
KNOWLEDGE AND EMPLOYABILITY ART/DESIGN AND COMMUNICATION GRADES 8 AND 9

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

Strand: Art/Design and Communication

Unit A: Practical Arts

Unit B: Ceramics

Unit C: Graphic Arts

Unit D: Photography

Unit E: Audio/Video

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/recognition from community members.

UNIT A: PRACTICAL ARTS

This unit will serve as a basic introduction to the art/design and communication courses at the senior high school level. Students will complete a variety of projects/activities to become aware of and to investigate the elements and principles of art and design. Students will learn about various senior high school occupational courses that involve the use of art theory and skills. They will explore the possibilities and methodology of marketing a chosen product, using an entrepreneurial model. This unit will introduce students to the design process used in commercial design presentations. Students will explore various media and learn to work within their particular strengths and limitations. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes:

Students will:

- develop academic competencies to enhance knowledge and skills when working in arts-related industries
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to practical arts.

ACADEMIC COMPETENCIES

| General Outcomes | Specific Outcomes |
|--|--|
| Students will reinforce the development of literacy and numeracy skills related to occupational contexts. | <i>Students will:</i> <ul style="list-style-type: none">• demonstrate effective oral and written communication skills• demonstrate an understanding of basic occupational terminology• use appropriate nonverbal communication skills• listen effectively• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins• read numbers up to four digits• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task• identify metric and imperial units of measurement• count and make change for money up to \$100• estimate the supplies, materials and equipment required for a task• enhance literacy and numeracy skills through basic computer operations. |

BASIC/EMPLOYABILITY COMPETENCIES

| General Outcomes | Specific Outcomes |
|---|---|
| <p>Students will develop work skills related to the completion of general and specific work tasks.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment. |
| <p>Students will develop organizational skills to enhance their ability to complete work tasks.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks. |
| <p>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn. |
| <p>Students will develop positive workplace attitudes to enhance their knowledge and skills.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion |

| General Outcomes | Specific Outcomes |
|------------------|--|
| | <ul style="list-style-type: none">• demonstrate cooperation, selflessness and concern for others while working as members of a team• demonstrate responsibility by meeting deadlines and completing tasks• demonstrate enthusiasm and a willingness to try when attempting a task• demonstrate their commitment to improvement by accepting advice and constructive criticism• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials. |

OCCUPATIONAL COMPETENCIES

| General Outcomes | Specific Outcomes | |
|---|--|---|
| | Level 1 | Level 2 |
| <p>Students will understand the employability characteristics of a successful worker.</p> | <p>Career Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify various occupations that involve artistic theory and skills • identify the requirements of successful entrepreneurship. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • investigate careers in occupations involving art; e.g., <ul style="list-style-type: none"> – types of jobs – job locations – training required – salary expectations • add samples, photographs and other evidence of competence to their career portfolios. |
| <p>Students will relate academic skills to occupational requirements.</p> | <p>Applied Academic Skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • recognize terms used in visual presentations • understand concepts and processes presented in demonstrations and written, verbal or multimedia formats. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • list and define terms used in visual presentations • describe the sequential steps in producing visual communications and products from a variety of materials • read and follow directions in written or graphic formats. |
| <p>Students will understand the function and safe application of tools, equipment and materials.</p> | <p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify safe work environments and the use of tools, equipment and materials related to the production of art projects • dispose of waste materials properly • store and transport all equipment safely and properly • recognize the hazards of each material, using the Workplace Hazardous Materials Information System (WHMIS). | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • practise creating and maintaining safe work environments • use tools, equipment and materials safely • identify WHMIS symbols and label components. |

| General Outcomes | Specific Outcomes | |
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| Students will understand concepts and skills. | Level 1 | Level 2 |
| | Knowledge (Concepts and Skills) <i>Students will:</i> <ul style="list-style-type: none"> • discuss the definitions and applications of the elements and principles of art and design in their environment, the products they use and graphic communication • identify the processes used to produce visual messages and products • understand that basic human proportions are used in design • understand the stylistic effects of visual communication. | <i>Students will:</i> <ul style="list-style-type: none"> • identify the definitions and applications of the elements and principles of art and design • recognize and select the most appropriate media to represent ideas and solutions to visual problems • identify the limitations of various art media • recognize that consideration of ergonomics is necessary in the effective use of a design • identify the steps in the design process and format • identify the physical and psychological effects of the use of colour to communicate ideas • recognize that a solution to an art/design problem goes through many stages of development and visual forms. |

