

COURSE COM1205: PHOTOGRAPHY – INTRODUCTION

Level: Introductory

Prerequisite: COM1005: Visual Composition

Description: Students develop essential skills in camera use with a focus on basic composition, set-up and examination of exposure. Students operate a camera to capture images and produce final display proofs.

Parameters: Access to a camera with the ability to control aperture and shutter speed independently, and to processing and display equipment.

Note: The term photograph refers to either a physical or digital representation, depending on equipment available to the student.

Supporting Course: COM1015: Media

Outcomes: The student will:

- 1. describe the role of photography in society; e.g., art, social statement, entertainment, historical record, illustrating ideas and concepts, scientific research, exploration**
- 2. use various photographic equipment, image-capture devices, materials and processes to demonstrate basic photographic skills**
 - 2.1 identify and describe the key components and functions of a camera
 - 2.2 classify different types of image-capture devices and some of their potential applications
 - 2.3 explain the rule of thirds as it applies to photographic composition and framing
 - 2.4 identify the light sources and their roles in manipulating mood, given a set of photographs/ images
 - 2.5 explain the concept of focus in photography and differentiate between those photographs that are in focus and those that are out of focus
 - 2.6 explain the notion of depth of field in photography and differentiate between those photographs that have a long depth of field and those that have a shallow depth of field
 - 2.7 use correct terminology in the context of photographic work and during presentations
 - 2.8 load and unload photographic film and/or storage media from a camera
 - 2.9 differentiate between a snap shot and a planned photograph by:
 - 2.9.1 framing for composition
 - 2.9.2 focal point
 - 2.9.3 camera placement; e.g., not a view of the top of the dog's back—get down to subject level
 - 2.9.4 choosing vertical or horizontal format—changing camera direction
 - 2.9.5 being aware of the background; e.g., not having a tree appear to be growing out of the subject's head
 - 2.9.6 dynamic range
 - 2.9.7 field of view
 - 2.9.8 depth of field
 - 2.9.9 using a camera/image-capture device to capture and log aperture and shutter for least 24 images
 - 2.9.10 demonstrating an understanding of shutter speeds and aperture, basic composition (e.g., balance, line, perspective, rule of thirds, repetition), lighting (e.g., natural, artificial)

- 3. describe and/or use various processing methods; e.g., black and white, colour, digital**
 - 3.1 process images and print or display at least six images in proofing and in final format
 - 3.2 process photographs to produce prints, images or displays
 - 3.3 identify and demonstrate darkroom safety precautions and protocol (if applicable)
- 4. choose the proper International Standards Organization (ISO) light sensitivity/film speed and/or resolution setting, file format and image capture (camera) settings for good image capture; e.g., 64, 100, 160, 200, 400, 640, 800, 1600, raw, jpeg**
 - 4.1 explain what the International Standards Organization (ISO) system refers to when adjusting the ISO setting on film and/or digital type cameras; e.g., sensitivity to light by the film or digital sensor resulting in either film grain or digital noise
 - 4.2 capture images using an image-capture device/camera, considering:
 - 4.2.1 each image to be in focus
 - 4.2.2 basic composition guideline: the rule of thirds
 - 4.2.3 clear focal point
 - 4.3 create photographic images that generate curiosity and discussion
- 5. present a selection of work completed in this course to an audience**
 - 5.1 create a display using a minimum of five predefined photographs
 - 5.2 discuss each photograph regarding:
 - 5.2.1 illustrating expectations
 - 5.2.2 how the composition guidelines help facilitate good arrangement in his or her work
 - 5.2.3 the technical and creative aspects of the work; e.g., quality, focus, rule of thirds
 - 5.2.4 areas of challenge and solutions (if applicable)
 - 5.2.5 meeting school and community standards; e.g., appropriate language
 - 5.2.6 the use of tools and equipment; e.g., compare a photograph with a photo log
 - 5.3 participate in peer/teacher assessment
 - 5.4 add the selected work to a portfolio
- 6. apply consistent and appropriate work station routines**
 - 6.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 6.2 demonstrate security for hardware, software, supplies and personal work
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 8.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 8.2 create a connection between a personal inventory and occupational choices