provided with opportunities to explore in more depth the way media work is constructed in different contexts and how it can be used to challenge the values of an audience. They explore past and current media trends on audience use of media.

Students continue to make and respond to their own media productions and professional media work within the selected media type, genre or style studied, using refined media production skills and processes: problem solving, working as a team, or independently; setting and following personal and group timelines; and independently using media equipment safely and responsibly.

This subject builds on and expands the skills developed in previous years Media Arts Photography. This course is for students who want to take their photography skills further. This will see you use more advanced photographic equipment to produce far better than average 'selfies'. The course incorporates design knowledge, gives purpose to the great photos that will come about and makes the most of your artistic and technical skills in an area that will be of use throughout your life. Students will acquire knowledge and skills in the use of digital software like Lightroom and Photoshop to correct, refine and creatively manipulate images. You will investigate the role of photography in different cultures and society and how to interpret others and your own photographs. You will become proficient in the skills of design and creative thinking.

**OUTCOMES**

At Standard, students apply mostly correct media arts terminology specific to the task and chosen context. They select and use codes with some effectiveness to construct meaning, select and combine narrative conventions appropriate to genre or purpose and use some conventions to position audience. Students use selection processes to construct representations of ideas, issues and people that reflect or challenge values. They demonstrate social and cultural sensitivity in media work by complying with controls and audience values. Students complete most required planning, and select and safely use technology to create and edit planned media work, applying problem-solving processes with mostly effective results. They fulfil most personal and team timeline responsibilities and contribute to some team problem solving. Students describe, in their own work and the work of others, aspects, and explain the impact, of media work in relation to audience and purpose in a variety of contexts. They describe the impact of past and current trends on how audiences use media.

**2. EXPECTATIONS OF STUDENTS**

Students will find this a practical, work-related subject where you will learn by completing projects aimed at helping you to develop your creative and technical skills. You will be required to produce an electronic portfolio of all practical tasks for assessment. You will be required to work both independently and within groups in a professional manner, showing yourself to be organised, resourceful, reliable, committed and being capable of meeting deadlines.

**a. Class Work:**

- You will be required to work both independently and collaboratively in groups, during which you will be expected to show yourself to be organised, resourceful, reliable, committed and able to meet deadlines.
- It is **your** responsibility to:
  - Be positive and do your best
  - Respect everyone and everything
  - THINK – Understand and Demonstrate
  - Follow directions and stay on target

**b. Assessment:**

Assessment for this subject is of all the written and practical tasks you are required to complete, which you will keep in your portfolio, with weightings given to the various tasks as shown on the marking key.

**c. CONNECT:**

Students and parents will have full access to the Course Overview, Lesson Plans, Notices, Content, Submissions, Discussions, Library and Marks book Assessment for all completed Tasks. I am available to contact via email at: [anita.littlewood@education.wa.edu.au](mailto:anita.littlewood@education.wa.edu.au).


**c. Computer Room Protocols and Use of Equipment:**

It is student's responsibility to ensure that all tasks and works completed are printed off and kept in their subject folder ready for assessments and feedback. Students will receive feedback for their completed tasks and their work in progress.

**EVERY STUDENT HAS THE RIGHT TO LEARN.  
NO STUDENT SHALL INTERFERE WITH ANOTHER STUDENT'S RIGHT TO LEARN.**

If you experience any problems with equipment, ask for help from your teacher.

- *No Talking while the teacher is talking or while another student is responding*
- *Follow directions the first time they are given.*
- *Use materials in the computer lab safely and as they were intended to be used*
- *Stay seated unless you have permission to do otherwise*
- *Students are expected to work quietly*
- *Keep hands, feet and objects to yourself*
- *Students are expected to be respectful, responsible and motivated to do their best.*

**3. CONSEQUENCES FOR NEGATIVE BEHAVIOUR**

Irresponsible use of equipment or the computer laboratory will result in loss of access to the equipment and/or computers for a period of time determined by the teacher.

If you disrupt or hinder the learning of others or do not meet the requirements of the College's Electronic Devices policy, you will be dealt with in accordance with the College's policy for Managing Student Behaviour.