| General Outcomes | Specific Outcomes | |
|--|--|---|
| <p>Students will apply concepts and skills in practical situations.</p> | Level 1 | Level 2 |
| | <p>Workplace Performance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • use colour to represent objects and environments in both realistic and expressionistic manners • practise the use of various media and materials • demonstrate the ability to draw the human form in various positions, using basic proportions • create a 3-D model to illustrate an idea, using materials best suited to the structures and requirements • identify modern technology used to produce artistic projects • demonstrate the ability to follow correct procedures in the use of various art materials and machines • display art products in an attractive, effective and safe manner. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to represent 3-D forms, ideas and environments, using drawing techniques • use the design process to solve a problem • simulate an entrepreneurial approach to plan, market and produce a potentially saleable product • use effective composition to best communicate the intended message • analyze a process to evaluate success • work together as a team to produce a graphic communication, product or environment • use modern technology whenever possible to enhance a product. |

UNIT B: CERAMICS

Students will complete a variety of projects/activities to investigate the nature and applications of tools, equipment, materials and safety when working with ceramics. Students will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with ceramics
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of tasks
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to ceramics.

ACADEMIC COMPETENCIES

| General Outcomes | Specific Outcomes |
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| Students will reinforce the development of literacy and numeracy skills related to occupational contexts. | <i>Students will:</i> <ul style="list-style-type: none">• demonstrate effective oral and written communication skills• demonstrate an understanding of basic occupational terminology• use appropriate nonverbal communication skills• listen effectively• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins• read numbers up to four digits• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task• identify metric and imperial units of measurement• count and make change for money up to \$100• estimate the supplies, materials and equipment required for a task• enhance literacy and numeracy skills through basic computer operations. |

BASIC/EMPLOYABILITY COMPETENCIES

| General Outcomes | Specific Outcomes |
|---|---|
| <p>Students will develop work skills related to the completion of general and specific work tasks.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment. |
| <p>Students will develop organizational skills to enhance their ability to complete work tasks.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks. |
| <p>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn. |
| <p>Students will develop positive workplace attitudes to enhance their knowledge and skills.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team |

| General Outcomes | Specific Outcomes |
|------------------|--|
| | <ul style="list-style-type: none">• demonstrate responsibility by meeting deadlines and completing tasks• demonstrate enthusiasm and a willingness to try when attempting a task• demonstrate their commitment to improvement by accepting advice and constructive criticism• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials. |

OCCUPATIONAL COMPETENCIES

| General Outcomes | Specific Outcomes | |
|---|--|--|
| | Level 1 | Level 2 |
| <p>Students will understand the employability characteristics of a successful worker.</p> | <p>Career Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> list various occupations in the ceramic and earthen materials industry identify local job opportunities in the ceramics field identify the personal knowledge, skills and attitudes required in ceramics occupations. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> identify employer expectations and the work habits that meet those expectations investigate careers in occupations involving ceramics and ceramic products; e.g., <ul style="list-style-type: none"> types of jobs job locations training required salary expectations add samples, photographs and other evidence of competence to their career portfolios. |
| <p>Students will relate academic skills to occupational requirements.</p> | <p>Applied Academic Skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> demonstrate effective oral and written communication skills list the mechanical properties of selected raw materials explain how the materials are prepared use metric and imperial measurements. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> list the raw materials used to make glass and earthenware products use problem-solving skills in situations that arise during the construction of projects explain the need for conservation and recycling of earthen materials estimate supply, material and labour costs. |
| <p>Students will understand the function and safe application of tools, equipment and materials.</p> | <p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> follow safety procedures in all activities when working with earthen materials explain briefly the hazards involved in working with earthen materials identify appropriate ceramics-related WHMIS information identify personal protective equipment (PPE). | <p><i>Students will:</i></p> <ul style="list-style-type: none"> describe the safety precautions associated with working around a kiln recognize the requirement to properly dispose of hazardous materials and clean up the work area. |

