

## COURSE OVERVIEW

**Subject:** Digital Photography

**Semester:** 1

**Teacher/s:** Karen Trethewey

**Year Group:** 8

### Course Overview

Wk	Content	Assessment		
		Task	Weight (%)	
			Sem.	Yr
1	<p>INTRODUCTION</p> <ul style="list-style-type: none"> <li>• Course outline, create folders, expectations.</li> <li>• Rules &amp; responsibilities</li> <li>• Camera familiarization and routines</li> </ul> <p>Task: Rules &amp; Responsibilities Sheet</p>			
2-3	<p>COVER PAGE</p> <ul style="list-style-type: none"> <li>• Introduction to design briefs</li> <li>• Experiment with the camera,</li> <li>• Introduction to Photoshop</li> <li>• Create Cover Page</li> </ul> <p>Tasks: proof shots, cover page, design brief, Photoshop modifications</p>	Cover Page	10%	
4	<p>CAMERA MODES AND SETTINGS</p> <ul style="list-style-type: none"> <li>• Research and investigate camera controls and modes</li> <li>• Label a camera to show knowledge of its controls</li> <li>• Experiment with various settings</li> <li>• Describe when and how each setting would be used</li> </ul> <p>Tasks: Labelled diagram of a camera, description of the camera settings and modes</p>	Diagram Descriptions	5%	
5-6	<p>ELEMENTS OF COMPOSITION (Rule of Thirds, Visual Focal Point)</p> <ul style="list-style-type: none"> <li>• Investigate principles, find images and describe why photographers use this principal</li> <li>• Take shots to demonstrate understanding</li> <li>• Reflect on success and abilities</li> </ul> <p>Tasks: proof shots, three best shots, design brief</p>	Rule of Thirds	15%	
7-9	<p>ELEMENTS OF COMPOSITION (Line, shape, pattern)</p> <ul style="list-style-type: none"> <li>• Investigate principles, find images and look for patterns online</li> <li>• Photo Scavenger Hunt – identifying and isolating interesting line, shape and pattern.</li> <li>• Photoshop – enhance patterns (Adjustment Layers)</li> </ul> <p>• Tasks: investigation sheet, proofs, selections of best shots, reflections, modified shots using Photoshop</p>	Line, Shape, Pattern	15%	
10-13	<p>PERSPECTIVE</p> <ul style="list-style-type: none"> <li>• Investigate “perspective”, find examples, discuss audience reactions and image impact</li> <li>• Take shots with different perspectives</li> <li>• Research “forced perspective”, discuss how photographers successfully achieve this</li> <li>• Plan and experiment with forced perspective shots using props</li> <li>• Using Photoshop tools merge two shots to create a manipulated forced perspective image.</li> </ul> <p>Tasks: proof shots x 2, design brief, best three shots (1 subject, different perspectives), best shot - forced perspective , manipulated forced perspective</p>	Perspective	20%	

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14-16	<p><b>FRAMES</b></p> <ul style="list-style-type: none"> <li>• Investigate the use of frames – natural &amp; man-made</li> <li>• Experiment with taking shots using various natural and manmade frames.</li> <li>• Use blur tools in Photoshop to change/enhance the shots</li> </ul> <p>Tasks: design brief, proof shots, best shots, improved shots, blur shots</p>	Frames	15%	
17-19	<p><b>PORTRAITS</b></p> <ul style="list-style-type: none"> <li>• Investigate portrait photography – perspective, eye contact, breaking rules, props, close ups, obscuring</li> <li>• Take shots demonstrating these aspects</li> <li>• Photoshop to enhance</li> <li>• Reflections</li> </ul> <p>Tasks: proof shots, activity sheet, “gloss” shots, modified shots</p>	Portraits	15%	
20	Revision, organise files, display work		5%	

### OUTCOMES AND EXPECTATIONS:

Welcome to Year 8 Digital Photography. This semester you will learn through practical application, basic digital photography techniques and the use of the contemporary software (Adobe Photoshop). You will investigate, respond to and reflect on elements of composition both as the artist and the audience. You will gain knowledge of the basic settings and modes of a digital camera and be provided with the opportunities to experiment with these. Developing your own style and thinking creatively and critically is an important part of the course and you will be encouraged to express original and imaginative ideas.

