BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

Photography is a unique art form that captures images in a variety of contexts.	Photography reflects the interconnectedness of the individual, community, history, and society.	Growth as a photographer is dependent on perseverance, resilience, and reflection.	Artistic expression is an artist's physical and cognitive articulation of our **humanity**.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Explore and create	• **elements of visual art**
• Create photographic works using **sensory inspiration**, imagination, and inquiry	• **principles of composition**
• **Explore** photographic possibilities and cross-cultural perspectives	• **image development strategies** in photography
• **Take creative risks** to express meaning, intent, and emotion through photography	• photographic **materials**, techniques, processes, and **image-making technologies**, used in one or more types of photography:
• Intentionally select and combine materials, processes, and image-making technologies to convey ideas	– **digital photography**
• Create photographic images for a specific audience	– **darkroom photography**
• Develop and refine photographic skills and techniques related to a range of **styles** and **genres**	– **alternative photographic processes**
• Demonstrate active engagement in creating photographic images and resolving creative challenges	• **photographic chemistry** (for film) or **alternative chemical processes**
Reason and reflect	• **creative processes**
• Understand the purpose of a **critique** and choose when to apply suggestions	• **behaviours of light**
• Describe and analyze, using discipline-specific language, how photographers use materials, technologies, processes, and environments in art making	• **principles of light**
• Analyze design choices in photography	• ways of sensing light:
• Develop personal answers to **aesthetic questions**	– **optical instruments**
	– parts and functions of cameras and accessories
	• roles of photographer and viewer

Learning Standards (continued)

Curricular Competencies	Content
Communicate and document • **Document**, share, and appreciate photographic images • Demonstrate awareness of self, others, and **place** through photography • Communicate about and **respond** to **social and environmental issues** through photography **Connect and expand** • Create photographs that reflect personal, cultural, social, environmental, and historical contexts • Explore First Peoples perspectives, knowledge, and protocols; other **ways of knowing**, and local cultural knowledge through photography • Explore personal, educational, and professional opportunities in photography and related fields • Explore the reciprocal relationships between photography, culture, and society • Engage in **digital citizenship** throughout the photographic process • Connect with others on a local, regional, and national scale through photography • Demonstrate safe and **responsible use of materials**, equipment, and work space	• symbols and metaphors in photography • influences of **visual culture** in social and other media • traditional and contemporary First Peoples worldviews, stories, and history, as expressed through photography • **moral rights**, and the ethics of **cultural appropriation** and plagiarism • health and safety protocols and procedures

- **Photography:** for example, film, digital, and alternative photography
- **humanity:** for example, the capacity for love, creativity, inquiry

- **sensory inspiration:** ideas inspired by sensory experiences, such as the sound of an orchestra or the smell of a mechanics shop
- **Explore:** learn through experimentation, to engage and challenge thinking
- **Take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **styles:** Photographic works that share common visual characteristics can be described as belonging to the same photographic style.
- **genres:** categories of photography similar in form, style, or subject matter (e.g., abstract, landscape, portraits)
- **critique:** age-appropriate feedback strategies (e.g., one-on-one dialogue, safe and inclusive group discussions, reflective writing, gallery walks)
- **aesthetic questions:** questions relating to the nature, expression, and perception of artistic works
- **Document:** through activities that help students reflect on and demonstrate their learning (e.g., drawing, visual journaling, constructing new works, compiling a portfolio)
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **respond:** through activities ranging from reflection to action
- **social and environmental issues:** including local, regional, and national issues, as well as social justice issues
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **digital citizenship:** understanding human, cultural, and societal issues related to technology, and engaging in legal and ethical behaviours
- **responsible use of materials:** using materials in an environmentally responsible way, including considering their level of biodegradability and potential for reuse and recycling

- **elements of visual art:** colour, line, shape, space, texture, light, exposure, contrast
- **principles of composition:** balance, rule of thirds, point of view, leading lines (e.g., diagonals, S curves), framing, emphasis, movement, pattern, rhythm, unity, simplicity, depth, focal point
- **image development strategies:** cropping, layering, colour manipulation (e.g., white balance, hue/saturation adjustment), rotation, multiplication, fragmentation, photomontage, elaboration (e.g., digital manipulation, addition of other materials to a photo)
- **materials:** of photography (e.g., printing ink, photo paper, various types of film, chemicals)
- **image-making technologies:** in photography, any image-making technology, such as cameras, lenses, lighting equipment, enlargers, computers, scanners, digital imaging software, accessories, and other pieces of equipment; could also include improvisational use of miscellaneous items
- **digital photography:** uploading, formatting, editing
- **darkroom photography:** developing and enlarging film
- **alternative photographic processes:** for example, pinhole, cyanotype, solargrams/sunprints, solargrafia, scanography
- **photographic chemistry:** including developer, stop, fix, and other chemicals
- **alternative chemical processes:** for example, cyanotypes, Van Dyke Brown photographic processing
- **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection
- **behaviours of light:**
  - reflection, diffusion, absorption, contrast, and shadow
  - images formed by lenses and mirrors
  - effects of translucent, transparent, and opaque objects
- **principles of light:**
  - light travels in straight lines
  - the subject receives less light as the distance is increased
- **optical instruments:** for example, lenses, focus scopes, enlargers, camera obscura
- **visual culture:** aspects of culture that rely on visual representation
- **moral rights:** the rights of an artist to control what happens to his or her creations (e.g., preventing them from being revised, altered, or distorted); students should understand when they can and cannot modify an image created by someone else
- **cultural appropriation:** use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn