

WELCOME TO LEVEL 2 ART-PHOTOGRAPHY

The following information contains **instructions** for you to follow in order to create a series of works of which you are **proud**.

This will take **time** and commitment.

You are responsible for managing your time and meeting the deadlines.

You are responsible for **researching** and for

developing your work.

The standards overlap and feed into one another nicely. Your research has to be **relevant** and **purposeful**



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

LEVEL TWO VISUAL ARTS PHOTOGRAPHY 2.2 & 2.3

2.2 Use drawing methods to apply knowledge of conventions appropriate to photography

2.3 Develop ideas in a related series of drawings appropriate to established photography

Photo Story: figure in the environment



Uta Barth

Internal Assessment Resource Version 1

Achievement Standard 2.2

AS 91311: Use drawing methods to apply knowledge of conventions appropriate to photography

Credits: 4

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Use drawing methods to apply knowledge of conventions appropriate to photography 	<ul style="list-style-type: none"> Use drawing methods to apply <u>specific</u> knowledge of conventions appropriate to photography 	<ul style="list-style-type: none"> Use drawing methods to apply <u>in-depth</u> knowledge of conventions appropriate to photography

Achievement Standard 2.3

As 91316: Develop ideas in a related series of drawings appropriate to established photography

Credits: 4

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Develop ideas in a related series of drawings appropriate to established photography practice 	<ul style="list-style-type: none"> Clarify ideas in a related series of drawings appropriate to established photography practice 	<ul style="list-style-type: none"> Extend ideas in a related series of drawings appropriate to established photography practice



Anne Noble

Student Instructions

Duration: 12 Weeks (To include lesson and homework and holiday time)

Introduction

This assessment activity requires you to develop ideas through a series of photographic images and supporting notes. You will base this on a theme of your choice. You will produce a selection of at least 10 mounted images suitable for exhibition, along with notes, proof sheets, and working prints that lead up to the production of final images.

In order to show your knowledge of conventions appropriate to photography and your ability to develop ideas, you must show your working towards the final images as well as the final prints themselves.

This is an integrated assessment that will provide you with opportunities to achieve both Achievement Standards 2.2 and 2.3 Photography. Each standard will be assessed separately. It is possible to attain either one or both standards.

For Achievement Standard 2.2 you will be assessed on your ability to use drawing conventions (the arrangement of elements and principles) relevant to Photography. You will need to select and apply appropriate photographic processes, procedures, materials, and techniques, such as lighting, focus, resolution, image composition, production of proofs and work prints, and printing of finals.

For Achievement Standard 2.3 you will be assessed on the development of your ideas. Your work will need to show pictorial and conceptual linking and refinement through consecutive proofs, working prints and finals.

You have approximately 12 weeks of class and homework time to complete this activity.

There are 4 Tasks within this Assessment.

Task 1:	Generate Ideas	15 hours
Task 2:	Analyse and Develop ideas	15 hours
Task 3:	Clarify and Extend your ideas	15 hours
Task 4:	Select and present final work	10 hours



Ava Seymour

Task One: Generate Ideas

You have approximately 15 hours of class and homework time to complete this task.

a) Decide on a theme/ idea/ concept/ issue to work with.

- Create one page mind map of possible ideas/themes/concepts/issues

Your theme could be

SOCIAL,
POLITICAL,
PERSONAL,
ENVIRONMENTAL,
CULTURAL,
GENDER RELATED,
RELIGIOUS,
PHILOSOPHICAL

Write up at least 3 ideas, which could be used photographically. Talk to your teacher about your Theme, (a model can be recommended). You can use written notes (bullet points, thumbnail sketches/ mind map diagrams to show ideas.) Be as imaginative as you can, do not limit yourself to what you can do.

b) Choose 2 models from the first column below

Whose work/techniques/subject matter you feel is appropriate to your own theme and that appeal to your own way of working.

These will be your artist models. (You can select more if appropriate) and models not listed may be used if they are appropriate to your theme but they will need to be approved by your teacher.