| General Outcomes | Specific Outcomes | |
|--|--|---|
| | Level 1 | Level 2 |
| <p>Students will understand concepts and skills.</p> | <p>Knowledge (Concepts and Skills)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the concept of ceramics as an art form • identify the use of ceramics in the industrial world • describe simple layout and design procedures when working with ceramics • identify 3-D design elements and principles • interpret simple technical drawings • identify material-removal tools and equipment; e.g., knife, modelling tools, spatula, wire. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify different glazes, embossing styles or graffito used to finish and decorate ceramic products • identify the marketing, pricing, displaying and advertising practices related to ceramic products. |
| <p>Students will apply concepts and skills in practical situations.</p> | <p>Workplace Performance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • maintain and handle ceramic moulds properly • use simple layout tools to plan projects; e.g., rule, caliper, try square • use available tools to produce texture on clay products • wedge clay and form simple objects; e.g., pinch, roll, slab, coil • prepare simple clay objects for firing • demonstrate the extruding process • glaze a product with nontoxic glaze • use simple layout and design procedures when working with ceramics. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • prepare clay for pinch forming, jiggering, slab forming and slip casting • use water to condition clay • make a press-formed product • cast a product using a slip-moulding procedure • use the proper epoxy resin or other adhesives to bond ceramic material together • recycle clay to a usable state. |

UNIT C: GRAPHIC ARTS

Students will complete a variety of projects/activities to investigate the nature and applications of printing, binding and screening procedures and to investigate applicable technologies and graphics created using the computer. Students will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working in graphic arts and design
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of tasks
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to graphic arts and design.

ACADEMIC COMPETENCIES

| General Outcomes | Specific Outcomes |
|--|--|
| Students will reinforce the development of literacy and numeracy skills related to occupational contexts. | <i>Students will:</i> <ul style="list-style-type: none">• demonstrate effective oral and written communication skills• demonstrate an understanding of basic occupational terminology• use appropriate nonverbal communication skills• listen effectively• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins• read numbers up to four digits• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task• identify metric and imperial units of measurement• count and make change for money up to \$100• estimate the supplies, materials and equipment required for a task• enhance literacy and numeracy skills through basic computer operations. |

BASIC/EMPLOYABILITY COMPETENCIES

| General Outcomes | Specific Outcomes |
|---|---|
| <p>Students will develop work skills related to the completion of general and specific work tasks.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment. |
| <p>Students will develop organizational skills to enhance their ability to complete work tasks.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks. |
| <p>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn. |
| <p>Students will develop positive workplace attitudes to enhance their knowledge and skills.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team |

| General Outcomes | Specific Outcomes |
|------------------|--|
| | <ul style="list-style-type: none">• demonstrate responsibility by meeting deadlines and completing tasks• demonstrate enthusiasm and a willingness to try when attempting a task• demonstrate their commitment to improvement by accepting advice and constructive criticism• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials. |

OCCUPATIONAL COMPETENCIES

| General Outcomes | Specific Outcomes | |
|--|---|---|
| | Level 1 | Level 2 |
| <p>Students will understand the employability characteristics of a successful worker.</p> | <p>Career Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to work with computerized equipment, following routines and performing set tasks • identify the personal knowledge, skills and attitudes required in graphic arts occupations • investigate uses of graphic arts (e.g., graphic designers translate verbal and abstract concepts into meaningful visual communication) and traditional graphic print media (e.g., brochures, packaging, promotional materials, corporate logos and annual reports) • identify graphic design products; e.g., trademarks and corporate logos, packaging and image design for consumer products, business and personal stationery, advertisements, sign systems, film and video graphics, promotional posters, flyers and brochures, Web sites and multimedia presentations, and displays. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow clear rules and guidelines for their work when operating computers and related equipment and experimenting with document layouts • identify career opportunities in the graphic arts field; e.g., corporate and government communications or public relations departments; graphic design, film and television studios; advertising agencies; industrial designers; architectural firms (signage); and newspapers and magazines • investigate careers in occupations involving graphic arts; e.g., <ul style="list-style-type: none"> – types of jobs – job locations – training required – salary expectations • add samples, photographs and other evidence of competence to their career portfolios. |
| <p>Students will relate academic skills to occupational requirements.</p> | <p>Applied Academic Skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • list and define common terms used in printing occupations • describe the measurement and layout procedures used in the planning and completion of a task. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • understand the techniques used to manipulate image and type sizes • discuss typography guidelines. |