*You are responsible for any loss, damage or contribution by negligence to damage or loss/theft of College equipment in your care and you (along with your parents) will be held accountable for making good the repair or replacement of that equipment unless another student is conclusively identified as the perpetrator of the damage or loss/theft, in which case the responsibility for repair or replacement will shift to that student.*

**4. EQUIPMENT REQUIRED FOR THIS SUBJECT:**

**1 x portable "thumb drive" memory stick with capacity of at least 4Gb**

**5. COURSE ASSESSMENT - GRADES**

Student's achievement in terms of grades :

| <u>GRADE</u> | <u>PERCENTAGE</u> | <u>INTERPRETATION</u>    |
|--------------|-------------------|--------------------------|
| A            | 80 – 100%         | Excellent Achievement    |
| B            | 65 – 79 %         | High Achievement         |
| C            | 50 – 64%          | Satisfactory Achievement |
| D            | 30 – 49%          | Limited Achievement      |
| E            | 0 – 29 %          | Very Low Achievement     |

**ASSESSMENT POLICY**

1. At the time an assessment task is assigned, a DUE DATE will be notified.
2. Failure to complete or submit the assessment task on the due date *without reasonable cause as notified in writing by a parent/carer* will result in a "0" mark being allocated.

| Semester 1, 2019 MEDIA ARTS (PHOTOGRAPHY) |                  |   |                          |  |              |             |                            |                   |
|---|------------------|---|--------------------------|--|--------------|-------------|----------------------------|-------------------|
| YEAR                                      | LINK             | OUTCOME   | SUBJECT                  | DESCRIPTION  | WEIGHTING%   | MARKS       | DATES                      |                   |
| YR 9/10                                   | MAKING (70%)     | <b>MEDIA LANGUAGES</b>                          | MEDIA ARTS (PHOTOGRAPHY) | <b>Still Life Photography :</b>  | 35%          | 25          | <b>TERM 1 Weeks 1 - 10</b> |                   |
|   |                  | <b>REPRESENTATION</b>                           |                          | <ul style="list-style-type: none"> <li>Pick a Colour Task</li> <li>Scavenger Hunt</li> <li>Deconstructed Landscapes</li> <li>Optical Illusions</li> <li>Natural Lighting and the effects on a 3D object</li> <li>Refractive Light</li> <li>Everyday Objects Major Task</li> <li>Water Drop Art</li> </ul>  |              |             |                            | 25                |
| YR 9/10                                   | MAKING (70%)     | <b>MEDIA LANGUAGES</b>                          | MEDIA ARTS (PHOTOGRAPHY) | <b>Surrealism in Photography :</b>   | 35%          | 25          | <b>TERM 2 Weeks 1 - 10</b> |                   |
|   |                  | <b>REPRESENTATION</b>                           |                          | <ul style="list-style-type: none"> <li>Portraits – Distortion</li> <li>RCC Magical Forrest Photomontage</li> <li>Photographing the Eye – Changing the eye colour, adding a tattoo on the iris, adding an image on/in the eye</li> <li>Body Parts Morphed Images</li> <li>Final Surrealist Image</li> <li>Working in a Safe Manner</li> <li>Folio Assessment</li> </ul> |              |             |                            | 25                |
| YR 9/10                                   | RESPONDING (30%) | <b>ANALYSING &amp; REFLECTING ON INTENTIONS</b> | MEDIA ARTS (PHOTOGRAPHY) | <ul style="list-style-type: none"> <li>Composition in Photography</li> <li>A Picture is Worth a Thousand Words Analysis Task</li> <li>Abstraction Reflection Sheet</li> <li>Elements of Photography</li> <li>Paul Strand Abstraction "Twin Lakes: Analysis Task</li> <li>Using Natural Light for Still Life Photography</li> </ul>                                     | 15%          | 10          | <b>TERM 1</b>              |                   |
|   |                  | <b>AUDIENCE</b>                                 |                          | <ul style="list-style-type: none"> <li>What is Surrealism &amp; What are the Features of Surrealism</li> <li>John Suler – Photographic Psychology : Image and Psyche</li> </ul>  | 15%          | 5           |                            | <b>TERM 2</b>     |
| YR 9/10                                   |                  | <b>ANALYSING &amp; REFLECTING ON INTENTIONS</b> | MEDIA ARTS (PHOTOGRAPHY) |  |              | 25          |                            |                   |
| YR 9/10                                   | RESPONDING (30%) | <b>AUDIENCE</b>                                 |                          | <b>ATTITUDE, COMMITMENT, BEHAVIOUR</b>   |              | 25          | <b>Term 1 &amp; 2</b>      |                   |
|   |                  |   |                          |  | <b>TOTAL</b> | <b>100%</b> |                            | <b>SEMESTER 1</b> |



