



PICNIC POINT HIGH SCHOOL

PRELIMINARY ASSESSMENT TASK NO. 1 NOTIFICATION PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

SUBJECT	TEACHER	DATE ISSUED	DATE DUE
Photography, Video and Digital Imaging	C. McManus	Term 1 Week 9: Wednesday 3 rd April 2019	Term 2 Week 2: Thursday 9 th May

TYPE OF TASK	Practical and Folio Research Task
TOPIC	Introduction to Photography – The Basics
TASK WEIGHT	30%
WEIGHTS	Making photographs 20%. Critical and Historical research 10%
OUTCOMES	<p>M1- generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice</p> <p>M2- explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works</p> <p>M3- investigates different points of view in the making of photographs and/or videos and/or digital images</p> <p>M4- generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images</p> <p>M5- develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images</p> <p>M6- takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works</p> <p>CH1 - generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging</p> <p>CH2 - investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations</p> <p>CH3 - distinguishes between different points of view and offers interpretive accounts in critical and historical studies</p> <p>CH4 - explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging</p> <p>CH5 - recognises how photography and/or video and/or digital imaging are used in various fields of cultural production</p>
<ul style="list-style-type: none"> TASK DESCRIPTION 	<p>Art making - Students are to submit printed photographs based on a series of work as follows;</p> <ul style="list-style-type: none"> Two printed photographs that have been taken by the student then enhanced and/or manipulated in Photoshop, from either the 101 ducks or bubble photo shoots. 2 x A3. Two digital A3 photographs based on the school environment and inspired by Jeffery Smart. Manipulated in Photoshop with consideration of surrealistic elements. Two digital A3 photographs taken on location from the city excursion. These photographs should be inspired by photographers in the Cityscape booklet. Photoshop manipulation should be present. Critical and Historical research - students are to hand in their folio with all tasks completed from the 'The Basics' work contract. This will also include a detailed documentation of their ideas, concepts and progress of one of their Jeffery Smart Inspired photographs.
<ul style="list-style-type: none"> PREPARATION 	<p>Students have been working on 'the basics' work contract in class over term one and taken photos from two photos shoots – the 100 Ducks and Bubbles.</p> <p>Students have been given detailed information regarding concepts and ideas for their Jeffery Smart and city Inspired images. They have been working on these in class.</p> <p>Students will be expected to take photos their own photographs for all the assessable images. They should include a printed proof sheet containing examples of images they have taken on location. All required images must be printed as A3 size.</p>
<ul style="list-style-type: none"> SUBMISSION DETAILS 	<p>Students are to submit all required images printed not on a USB on the due date. However, students may organise high quality printed photos with their teacher the week before the due date by save to the teachers USB with their name. The cut- off date for high quality prints will be 2/6/19 after this date students can organise photocopied images at school with their teacher. Students must present their photographic works flat in some form of protected wrap or folder and their folio on the due date during their PVD lesson on Thursday 9th May.</p> <p>Students must sign the sign-off sheet after their work has been submitted directly to the teacher.</p>



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MARKING CRITERIA	Inspired by Jeffery Smart photographs	Marks Each	
<input type="checkbox"/>	Conceptual meaning as related to the theme is highly engaging demonstrating a creative and sophisticated exploration of location and inspiration from the artist Jeffery Smart. Images convey meaning and elements of the surreal resolved through the structural frame. Composition and the elements of design have been clearly considered in the construction of the photograph to create a visually engaging image. Photoshop manipulation is seamless, refined and undetectable in its execution.	16-20	
<input type="checkbox"/>	Conceptual meaning as related to the theme shows an exploration and inspiration of the artist Jeffery Smart. Most aspects of the work show elements of the surreal resolved conceptually through the structural frame. Composition has been arranged with some consideration to the elements of design to a very good standard. Photoshop manipulation is refined and seamless in its execution.	12-15	
<input type="checkbox"/>	Conceptual meaning as related to the theme shows some aspects of inspiration from the artists Jeffery Smart. There are uneven and partly resolved elements of the surreal through the structural frame. Composition has been considered to some degree with some evidence of utilising the elements of design to a lower standard. Photoshop manipulation is refined and mostly seamless in its execution.	8-11	
<input type="checkbox"/>	Conceptual meaning as related to the theme has been explored in an inconsistent manner, inspiration from artist Jeffery Smart may be present in some small way. Composition has not been utilised effectively to engage the viewer by incorporating the elements of design and elements of the surreal. Photoshop manipulation is rushed, obvious or incomplete.	4-7	
<input type="checkbox"/>	Conceptual meaning is limited as related to theme with no real inspiration from the artists Jeffery Smart. There is very little visual interest, lack of relevance to the Surreal. Composition is incidental and superficial without any real consideration to the elements of design to enhance visual interest in their image. Photoshop manipulation is lacking, rushed, obvious or incomplete.	1-3	
MARKING CRITERIA	Technical Competence	100 Ducks, Bubble Shoot and City Series	Marks Each
<input type="checkbox"/>	Demonstrates a thorough understanding and technical competence in camera operation and composition of the image. The photograph has been enhanced using basic Photoshop tools to achieve an interesting image with high quality resolution and adjustments.		9-10
<input type="checkbox"/>	Demonstrates an understanding and technical competence in camera operation and composition of the image. The photograph has been enhanced using basic Photoshop tools to achieve an interesting image with some high quality resolution and adjustments.		7-8
<input type="checkbox"/>	Demonstrates some understanding and technical competence in camera operation and composition of the image. Experimentation in Photoshop has been attempted but with inconsistent results.		5-6
<input type="checkbox"/>	Demonstrates some understanding of camera operation and composition of the image. Experimentation in Photoshop has been attempted but limited.		3-4
<input type="checkbox"/>	Demonstrates some understanding of camera operation with little attention to the composition of the image. There has been no experimentation in Photoshop, the image has been printed straight from the camera.		1-2
MARKING CRITERIA	Achieved Outcomes	Folio	Marks Each
<input type="checkbox"/>	Demonstrates the ability to document the development of conceptual and technical exploration of the photograph, using the folio to develop and resolve the final image in a thorough and thoughtful manner. Analysis of one of the final Jeffery Smart photographs discussing compositional devices, processes, development, elements and principles of design thoroughly.		16-20
<input type="checkbox"/>	Demonstrates the ability to document the development of conceptual and technical exploration of the photograph, using the folio to develop and resolve the final image in a well-planned manner. Analysis of one of the final Jeffery Smart discussing compositional devices, processes, development, elements and principles of design with some detail.		12-15
<input type="checkbox"/>	Demonstrates the ability to document the development of most of the conceptual and technical exploration of the photograph, using the folio to develop and resolve the final image reasonably well. Analysis of one of the final Jeffery Smart photographs discussing some aspects of compositional devices, processes, development and/or elements and principles of design.		8-11
<input type="checkbox"/>	Demonstrates some ability to document the development of conceptual and technical exploration of the photograph, using the folio to develop and resolve the final image in an inconsistent manner. Description of one of the final Jeffery Smart photographs is superficial and may reference the structural frame inconsistently or without any detail.		4-7
<input type="checkbox"/>	Demonstrates limited ability to document the development of conceptual and technical exploration of the photograph, the folio has not been used to develop and resolve the final image. Description of one of the final Jeffery Smart photographs is minimal or not included.		1 - 3



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SIGN OFF SHEET – NOTIFICATION OF ASSESSMENT TASK

