

# BAA – Fine Art Assistant 12

Y/FAA 12

**District Name:** Abbotsford

**District Number:** 34

**Developed by:** S. Dunn

**Framework Assistance:** G. Keryliuk

**Date Developed:** November 28<sup>th</sup>, 2003

**School Name:** Robert Bateman Secondary School

**Principal's Name:** Jim Callaghan

**Board/Authority Approval Date:** APR - 5 2004

**Board/Authority Signature:** \_\_\_\_\_

**Course Name:** Fine Art Assistant

**Grade Level of Course:** 12

**Number of Course Credits:** four credits

**Number of Hours of Instruction:** 120

**Prerequisite(s):** Photography 11 or Studio Art Photography 12

## **Special Training, Facilities or Equipment Required:**

**Training:** Photography Technician, Bachelor of Fine Arts, Bachelor of Education,

**Facilities:** A classroom and adjacent darkroom and sinks with glass pipes and an environmentally sound drainage system and controllable heat water supply, and adequate electrical supply on demand.

**Equipment:** Cameras, Enlargers, Chemicals, Film, Paper, Fridge, Studio Lighting Equipment, Camera equipment and developing equipment (trays, contact printers, easels, chemicals and storage containers, development tanks, tongs, graduated cylinders, thermometer, grain focusers, black development bags  
Other photography equipment includes: lenses, filter kits, light meters, flash units, lighting, umbrellas and stands, tripods, paper cutters, heat press, dryer, drying racks, extension cords, bulk film loaders, copy stand,

Equipment required when incorporating digital photography and publication: computers, printer, scanner and software for digital photographic purposes.

**Course Synopsis:** This course is intended for senior students with a strong standing in Photography 11 and a desire to continue explorations in the photographic arts with a teaching and technician aspect.

**Rationale:** The senior photography students will act as peer tutors for the junior photography students as well have involvement in the preparation and the working procedures in a photography lab. Both activities are extremely valuable employability experiences.

**Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	The Lab	20
Unit 2	The Students	20
Unit 3	The Lesson	20
Unit 4	Management	20
Unit 5	Tutorials	20
Unit 6	Enrichment and Exploration	20
Total Hours		120

**Unit/Topic/Module Descriptions:**

**Unit 1: The Lab**

Overview

The student will learn the photographic laboratories and stations: darkroom, film development and studio and the procedures for efficient and safe working conditions

Curriculum Organizers and Learning Outcomes

Organization of the Classroom – the student will be able to recognize management systems in the lab and design one station to reflect their own management style preference

Supplies for Photography – the student will conduct an inventory of supplies in the lab and organize a database to track supplies

Materials Distribution – the student will track distribution of materials (paper, film, negative files, paper black bags, journals, assignment sheets, etc.

Photo Shot Equipment – the student will inventory and design management systems for the use of equipment and time schedules for use of the photography studio.

Hazards and Safe Procedures - the student will review MDIS and WHMIS for the chemicals used in the lab and track the handling of the materials ensuring good practice is followed.

## **Unit 2: The Students**

### Overview

The student will learn about the individual students in the junior photography class and are introduced to group dynamics of a classroom situation

### Curriculum Organizers and Learning Outcomes

Class Introductions and Group Dynamics activities – the student will observe and conduct some activities as well as observing activities and introduction lead by the instructor

Individual conferences – the student will meet with each student and conduct mini-tutorials with individuals and small groups, review and run through practice activities for the photography exam as well as conduct observations and reports of the laboratory practices of the junior photography students.

## **Unit 3: The Lesson**

### Overview

Learning and teaching are complex activities and the student will be introduced to lesson presentation techniques, assist in organizing and presenting a lesson to the junior students,

### Curriculum Organizers and Learning Outcomes

Lesson planning – the student will plan a presentation to the student, organize supplies and outline their plan for the presentation

Lesson implementation - the student will present their lesson to the junior photography students

Checking for understanding – the student will design an activity that will test for comprehension of the presentation and activity

## **Unit 4: Management**

### Overview

The day-to-day running of a photography lab involves many variables: equipment maintenance and improvement, chemicals to be made and assessed and distribution of supplies and equipment for the different labs.

### Curriculum Organizers and Learning Outcomes

Darkroom management – the student will assign students to enlargers and observe the students use of the equipment and cleanliness in the darkroom lab

Film development management – the student will track students film development, use of the chemicals for film development and assess the chemicals for film development

Photo shot management – the student will track equipment and schedule time in the studio ensuring the proper care and maintenance of the photographic studio and the equipment

Print presentation management – the student will assist in presentation activities (dry mounting, matting, framing, labelling and mounting of photographic exhibitions).

## **Unit 5: Tutorials**

### Overview

Over the course of the term the fine art assistant will be given opportunities to assist in their peers with their work in the different labs in photography as well as give short demonstrations and workshops to other students outside of the photography lab, enhancing other photography courses and introducing the art and science of photography to other students and schools.