| Week | Content   | Assessment  |           |
|------|---|---|-----------|
|      |   | Task  | Sem. Term |
| 1,2  | Welcome - Course Introduction – Work and Behaviour Expectations – Consequences - Settling in – Computer Access and Codes - Rules – Setting up Folio<br><br>SLR CAMERAS – Use of – familiarization with – batteries – storage<br><i>Scavenger Hunt</i><br><i>Introduction to Lightroom</i><br><i>How to create a Proof sheet using Photoshop</i> |   | 1 1       |
| 3    | <b>PRODUCTION SKILLS AND PROCESSES</b><br>Camera Use & Skills   | <i>PICK A COLOUR TASK</i><br><i>DECONSTRUCTED LANDSCAPES TASK</i>   | 1 1       |
| 4    | <b>ELEMENTS OF PHOTOGRAPHY</b>  | What are the formal elements of Photography<br><i>Optical Illusions Task</i><br><i>Water Drop Art Task</i>  | 1 1       |
| 5,6  | <b>STILL LIFE PHOTOGRAPHY</b><br><br><b>PRODUCTION SKILLS AND PROCESSES</b><br><br>Lightroom Tools & Techniques<br>Photoshop Tools & Techniques   | What is Still Life Photography?<br>Designing and creating a Still Life image<br>Lighting to create Mood<br>Photography using Natural Light<br><br><i>Lighting and the effects on a 3D object Task</i> | 1 1       |
| 7    | <b>ANALYSING &amp; REFLECTIONS</b><br><b>CRITICAL ANALYSIS TASK</b>   | <i>Paul Strand's Abstraction : Twin Lakes"</i><br><i>Worksheet</i>  | 1 1       |
| 8    | <b>PRODUCTION SKILLS AND PROCESSES</b>  | <i>Refractive Light Task</i>  | 1 1       |
| 9,10 | <b>PRODUCTION SKILLS AND PROCESSES</b>  | <i>Everyday Objects Photography Task</i>  | 1 1       |



| Week     | Content   | Assessment  |     |      |
|----------|---|---|-----|------|
|          |   | Task  | SEM | TERM |
| 11       | <b>SURREALISM IN PHOTOGRAPHY</b><br><br><b>ANALYSING &amp; REFLECTIONS</b><br><br><b>Lightroom &amp; Photoshop Tools &amp; Techniques</b> | What is Surrealism in Photography?<br>What makes Surrealism Photography Different from other genres?<br>Defining features of Surrealism<br><i>What is Surrealism &amp; What are the Features of Surrealism</i><br><i>John Suler – Photographic Psychology : Image and Psyche</i><br><br><u>Designing and creating a Surrealist image Using Morphed Body Parts</u> | 1   | 2    |
| 12       | <b>SURREALISM IN PHOTOGRAPHY</b><br><b>Photoshop Tools &amp; Techniques</b><br><b>PRODUCTION SKILLS AND PROCESSES</b>                     | <u>Portraits – Distortion</u>   | 1   | 2    |
| 13       | <b>Photoshop Tools &amp; Techniques</b><br><b>PRODUCTION SKILLS AND PROCESSES</b>   | <u>Photographing the Eye</u><br><u>Photo manipulation</u><br><u>Changing the Eye Colour using Photoshop</u>   | 1   | 2    |
| 14,15,16 | <b>SURREALISM IN PHOTOGRAPHY</b><br><br><b>Photoshop Tools &amp; techniques</b><br><b>PRODUCTION SKILLS AND PROCESSES</b>                 | <u>RCC Magical Forrest Photomontage</u>   | 1   | 2    |
| 17       | <b>INVESTIGATION TASK</b>   | <u>The World is Beautiful – Albert Renger-Patzsch</u>   | 1   | 2    |
| 18,19,20 | <b>SURREALISM IN PHOTOGRAPHY</b><br><b>Photoshop Tools &amp; Techniques</b><br><b>PRODUCTION SKILLS AND PROCESSES</b>                     | <u>Final Surrealist Image</u>   | 1   | 2    |

TYPE OF ASSESSMENT & WEIGHTING :

A

B

C

D

E

MAKING

**MEDIA LANGUAGES – REPRESENTATION – PRODUCTION - SKILLS & PROCESSES 70%**

- Introduction to key terminology and technologies related to selected context and focus
- Codes and conventions for constructing meaning in the selected media type, genre and/or style studied
- Alternative points of view for different audiences in the context of the media type, genre and/or style studied
- Media works that manipulate narrative conventions in the context of the media type, genre and/or style studied
- Representation of ideas, issues and/or people in the media now, and/or in the past, and the values they represent or challenge (consideration of stereotypes)
- Controls, constraints and audience values impacting the production context of media work
- Media production skills to integrate and shape codes and conventions in media work for a specific purpose, meaning and style
- Independent awareness of safe production practices when using technologies and resources
- Personal and group timelines and development of problem-solving skills
- Clear self-production processes using appropriate technical skills, scripts, storyboards and layouts

**Original and innovative.** Successful communication of ideas. **Many ideas well planned** and documented with visual and written cues.

