

# Erindale College

<b>Assessment Period:</b>	2022 S1
<b>Course:</b>	PHOTOGRAPHY
<b>Unit:</b>	Creativity in Photography (1.0)
<b>Accreditation:</b>	T
<b>Year:</b>	11

## Specific Unit Goals

This unit should enable students to:

- critically analyse examples of creativity in photography
- critically analyse how techniques, equipment and strategies are used in the creative process in photography
- apply technical skills to produce creative photographic works
- conduct Creative Inquiry into expression of self, others, and the world

## Content Descriptions

### Concepts and Theories

- evaluate photographic works to develop insights into creativity in photography, for example, constructivism, avant-garde, new vision, pictorialism
- critically analyse photography to understand that creativity is creating and making something that is imaginative or original, explores alternatives and may meet some purpose
- critically analyse theories and approaches employed by significant photographers, for example, Alexander Rodchenko, Laszlo Moholy-Nagy, Edward Steichen, Eva Besnyo
- create photographic works using creative conventions of photographic expression

### Contexts

- critically analyse how social, historical, political and/or cultural contexts have impacted creativity in photographic works
- critically analyse how context affects audience and critical reception of creativity in photography

### Creative Process

- conduct research into photographic works to understand the creative application of aesthetic choices and evaluate judgements of creativity
- critically analyse significant issues relating to the expression of self, others, and the world in photographic works
- apply the photographic creative process (ideation, application, production, and evaluation) to produce creative photographic works

### Communication and Technical Skills

- evaluate own technical choices to communicate to selected audiences, for example, auto/manual exposure and focus control, selective focusing, shutter speed, lens choice
- evaluate forms, styles, and conventions to make choices and enhance creative goals and intended message, for example, tone and/or colour control, composition, presentation
- synthesise creative goals, technical skills, and conceptual development to enhance photographic practice
- create photographic works using technical skills and a range of forms, styles, and conventions

- communicate complex ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage, and academic integrity
- demonstrate interpersonal and intrapersonal skills, and capacity to work collectively, collaboratively, and independently
- apply work, health, and safety practices

## Reflection

- reflect on own learning style and use of appropriate techniques and strategies, including planning and time management, to improve learning outcomes

## Assessment Tasks

Name	Due Date	Weighting
Essay	11 March	20%
Prac 1 - Teacher Directed	1 April	30%
Prac 2 - Student Directed	3 June	30%
Journal/Test/VAPD and Workbook	10 June	20%

## 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 11

	<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>Responding</b>	<ul style="list-style-type: none"> <li>critically analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>evaluates the significance of art works in a diverse range of contexts</li> <li>synthesises research on theories and ideas</li> <li>communicates complex ideas with coherent and sustained arguments with analysis of evidence, using metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>analyses the significance of art works in a broad range of contexts</li> <li>compares and analyses research on theories and ideas</li> <li>communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>explains the significance of art works in a range of contexts</li> <li>compares and explains research on theories and ideas</li> <li>communicates ideas and arguments using relevant evidence, metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>describes the significance of art works in context</li> <li>describes research on theories and ideas</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 to communicate meaning to an audience</li> <li>identifies the significance of art works in context</li> <li>identifies research on theories and ideas</li> <li>communicates limited ideas and information with little or no application of academic integrity</li> </ul>
<b>Making</b>	<ul style="list-style-type: none"> <li>critically analyses art practice, using the creative process to investigate and solve complex problems</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 intended 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 art practice, using the creative process to investigate and solve problems</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 intended 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 art practice, using the creative process to investigate and solve familiar problems</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 intended 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 art practice, using the creative process to investigate problems</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 intended 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>identifies basic features of art practice, with little or no connection to creative processes</li> <li>creates art works using familiar technical skills with little or no reflection on strengths and weaknesses</li> <li>presents own and/or group art practice using familiar techniques to communicate messages</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>