### Curriculum Organizers and Learning Outcomes

Darkroom tutorials – students will access difficulties in the lab and present short tutorials to those students experiencing difficulties in the lab

Film development tutorials - students will access difficulties in the lab and present short tutorials to those students experiencing difficulties in the lab

Photo shot tutorials - students will access difficulties in the lab and present short tutorials to those students experiencing difficulties in the lab

Print presentation tutorials - students will access difficulties in the lab and present short tutorials to those students experiencing difficulties in the lab

## **Unit 6: Enrichment and Exploration**

### Overview

The fine art assistant is a practicing photography student who will be exploring different avenues in the science and art of photography. During the course of the semester the student will be sharing their explorations with the junior students

### Curriculum Organizers and Learning Outcomes

Exploration of the techniques – the student will document their exploration in the form of journal entries, tests and experiments

Presentation Organization – the student will organize presentation materials so that a large group can see the exploration process and product

Enrichment Presentation – the student will present their explorations to a large group can learn the exploration process and product

Enrichment Exploration – the student will track the junior photography students who will attempt the exploration process and product

**Instructional Component:**

Several conferences will be scheduled over the course of the term to discuss skills, attitude, attendance, feedback from the junior students, progress as an assistant, plan presentations to the class, discuss presentations and tutorials as well as plan for enrichment opportunities and further explorations.

**Assessment Component:****Fine Arts Assistant Assessment:**

Demonstration of photography skills - 25%

Demonstration of leadership and community involvement\* - 75%

It is expected that students will:

- \* describe and demonstrate qualities and problem-solving strategies required for leadership related to photography
- \* demonstrate an understanding of the processes needed to co-ordinate events and programs in the school and community
- \* demonstrate knowledge and skills required by recommended certification programs in selected areas related to photography (NYIOP or APAC courses and/or critique evenings with APAC members)
- \* identify and describe the benefits of service and volunteer work in the school and community
- \* identify and use appropriate technology when solving problems involving photography
- \* demonstrate an understanding of the attributes required to pursue careers related to photography

**Suggested Instructional Strategies :**

Students develop leadership skills by organizing school and community programs/workshops in photography.

As students participate in recommended certification programs and volunteer to co-ordinate events, they gain an understanding of the skills and attributes needed for careers related to photography

- \* Have each student visit a photo lab or studio. Ask them to interview facility managers about the skills necessary to co-ordinate programs. Discuss the benefits of service in these programs.
- \* Invite guest speakers who are photographers. Encourage students to prepare by:
  - \* gathering and reading career-related articles from a variety of sources (e.g., journals, magazines, CD-ROMs, the Internet)
  - \* generating questions
  - \* discussing career attributes and requirements
- \* As a follow-up activity, have students demonstrate their understanding of career-related activities by preparing photography reports, designing web pages, or volunteering as workshop trainers.
- \* In co-operative teams, ask students to brainstorm a photography workshop that requires planning, promotion, managing, and evaluation. Have students use software to create publicity posters, participant databases, correspondence, and budgets for the event.

- \* Have students complete certification programs in photography. Following the certification, encourage students to identify opportunities to apply acquired knowledge and skills.
- \* Ask students to lead peers through innovative activities, or specific skill progressions in 20-minute lessons that include anticipatory set, demonstrations, activities, and closure.

### **Suggested Assessment Strategies:**

Through their participation in a variety of school and community activities, students are able to demonstrate improvement in their leadership skills and their abilities to handle responsibility.

- \* When students investigate and report on the skills involved in event programming, look for evidence that they:
  - prepare and ask appropriate questions
  - provide accurate and detailed information about the co-ordination skills that are needed, relevant career programs or training, and the benefits of service and volunteer work
- \* When students organize an event or workshop, have them follow a set of procedures, including:
  - as a group, list all tasks that need to be completed
  - assign group members to each task
- \* Ensure students recognize that they are responsible for one another. They receive credit for their own tasks and those tasks that appear immediately above and below theirs on the list. In this example, Glen and Ranjeet are responsible for seeing that the equipment is set up, as well as for their originally assigned tasks. If Susan has not set up the equipment, Glen and Ranjeet must do so.
- \* Work with the class to develop a checklist or rating scale to assess students' 20-minute lessons. Include criteria such as:
  - yes sort of, as these are skills that they might employ
  - detailed plan is prepared ahead of time
  - shows thorough knowledge of content
  - safety issues are considered
  - anticipatory is appropriate
  - class management is effective and appropriate
  - all students participate actively and safely
  - activities and explanations are adjusted based on feedback from the class
  - includes effective closure

\*The leadership and community involvement assessment for the Fine Art Assistant has been quoted and adapted from the Physical Education Ministry I.R.P.s

