

# Erindale College

<b>Assessment Period:</b>	2022 S1
<b>Course:</b>	PHOTOGRAPHY
<b>Unit:</b>	Narratives in Photography (1.0)
<b>Accreditation:</b>	T
<b>Year:</b>	12

## Specific Unit Goals

This unit should enable students to:

- critically analyse narratives within photographic works
- critically analyse how a narrative is produced in photography
- apply storytelling and technical skills through the creative process to produce photographic narratives
- conduct Creative Inquiry to gain insights on how perspectives on the world and/or identity are presented through photography

## Content Descriptions

### Concepts and Theories

- evaluate 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
- critically analyse how photography represents perspectives on the world and/or identity through narratives
- critically 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

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

### Creative Process

- conduct research on how perspectives on the world and/or identity are used to influence the production of photographic narratives
- critically 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

- evaluate own technical choices to communicate a narrative to selected audiences, for example, camera control, composition, photo finishing and presentation
- evaluate forms, styles, and conventions to make choices and enhance creative goals and intended message, for example, modes of presentation, scale, sequence
- 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 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
Essay	11 March	20%
Prac 1	1 April	30%
Prac 2	3 June	30%
Research/VD/Journal/Test	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 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>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>
<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>