

Erindale College

Assessment Period:	2022 S1
Course:	PHOTOGRAPHY
Unit:	Narratives in Photography (1.0)
Accreditation:	A
Year:	12

Specific Unit Goals

This unit should enable students to:

- analyse narratives within photographic works
- analyse how a narrative is produced in photography
- analyse how a narrative is produced in photography
- conduct Creative Inquiry to gain insights on how perspectives on the world and/or identity are presented through photography

Content Descriptions

Concepts and Theories

- analyse photographic works that are constructed or documented to shape a narrative, for example, 'Something More' Tracey Moffatt, 'The Man Who Made History' Frank Hurley, 'Skater Series' Nikki Toole, 'Belco Pride' Lee Grant, Noor Photo Agency and Philip Blenkinsop
- analyse how photography represents perspectives on the world and/or identity through narratives
- analyse theories and approaches employed by significant photographers, for example, William Yang, Diane Arbus, David LaChapelle, Trent Parke, Sebastiao Salgado, Sally Mann, Robert Frank (The Americans)
- create photographic works using their understanding of storytelling to construct or document a narrative

Contexts

- analyse how social, historical, political and/or cultural contexts have shaped narratives in photographic works

Creative Process

- conduct research on how perspectives on the world and/or identity are used to influence the production of photographic narratives
- analyse how images are constructed or documented to shape a narrative
- apply the photographic creative process (ideation, application, production, and evaluation) and produce photographic works to construct a narrative

Communication and Technical Skills

- analyse own technical choices to communicate a narrative to selected audiences, for example, camera control, composition, photo finishing and presentation
- analyse forms, styles, and conventions to make choices and enhance creative goals and intended message, for example, modes of presentation, scale, sequence
- combine 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 ideas and coherent arguments in a range of modes, incorporating metalanguage, and academic integrity
- demonstrate inter 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
Written	11 March	20%
Practical 1	1 April	30%
Practical 2	3 June	30%
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.

Achievement Standards for PHOTOGRAPHY A - 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>
Responding	<ul style="list-style-type: none"> analyses styles, forms, processes, practices, and theories to communicate meaning to an audience analyses the significance of art works in a diverse range of contexts compares and analyses research on theories, ideas, and practices to present a reasoned and independent response communicates complex ideas with coherent and sustained arguments with analysis of evidence and metalanguage and applies the principles of academic integrity 	<ul style="list-style-type: none"> explains styles, forms, processes, practices, and theories to communicate meaning to an audience explains the significance of art works in a broad range of contexts compares and explains research on theories, ideas, and practices to present an independent response communicates complex ideas and coherent arguments using appropriate evidence, metalanguage and applies the principles of academic integrity 	<ul style="list-style-type: none"> describes styles, forms, processes, practices, and theories to communicate meaning to an audience describes the significance of art works in a range of contexts describes research on theories, ideas, and practices with some evidence of an independent response communicates ideas and arguments using appropriate evidence, metalanguage and applies the principles of academic integrity 	<ul style="list-style-type: none"> describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning describes the significance of art works in context identifies research on theories, ideas, and practices with some evidence of an independent response applies the principles of academic integrity with some use of appropriate evidence and metalanguage to communicate ideas 	<ul style="list-style-type: none"> identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning identifies the significance of art works in context identifies research on theories, ideas, and practices with little or no evidence of an independent response communicates limited ideas and information with little or no application of academic integrity
Making	<ul style="list-style-type: none"> analyses ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology creates imaginative and innovative art works with control and precision; analyses technical experimentation and reflects on strengths and opportunities 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 reflects with insight on their own art practice, thinking processes; and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> explains ideas using sustained and creative practice, employing familiar and unfamiliar techniques explains art practice, using the creative process to investigate and solve problems and explains own application of technology creates imaginative and innovative art works with control; explains technical experimentation and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences 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 	<ul style="list-style-type: none"> describes ideas using creative practice, employing familiar techniques describes art practice, using the creative process to investigate and solve familiar problems and describes own application of technology creates imaginative art works with control; describes familiar technical skills, and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences reflects on their own art practice, thinking and that of others and describes inter and intrapersonal skills and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> describes creative practice, employing some familiar techniques describes art practice, using the creative process to investigate familiar problems and identifies own application of technology creates art works using familiar technical skills and reflects on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate intended meaning to target audiences reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> uses creative practice, employing little or no techniques identifies basic features of art practice, with little or no connection to creative processes or use of technology creates art works using familiar technical skills with little or no reflection on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate messages with assistance 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