

# Erindale College

<b>Assessment Period:</b>	<b>2021 S2</b>
<b>Course:</b>	<b>PHOTOGRAPHY</b>
<b>Unit:</b>	<b>Digital Photographic Practice (1.0)</b>
<b>Accreditation:</b>	<b>T</b>
<b>Year:</b>	<b>12</b>

## Unit Goals

- critically analyse digital editing and digital manipulation photographic processes and practices
- critically analyse key digital/manipulated photographic works especially the work of significant photographers who work within a digital environment and evaluate their significance
- critically analyse the nature and purpose of digital editing and manipulation in personal, cultural and historical contexts
- evaluate interpretations of digital and manipulated photography to present a response
- communicate complex ideas coherently using appropriate language and referencing
- create digitally manipulated photographic works that are informed by an astute understanding of photographic skills, processes and theories
- create photographic works incorporating digital manipulation of photographic images informed by an astute understanding of photographic aesthetic conventions, purpose and target audience
- apply WHS standards

## Content Description

### Knowledge and Understanding appropriate for chemical or digital photographic medium

- development of digital photography (technical, contextual, and social)
- representation and truth in photography (reportage, art)
- copyright, ownership and misuse, derivation and appropriation of images
- interpretation of the manipulated photographic image by diverse audience types
- creation of images using editing and/or manipulation to communicate intended meaning

### Skills Photographic Technique

- image generation and/or acquisition by digital camera, scanner, internet sources files
- resolution and document size to relate to intended purpose
- use of primary image editing and manipulation software
- experimentation with elements of the image editing software (masks, layer merging, filter layers, colour matching)
- secondary image editing and manipulation software (eg. Photomatix, Adobe Lightroom)
- output options print or screen (Printer/screen native resolution, bit depth and colour space)

### Photographic Processes and Work Flow

- image generation and/or acquisition of images to suit set tasks
- file management processes for tracking files and maintaining integrity of the 'digital negative'
- selection of file types (raw/native/ universal), evaluate file types' properties and suitability for use requirements

- adjustments ( tone, colour, sharpness, noise)
- manipulation (composites, blending matching)
- soft and hard proofing (ICC colour profiles, digital print test strips, screen versus output appearance)
- output control print/screen, evaluate and control
- resolution, document size and colour space as required by selected output method

## Assessment Tasks

Name	Due Date	Weighting
Essay/Report	13 August	20%
Teacher Directed	3 September	30%
Student Directed	12 November	30%
VAPD/Test/Workbook	Week 17: 15 November - 19 November	20%

## Specific Unit Information

Each student is required to provide their own Class 10 SD Card for use with school cameras. The SD card will be kept in class and can be taken home at the end of each semester unit.

Cost of Materials:

\$60 – Materials fee. Students are to ensure that they have appropriate materials and resources for the course. The payment of the contribution will provide students with materials aimed at assisting them in achieving the best possible results for this unit where practicable.

## School Assessment Information

### For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

### For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

### For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

### For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

### For meshing procedures

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

### For method of unit score calculation

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

### For procedures for calculating course scores

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.



## Achievement Standards for PHOTOGRAPHY T - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Making</b>	<ul style="list-style-type: none"> <li>• synthesises ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques</li> <li>• critically analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology</li> <li>• creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities</li> <li>• creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>• reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• analyses ideas using sustained and creative practice, employing familiar and unfamiliar techniques</li> <li>• analyses art practice, using the creative process to investigate and solve problems and explains own application of technology</li> <li>• creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities</li> <li>• creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>• reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• explains ideas using creative practice, employing familiar techniques</li> <li>• explains art practice, using the creative process to investigate and solve familiar problems and describes own application of technology</li> <li>• creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities</li> <li>• creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences</li> <li>• reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• describes creative practice, employing some familiar techniques</li> <li>• describes art practice, using the creative process to investigate problems and identifies own application of technology</li> <li>• creates art works using familiar technical skills and reflects on strengths and opportunities</li> <li>• presents own and/or group art practice using familiar techniques to communicate meaning to target audiences</li> <li>• reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• uses creative practice, employing little or no techniques</li> <li>• identifies basic features of art practice, with little or no connection to creative processes or use of technology</li> <li>• creates art works using familiar technical skills with little or no reflection on strengths and opportunities</li> <li>• presents own and/or group art practice using familiar techniques to communicate messages with assistance</li> <li>• reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>
<b>Responding</b>	<ul style="list-style-type: none"> <li>• critically analyses styles, forms, processes, practices, and theories; and evaluates how they are integrated to position an audience and communicate meaning</li> <li>• evaluates the significance of art works in a diverse range of contexts; and critically analyses attitudes and values</li> <li>• synthesises wide research on theories, ideas, and practices to present a coherent and independent response</li> <li>• communicates complex ideas with coherent and sustained arguments; analysing evidence and metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• analyses styles, forms, processes, practices, and theories; and analyses how they are integrated to position an audience and communicate meaning</li> <li>• analyses the significance of art works in a broad range of contexts; and explains attitudes and values</li> <li>• compares and analyses wide research on theories, ideas, and practices to present a reasoned and independent response</li> <li>• communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• explains styles, forms, processes, practices, and theories; and explains how they are integrated to position an audience and communicate meaning</li> <li>• explains the significance of art works in a range of contexts; and describes attitudes and values</li> <li>• compares and explains research on theories, ideas, and practices to present an independent response</li> <li>• communicates ideas and arguments using relevant evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning</li> <li>• describes the significance of art works in context; with some reference to attitudes and values</li> <li>• describes research on theories, ideas, and practices with some evidence of an independent responses</li> <li>• applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>• identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning</li> <li>• identifies the significance of art works in context; with little or no reference to attitudes and values</li> <li>• identifies research on theories, ideas, and practices own with little or no evidence of an independent response</li> <li>• communicates limited ideas and information with little or no application of academic integrity</li> </ul>