Digital photography is a practical based subject allowing for students to problem solve, work independently and in groups. You will need to be organised, committed, reliable and responsible. It is your responsibility to save your work, take care of all equipment and meet deadlines. The College’s Electronic Devices Policy applies to all use of equipment in this subject. All work must be saved to the College’s network to ensure that it is backed up.

### MATERIALS:

- Display book
- Thumb drive

### ASSESSMENT:

- a. Each task will be assessed and graded using specific criteria. (See attached Assessment sheet)
- b. Completion of set tasks and activities
- c. Participation, enthusiasm

### ASSESSMENT POLICY

1. Assessment tasks that have not been completed to the best of a student’s ability (e.g. Untidy presentation, no indication of proof-reading / poor spelling or grammar, illegible writing) will be returned for rectification and submission the next school-day, with loss of 5% of allocated marks (rounded up to nearest whole mark)
2. At the time an assessment task is assigned, a DUE DATE will be notified.
3. Failure to complete or submit the assessment task on the due date *without reasonable cause as notified in writing by a parent/carer* will incur:
  - Late 1 school-day: *Loss of 10% of allocated marks (rounded up)*
  - Late 2 school-days: *Loss of 20% of allocated marks (rounded up)*
  - Late 3 school-days: *The work will not be accepted and parents notified (E-mail or ‘phone)*
4. When a student is absent on the day an “in-class” assessment task is administered, s/he will be:
  - a. expected to complete the assessment task at the earliest opportunity that is convenient for both student and teacher, *provided the absence is Authorised within the meaning of the Education Act* (i.e. An ‘R’ or ‘E’ absence code is entered for the entire day in the College’s absenteeism records)
  - b. deemed to have not completed the assessment *if the absence is unauthorised*, with a mark of 0 awarded for that assessment

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### Year 8 Assessment Criteria- Digital Photography

Student Name:	Project Name:	Awarded Levels
<b>Investigate</b>		
<ul style="list-style-type: none"> <li>A. Information includes a range of visual examples with detailed relevant notation.</li> <li>B. Information includes several supporting visuals with notation related to the topic.</li> <li>C. Information includes some supporting visuals and some notation, but not all relevant to the topic.</li> <li>D. Little or no supporting information or visuals.</li> </ul>		
<b>Devise</b>		
<ul style="list-style-type: none"> <li>A. A range of design/production ideas supported by concise annotations.</li> <li>B. Several ideas for design/production with some annotation.</li> <li>C. One or two ideas for design/production with minimal annotation.</li> <li>D. No evidence of design/production ideas.</li> </ul>		
<b>Evaluating</b>		
<ul style="list-style-type: none"> <li>A. A detailed range of explanations, visually and in written form. Effective level of reflection.</li> <li>B. Appropriate level of explanations, visually and in written form. Good level of reflection.</li> <li>C. Satisfactory level of explanations, visually and in written form. Some reflection.</li> <li>D. Limited level of explanations. Little evidence of reflection.</li> </ul>		
<b>Produce</b>		
<b>Camera Skills</b>		
<ul style="list-style-type: none"> <li>A. An excellent understanding of using camera controls to achieve accurate results.</li> <li>B. A good degree of knowledge in using camera controls. Usually achieves accurate results.</li> <li>C. Most photographs demonstrated control of focus and appropriate use of camera controls.</li> <li>D. Limited demonstration of camera controls, poor focus.</li> </ul>		
<b>Photoshop</b>		
<ul style="list-style-type: none"> <li>A. Creativity in using relevant Photoshop tools.</li> <li>B. Competent in using relevant Photoshop tools.</li> <li>C. One or two techniques used to a good standard.</li> <li>D. Limited use and understanding of tools.</li> </ul>		
<b>Design/Creativity</b>		
<ul style="list-style-type: none"> <li>A. Excellent level of creativity and experimentation. Applied a range of design elements and principles.</li> <li>B. Appropriate level of creativity and experimentation. Applied several design elements and principles</li> <li>C. Satisfactory level of creativity with some experimentation. Applied some design elements and principles</li> <li>D. Limited level of creativity and experimentation. Little or no use of design elements and principles.</li> </ul>		