| General Outcomes | Specific Outcomes | |
|---|---|---|
| | Level 1 | Level 2 |
| <p>Students will understand the function and safe application of tools, equipment and materials.</p> | <p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • discuss their knowledge of safe work environments and the safe use of tools and equipment • practise proper posture when using the computer • identify and discuss copyright legislation • demonstrate proper organizational strategies. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • use cutting and binding equipment properly and safely • dispose of waste and clean up spills quickly and properly • clean the screen, frame press and other tools and materials and return them to their proper places. |
| <p>Students will understand concepts and skills.</p> | <p>Knowledge (Concepts and Skills)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • understand the elements of design • understand basic binding and finishing operations; e.g., fold, cut and/or collate pages; emboss, laminate and drill holes in pages • understand the use of computer programs to design and print various print media • identify the five basic printing methods; i.e., relief, gravure (intaglio), lithography, screen printing and electrostatic • identify the basic maintenance and stocking procedures for printing machines • identify a variety of bindery operations; e.g., padding, ring binding, thermobind, velobind, staple, folding, taping • identify a variety of printers, copiers and other printing machines used to print text, illustrations and designs. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • understand the principles of design; e.g., balance, contrast, emphasis, unity, rhythm, movement, proportion • identify text and drawing tools used to design a border and other decorative details for projects; e.g., small memo pads • identify and use, appropriately, a variety of paper and card stock; e.g., cards, posters. |

| General Outcomes | Specific Outcomes | |
|--|---|--|
| <p>Students will apply concepts and skills in practical situations.</p> | Level 1 | Level 2 |
| | <p>Workplace Performance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the safe and effective use of tools and materials related to graphic arts • demonstrate appropriate clean-up and storage strategies • demonstrate the ability to measure and to calculate measurements accurately • demonstrate the ability to pay attention while performing repetitive tasks • demonstrate innovative ways to present ideas • locate, select, edit and/or design a message suitable for a sign, using computer software as appropriate. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to work safely and efficiently under the pressure of deadlines • set type, ink a press, pull a proof and print multiple copies, using a sign press • use tact and discretion when working with customers' materials • display a willingness to keep up to date with changing hardware and software technology • design, produce, cut and use a stencil • mask/block out a stencil • mount a screen in a frame for printing purposes • practise registration procedures for a multicolour project • use a computer or other method to prepare design layouts; e.g., for a series of memo pads. |

UNIT D: PHOTOGRAPHY

Students will complete a variety of projects/activities to investigate the nature and applications of technologies; take, develop and download pictures; and modify images. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with photography
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of tasks
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to photography.

ACADEMIC COMPETENCIES

| General Outcomes | Specific Outcomes |
|--|--|
| Students will reinforce the development of literacy and numeracy skills related to occupational contexts. | <i>Students will:</i> <ul style="list-style-type: none">• demonstrate effective oral and written communication skills• demonstrate an understanding of basic occupational terminology• use appropriate nonverbal communication skills• listen effectively• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins• read numbers up to four digits• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task• identify metric and imperial units of measurement• count and make change for money up to \$100• estimate the supplies, materials and equipment required for a task• enhance literacy and numeracy skills through basic computer operations. |

BASIC/EMPLOYABILITY COMPETENCIES

| General Outcomes | Specific Outcomes |
|---|---|
| <p>Students will develop work skills related to the completion of general and specific work tasks.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment. |
| <p>Students will develop organizational skills to enhance their ability to complete work tasks.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks. |
| <p>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn. |
| <p>Students will develop positive workplace attitudes to enhance their knowledge and skills.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team |

| General Outcomes | Specific Outcomes |
|------------------|--|
| | <ul style="list-style-type: none">• demonstrate responsibility by meeting deadlines and completing tasks• demonstrate enthusiasm and a willingness to try when attempting a task• demonstrate their commitment to improvement by accepting advice and constructive criticism• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials. |

