

COURSE COM1275: PHOTOGRAPHY – DIGITAL PROCESSING 1

Level: Introductory

Prerequisite: COM1005: Visual Composition

Description: Students learn the fundamentals of consumer-based digital image acquisition, management, composition, manipulation and editing software to improve image composition.

Parameters: Access to an image-capture device/digital camera and computer(s) with consumer-based image-editing software.

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

Supporting Courses: COM1015: Media
COM1035: Graphics Tools
COM1205: Photography – Introduction

Outcomes: The student will:

1. explain different types of image-capturing devices

- 1.1 compare the advantages and disadvantages of different types of digital cameras and/or image-capturing devices; e.g., point-and-shoot camera, digital single-lens reflex (DSLR) camera, scanner, medium format camera
- 1.2 explain and demonstrate basic digital camera and/or image-capturing device functions and commands

2. use an image-capturing device/digital camera to acquire images that follow basic rules of visual composition

- 2.1 demonstrate the basic rules of composition—balance, repetition, perspective, line, rule of thirds
- 2.2 frame and crop images for composition by demonstrating:
 - 2.2.1 focal point; e.g., emphasis
 - 2.2.2 an appropriate layout; e.g., horizontal or vertical
 - 2.2.3 awareness of background
 - 2.2.4 clear focus
- 2.3 discuss various image file format characteristics and their impact on the quality of the image; e.g., size, compression, lossless versus non-lossless, resolution
- 2.4 record on a log sheet all relevant technical data; e.g., metadata, aperture, shutter speed, (ISO), file format
- 2.5 acquire and manage your images

3. apply basic image editing software functions and commands to edit digital image files

- 3.1 demonstrate, through an experimental approach, the use of image editing software to:
 - 3.1.1 apply basic menu/toolbox commands; e.g., rotate, red-eye reduction, crop, straighten
 - 3.1.2 recompose photographs to a different size without distortion
 - 3.1.3 adjust images; e.g., exposure, contrast, saturation, sharpness, red-eye
 - 3.1.4 apply various effects; e.g., sepia, black and white, fade, matte, vignette
 - 3.1.5 retouch photographs

- 3.2 select, with limited assistance, basic image-editing functions and commands that are appropriate to the task
- 3.3 use image-editing software to create interesting and aesthetically appealing compositions
- 4. investigate new technologies in the area of photo editing and manipulation; e.g., Global Positioning System (GPS) mapping, facial recognition, creating calendars and books**
- 5. present a selection of work completed in this course to an audience**
 - 5.1 create a display of photographs
 - 5.2 discuss each photograph regarding:
 - 5.2.1 editing techniques used
 - 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, uniqueness
 - 5.2.4 areas of challenge and solutions
 - 5.2.5 meeting school and community standards; e.g., appropriate language
 - 5.2.6 the use of tools and equipment
 - 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