**Learning Resources:** See appendix A: library resources

**Additional Information:** This course provides students with an opportunity to address Art and Design Portfolio requirements as well as have the experience of mentoring and serving as a role model, as a photographer and student of the arts. Please see also Appendix B: letters of reference for Colleen Lowden and Kelsey Mackintosh, who were outstanding Fine Art Assistants in 2002/2003. Kelsey Mackintosh was a District

Scholarship Winner in 2003 and was the first Photography student to register for a district scholarship. In 2003/2004 there are six photography students registered for district scholarships, three of those scholarship applicants are also registered as Fine Art Assistants for photography. The excellent calibre and outstanding achievements of these students speak very well of the Fine Art Assistant course. Kelsey Mackintosh has since returned to the school after her graduation and receipt of her scholarship and spoken to the current photography students about her experience as a photography student at Robert Bateman Secondary. Her presentation was on her own time, outside of work and studies and she travelled from Vancouver to Abbotsford on two occasions to speak to the students. Her commitment and belief that she makes a difference in her peers' achievements speaks well of Kelsey but also of the service and commitment to others that this course encourages in young people.

**Appendix A:** library resources (attached)

**Appendix B:** letters of reference

Robert Bateman Secondary School

October 2, 2002

To Whom It May Concern,

Colleen Lowden has been a student at Robert Bateman Secondary with whom I have had the pleasure of teaching for three years. Colleen has been a student in Career and Personal Planning 10, of which I was teaching in 2000-2001. She was a bright, enthusiastic and personable student who I was able to get to know quite well over the course of the year.

The following year, Colleen enrolled in the Photography 11 course I have been teaching and she did very well. Her final mark was 87.7% in a very demanding course. Her class average was 68%. Colleen is an above average student. Her marks over the four terms were 88.8%, 80.1%, 91.1% and 90.9%. In the course of the year she improved her above average mark to an excellent mark. She showed creativity, organisation and commitment throughout the year to her work. Her work was frequently on display in the school and one of her photographs was displayed at Seven Oaks Mall at the annual School District #34 art display.

Over the course of the year Colleen was in charge of distributing photographic film to her classmates. I had two students in charge of two different bulk film loaders with different speeds of film. There were two photography classes and, on occasion, students from a different photography class would have to find Colleen outside of class time if they wanted the speed of film she was in charge of. The two students that I choose had to be extremely reliable, in order that their classmates find them. As well, the students had to be very trustworthy as they were handling money and making deposits. I choose Colleen as one of those two students out of sixty possible students

to do this task, having known her the previous year in the C.A.P.P. 10 class and finding her to be a very honest and reliable young person.

This year Colleen has articulated a passion for photography and has registered as a Fine Arts Assistant in the Photography class. She is a very helpful tutor in the class. She is very patient and kind with the students who are new to the photography course. I have noticed that she is very sensitive to peers that have difficulty with their classmates and she encourages more tolerance from her peers. She is not afraid to voice her opinion in these situations. Colleen has continued to distribute film to photography students this year and I trust her implicitly. I have no difficulty writing Colleen a reference letter, as she is talented, competent, sincere and fair. She would make an excellent candidate for the junior police academy.

Sincerely,

Ms. Sherry L. Dunn  
R.B.S.S. Instructor  
35045 Exbury Avenue  
Abbotsford, B.C.  
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October 2, 2002

To Whom It May Concern,

Kelsey Mackintosh has been a student at Robert Bateman Secondary with whom I have had the pleasure of teaching for two years. Kelsey has been a student in Photography 11 in 2000-2001. She is a bright, enthusiastic and personable student who I have been able to get to know quite well over the course of the last two years. I got to know Kelsey somewhat better as she also attended a field trip to France and Italy in which I was one of the three supervising instructors. She was well behaved and acted as a great ambassador for our school. The trip dovetailed nicely into her work in her photography class and Kelsey's photographs were displayed after we returned from the trip. Kelsey



had to fund raise in many activities for the field trip and was a real trooper in those efforts as well.

Last year, In the Photography 11 course she did very well. Her final mark was 74.4% in a very demanding course. Her class average was 68%. Her marks over the four terms were 64.8%, 64.8.1%, 81.9% and 86.2%. In the course of the year she improved to an excellent mark, very few students make such a dramatic improvement in their marks. Kelsey showed creativity and commitment to her work. Her work was frequently on display in the school and one of her photographs was displayed at Seven Oaks Mall at the annual School District #34 art display.

This year Kelsey has articulated a passion for photography and has registered as a Fine Arts Assistant in the Photography class. She successfully completed this course in first semester with an 89.9%. She was a helpful tutor in the class and also a very good lab assistant, mixing chemistry for paper and film development. Kelsey is registered in Studio Art 12 (Photography) and Visual Arts 2D 12. She is already exceeding expectations this semester. I have no difficulty writing Kelsey a reference letter, as she is a dedicated student, a talented artist and a good person. She would make an excellent scholarship recipient.

Sincerely,

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