Figure in Environment (2 MODELS)	Montage/Collage/Manipulation (1 MODEL)
Josef Koudelka	David Hockney
Bill Brandt	Keith Carter
Ralph Gibson	Gilbert and George
Duane Michals	Ava Seymour
Sally Mann	Edward Muybridge
Walker Evans	Starne Twins
Dorothea Lange	Lorna Simpson
Eileen Cowin	Barbara Kruger
Anne Noble	Ruth Thorne Thompson
Uta Barth	Sigmar Polke

- Print off at least 2 examples of their work and glue and make up an A4 page
- Make a written analysis of the work of each artist using the points below as a guide.

- **Subject matter**
- **Elements** – line, shape, space, colour, tone, texture, form, mass, reflection, pattern
- **Principles** – balance, harmony, rhythm, tension, contrast, foreground, background
- **Photographic techniques** – depth of field, aperture, shutter speed, viewpoint, framing, motion blur, light source, light direction, light quality
- **Manipulation techniques**
- **Photographic conventions** – staged or natural, leading lines, rule of thirds, center of interest.
- **Pictorial meaning** – story, message, symbolism

- (a) The ideas and pictorial issues that each Photographer has used in their approach.

Pictorial Issues could include:

Line, shape, contrast, tone, colour, perspective, depth of field, balance, positive/negative space, composition, viewpoint, light, pattern and texture

Ideas could include:

Political, Symbolic, Cultural, Social, Philosophical, Religious or Environmental

- (b) Their working methods.

Working methods could include information about:

Technical: Type of Camera, technical manipulations on Adobe Photoshop such as photo montage, opacity, use of filters etc. Darkroom manipulations such as solarisation, photograms, masking etc.

Use of light and its effects, the style/type of image that they convey – mood, effects

- (c) Your personal response to the work?

Why did you choose this artist? What attracted you to the work? How does the work make you feel?

See example below



Artist: Sally Mann

Photographic conventions include:

- Medium depth of field
- Rule of thirds
- Focal point in the center
- Cropping – push chair out of the frame
- Black and white
- Use of line with arms of doll and girl in the middle
- Natural soft light coming from the left
- Balanced composition using symmetry-girl in center with two either side of her
- Viewpoint is straight on, eye level, middle distance-subject fills the frame

d) Plan Film One. Use the ideas generated to take your first film. Aim to produce a range of ideas. Use different ideas from both artist models rather than repeat one idea over your film.

e) Shoot Film One. Working from these ideas, **shoot your first film at least 24-36 images**. You should aim to produce a range of images (use different ideas from both your models rather than repeat one idea) so that you can develop and clarify over the next eight weeks.

f) Produce a contact sheet and paste it in your visual diary. From these **Produce work prints**. Select six to eight images that offer potential for further development. Annotate around these and link the images to your Artist models and Theme.

Outcome: Planning, model ideas, contact sheet and six to eight work prints.

This task contributes to evidence towards assessment for Achievement Standard 2.2

Task Two: Analyse and develop ideas

You have approximately 15 hours of class and homework time to complete this task.

a) Critique your work. Working in pairs (or individually) and using **the handout provided**, critique your work prints. Your criteria for this critique should be how successfully the photographs use pictorial ideas identified in your models to explore your Theme. Make notes around your work prints indicating how they might be improved to more successfully show conventions appropriate to photography. Note any ideas which will be useful in your next films.

b) Make a second plan. Based on the feedback from your critique (or self reflection), produce a mindmap plan and thumbnail sketches for a SECOND photo-shoot that builds upon the ideas generated in task one. Use the planning page to help you.

c) Take a SECOND FILM. Shoot a new film (24-36 images). **Produce a contact sheet** and paste it into your visual diary.

d) Select from your first and second films six to eight more images and print work prints. Select images that develop your ideas. It is important that these works relate together as a series.

Outcome: Critique of first images, new planning page, contact sheet and six to eight work prints.

This task contributes evidence towards assessment for Achievement Standards 2.2 and 2.3

Task Three: Clarify and Extend ideas

You have approximately 15 hours of class and homework time to complete this task.

a) Select and Artist from column 2 of the model table on page 2. Use images from your earlier films to explore the manipulation technique of your model. Produce at least one image.

b) Undertake a SECOND Critique/Reflection. In pairs again repeat the analysis process. Give special consideration this time to how the particular photographic and manipulation techniques you have explored contribute to your theme and meaning. Also consider how the images relate to each other to form a series.