**Creative and imaginative.** Effective communication of ideas. **Some evidence of ideas,** planning and documentation with visual and written cues.

**Some creativity** shown. Adequate communication of ideas. **One or two ideas displayed,** planning and documentation with visual and few written cues.

**Limited creativity.** Limited and/or obvious ideas. Copies others work has little input into their work. **Few ideas displayed,** planning and documentation with visual and no written cues.

Unoriginal. **Undeveloped ideas.** Little thought has been put into the image. **No evidence of planning** and documentation with visual and no written cues.

**Refined and sensitive** skills and processes used to resolve work. Well-developed visual relationships evident. Good use of composition and editing protocols. Demonstrates a **clear understanding of aesthetics** and is exploring the Art Elements and Principles of Design.

**Competent skills** used to resolve the work. Good visual relationships evident. Is **developing an understanding of aesthetics,** is mostly aware of composition, the Art Elements and the Principles of Design. The work is mostly successful although is unaware of why.

**Satisfactory skills** used to resolve work and sound application of skills. Competent visual relationships evident with some successful photographs. **Some understanding of aesthetics,** composition, the Art Elements and the Principles of Design.

**Basic skills** used in work. The student has shown evidence of editing images but is unaware of the protocols. Work is unresolved, underdeveloped and/ or incomplete. **Occasional successful photographs** but the student is not demonstrating the skills and processes required to attain this.

**Limited skills** used, or unresolved work. Student demonstrates little ability to edit photographs. Work is unresolved, underdeveloped and/ or incomplete. Work may be sporadic with **the odd successful photograph** but the student is not demonstrating the skills and processes required to attain this.

RESPONSES 30%

**Analysing and reflecting on intentions**

- The impact of their own and others' media work for the intended audience, purpose and context
- Media work from contemporary and past times to explore differing viewpoints in Australian media work and/or international media work
- Media conventions, social and cultural beliefs and values, local and/or global, that underpin representations and shape purposes and processes in media work
- Values presented or challenged by celebrities, stars and/or heroes

**Analyses** key features of the work using photography language. Analysis is accurate and correctly uses terminology. Presents multiple readings of work.

**Discusses** features of the work using photography language. Analysis is mostly accurate and describes process rather than listing terminology.

**Identifies features** of the work using photography language. Analysis is mostly descriptive and uses little photographic terminology.

**Lists some features** of the work using basic photography language. Limited analysis, single word answers, little description evident. Some use of terminology, not always accurate.

**Minimal features of the work expressed** using photography language. Key elements of responses are unanswered. Little or no photographic terminology.

**Audience**

- Impact of intended audience on the producer's selections in choosing codes and conventions, styles, narrative, genre, representations, stereotypes, differing points of view and values
- Intended audience profiles of specific media work
- Impact of past and current trends in how audience use media

**Analyses the roles** of photographs in communicating social and cultural meanings to an identified audience. **Consciously utilises** some societal codes and conventions in designing photographs to communicate meaning. Discusses specific differences in design needs (technical, aesthetic, symbolic) of images intended for evocative communication in contrast to purely informative communication.

**Discusses roles** of photographs in communicating social and cultural meanings to an audience. **Utilises** some societal codes and conventions in designing photographs to communicate meaning. Identifies some differences in design needs (technical, aesthetic, symbolic) of images intended for evocative communication in contrast to purely informative communication.

**Identifies** that photographs have a role in communicating social and cultural meanings. **Demonstrates awareness** of some societal codes and/or conventions that help to communicate meaning. Identifies that technical, aesthetic and symbolic aspects of images impact upon their evocative/ informative communication value.

**Lists,** in point form, that photographs have a role in communication of meaning. **Limited awareness** that societal codes and/or conventions help to communicate meaning. Limited awareness of evocative/informative communication value of photographs.

**Limited awareness** that photographs have a role in communication of meaning. **Considers** photographs to be merely a record of a time/place.