Remember that relationships between images can be established through similar subject matter, pictorial approaches (use of similar colours or saturation; similar lighting and set type) and conceptual links (all exploring a similar idea or ideas), and do not necessarily rely on sequential narrative.

c) Produce a THIRD Plan. Based on the feedback from your critique, make a mind map plan and thumbnail sketches for a THIRD photo-shoot that builds upon the ideas generated.

d) Shoot a new roll of film (24-36 images). Produce a contact sheet and paste it into your visual diary. Select, print and annotate workprints

You may need to undertake additional analysis, planning and photography cycles until you are satisfied that you have successfully clarified your ideas and demonstrated the full extent of your knowledge of conventions appropriate to photography.

Outcome: Critique and planning pages, drawing exercise (manipulation), contact sheet and workprints.

This task contributes evidence towards assessment for Achievement Standard 2.3

Task Four: Select and present final work

You have approximately 10 hours of class and homework time to complete this task.

a) Select, print and mount your final images. Consider the following when choosing your final photographs:

- Which photographs that show understanding of the artists studied
- Is there evidence of Pictorial elements used in your work
- Is there Clarification of your ideas
- Photographs will be in a related series based on your theme you have identified in your planning

This task contributes evidence towards assessment for Achievement Standard 2.3

Assessment Schedule

Assessment Schedule: Visual Arts 2.2 Photography – Photo story: Figure in the Environment

Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Journal Work (can include A2 panel)</i></p> <p><u>Task 1 Generate Ideas</u></p> <p>Theme Plan</p> <p>2 models/annotations</p> <p>Film 1</p> <p>Contact sheet 1</p> <p>6-8 work prints with annotations</p> <p><u>Task 2</u></p> <p><u>Analyze and Develop ideas</u></p> <p>Film 2 plan</p> <p>Contact sheet 2</p> <p>6-8 work prints with annotations</p>	<p>Images demonstrate the deliberate application of visual elements and principles (shape, tone, balance...) and photographic techniques and conventions (view point, shutter speed, aperture...). These elements, principles, techniques and conventions are appropriate to intended purpose.</p> <p><i>Students present work that:</i></p> <ul style="list-style-type: none"> • <u>Applies photography drawing methods and ideas to their theme.</u> • <u>Selected and used ideas and techniques purposefully.</u> • <u>Show prints have been exposed, processed and printed correctly.</u> 	<p>Images demonstrate the controlled and considered application of particular visual elements and principles (shape, tone, balance...) and photographic techniques and conventions (view point, shutter speed, aperture...). These elements, principles, techniques and conventions are used to communicate a specific meaning or narrative.</p> <p><i>Students present work that:</i></p> <ul style="list-style-type: none"> • <u>Uses photography drawing methods with control</u> • <u>Apply ideas with thought to their theme</u> • <u>Has selected relevant ideas and used techniques appropriately to communicate a specific meaning.</u> • <u>Show exposure, processing and prints will be flawless and enhance their theme.</u> 	<p>Images demonstrate the skilled and critical application of particular visual elements and principles (shape, tone, balance...) and photographic techniques and conventions (view point, shutter speed, aperture...). The evidence demonstrates an in depth understanding of a variety of photography conventions which have been successfully integrated with the students own work to enhance the communicative and pictorial strength of the outcomes.</p> <p><i>Students present work that:</i></p> <ul style="list-style-type: none"> • <u>Uses photography-drawing methods with skillful control.</u> • <u>Shows a strong understanding of a range of particular photographic practices</u> • <u>Demonstrates a consistently high level of technical production.</u> • <u>Conventions are integrated into own work</u>

Assessment Schedule: Visual Arts 2.3 Photography – Photo story: Figure in the Environment

Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Journal 1 x A2</i> <i>Panel Task 2</i> <u>Analyze and</u> <u>Develop ideas</u> Film 2 plan Contact sheet 2 6-8 work prints with annotations <u>Task 3 Clarify and extend ideas</u> Film 3 planning Contact sheet 3 6-8 work prints with annotations <u>Task 4 select and print final work</u></p>	<p>The student presents a set of photographic images (proof sheets, work prints, final prints) and associated notes that <u>show common pictorial concerns and build on ideas in response to the selected theme.</u></p> <p><i>Student presents work that:</i></p> <ul style="list-style-type: none"> • <i>Present selected images which <u>relate</u> to each other and the selected theme.</i> • <i>Show Ideas are <u>built on and developed.</u></i> • <i>Show <u>techniques and conventions which relate to those of artist models.</u></i> 	<p>The student presents a set of photographic images (proof sheets, work prints, final prints) and associated notes that show the <u>clarification of particular pictorial concerns.</u> These images show that student has reflected upon previous works and made changes accordingly, to advance visual and technical ideas in response to selected theme.</p> <p><i>Student presents work that:</i></p> <ul style="list-style-type: none"> • <i>Present selected images which show <u>critical reflection</u> and have made <u>improvements</u></i> • <i>Show Ideas are developed and <u>improved on</u></i> • <i>Show <u>relevant techniques and conventions</u> have been used relating to artist model and theme.</i> 	<p>The student presents a set of photographic images (proof sheets, work prints, final prints) and associated notes that show a <u>critical consideration of pictorial and conceptual links.</u> These images show that the student has reflected and <u>built upon previous works in a sustained manner to refine them pictorially and conceptually.</u> The final outcomes <u>successfully communicate a personal response to the set theme.</u></p> <p><i>Student presents work that:</i></p> <ul style="list-style-type: none"> • <i>Present selected images which are <u>critically reflected on and refined</u></i> • <i>Show a <u>consistent process of critical thinking</u> through the 3 cycles</i> • <i>Show an <u>extension of pictorial and conceptual ideas</u></i> • <i>Show <u>relevant techniques and conventions</u> are <u>integrated</u> to enhance their <u>own practice</u></i>

Student Check List

Evidence for Assessment: 1 journal + mounted work on one A2 panel

All work submitted should be named and labelled.

Your Journal should be clearly labelled and work ordered and sequenced in your journal. Signposting your journal is recommended to show the organisation and relation to tasks set.

Authenticity

It is essential that you are working on your project at school throughout this assignment and that you regularly are in contact with your teacher to discuss ideas and review work. It is imperative that the school (teacher) can authenticate your work as being completed by and belonging to you.

Security

You are responsible for the storage and regular digital back up of files for this assignment. It is strongly recommended that you back up your work in 2 different locations (other than your school documents). Do not store work on the school computers.

Task 1: Generate Ideas	
Mind Map	
2 models selected and annotated	
Film 1 plan – mind map/thumbnails	
Film 1 Contact Sheet	
Work prints (6-8 with annotations)	

Evidence towards assessment for Achievement Standard 2.2

Task 2: Analyze and Develop Ideas	
Pair Critique	
Film 2 plan – mind map/thumbnails	
Film 2 Contact Sheet	
Work prints (6-8 with annotations)	

Evidence towards assessment for Achievement Standard 2.2 and 2.3

Task 3: Clarify and Extend Ideas	
1 model manipulator – identified and annotated	
Drawing Exercise	
Film 3 plan – mind map/thumbnails	
Film 3 Contact Sheet	
Work prints (6-8 with annotations)	

Evidence towards assessment for Achievement Standard 2.3

Task 4: Select and present Final work	
Selection of work prints – organize sequence and sizes	
Print and mount work (A2 panel)	

Evidence towards assessment for Achievement Standard 2.2 and 2.3

YEAR 12 PHOTOGRAPHY MARKING SHEET

Visual Arts 2.2 & 2.3: Achievement Standard 91312 & 91317 Version 1

Student:

Grade Awarded

Result 2.2 AS91312 Credits 4		Result 2.3 AS91317 Credits 4	
Resubmission Date:			
Teacher Signature and date:			

Teacher Comment:

Authenticity: This is to state that I had no outside assistance of any kind to complete my work. What has been submitted for assessment is entirely my own work.

Student Signature: _____

Student Signature: _____
Indicates sighting of the grade awarded and acceptance of the grade

Date: _____