OCCUPATIONAL COMPETENCIES

| General Outcomes | Specific Outcomes | |
|---|--|---|
| | Level 1 | Level 2 |
| <p>Students will understand the employability characteristics of a successful worker.</p> | <p>Career Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the personal knowledge, skills and attitudes required in photography occupations • identify the duties of a photographer; e.g., use their skills and artistic talent to capture people, products, events, fashion, landscapes, legal evidence and other subjects on film or digital media • identify local photographic opportunities and employment possibilities; e.g., commercial, fashion, portrait, event, forensic, aerial, scientific or multimedia photography; photojournalism; photographic processing technicians who develop film, make prints and slides, and enlarge and retouch photographs. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • compose and arrange innovative pictures and work with equipment • investigate career opportunities in the photography field; e.g., <ul style="list-style-type: none"> – types of jobs – job locations – training required – salary expectations • add samples, photographs and other evidence of competence to their career portfolios. |
| <p>Students will relate academic skills to occupational requirements.</p> | <p>Applied Academic Skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify proper e-mail or download procedures for storing pictures on a computer • label or name pictures for filing purposes. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • organize and store photographs electronically • recognize the importance of using a photographic notebook or portfolio to present all of their photographic work in an organized manner. |
| <p>Students will understand the function and safe application of tools, equipment and materials.</p> | <p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of safe work environments and the safe use of tools, equipment and materials related to photography • store and transport all equipment safely and properly • identify Freedom of Information and Protection of Privacy (FOIP) legislation to follow when taking pictures of others. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures in all activities when working with photographic equipment and materials • identify FOIP legislation to follow when taking pictures of others. |

| General Outcomes | Specific Outcomes | |
|--|---|--|
| | Level 1 | Level 2 |
| <p>Students will understand concepts and skills.</p> | <p>Knowledge (Concepts and Skills)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the basic parts of a camera • identify appropriate photography equipment; e.g., lenses, electronic flashes, floodlights, reflectors and props • demonstrate knowledge of the operation of a digital camera • describe the basic rules of photographic composition. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • recognize the various techniques used to alter prints • identify photo-editing software and computer applications • understand the rules of photographic composition. |
| <p>Students will apply concepts and skills in practical situations.</p> | <p>Workplace Performance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to follow instructions when taking and processing photographs • set up equipment and adjust cameras to compose photographs • test and maintain all equipment, including the loading of memory cards • demonstrate how to handle cameras correctly • take numerous photographs and choose the best • retrieve film from a camera and process it to produce negatives • practise making contact prints from good quality negatives provided by the teacher and use an enlarger to make prints • demonstrate the ability to use the special features of a digital camera; e.g., download images to a computer or printer • discuss their finished photographic products with the teacher. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • take a variety of photographs; e.g., people, action, still life, depth of field, close-up, free choice • download digital images from a camera to a computer • store and save files properly on a computer • print digital photographs • use a computer and software to make minor modifications to preselected sample images to improve their quality and composition. |

UNIT E: AUDIO/VIDEO

Students will complete a variety of projects/activities to investigate the nature and applications of technologies and use audio/video equipment effectively and safely. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with audio/video equipment
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of tasks
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the operation of audio/video equipment.

ACADEMIC COMPETENCIES

| General Outcomes | Specific Outcomes |
|--|--|
| Students will reinforce the development of literacy and numeracy skills related to occupational contexts. | <i>Students will:</i> <ul style="list-style-type: none">• demonstrate effective oral and written communication skills• demonstrate an understanding of basic occupational terminology• use appropriate nonverbal communication skills• listen effectively• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins• read numbers up to four digits• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task• identify metric and imperial units of measurement• count and make change for money up to \$100• estimate the supplies, materials and equipment required for a task• enhance literacy and numeracy skills through basic computer operations. |

BASIC/EMPLOYABILITY COMPETENCIES

| General Outcomes | Specific Outcomes |
|---|---|
| <p>Students will develop work skills related to the completion of general and specific work tasks.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment. |
| <p>Students will develop organizational skills to enhance their ability to complete work tasks.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks. |
| <p>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn. |
| <p>Students will develop positive workplace attitudes to enhance their knowledge and skills.</p> | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team |

| General Outcomes | Specific Outcomes |
|------------------|--|
| | <ul style="list-style-type: none">• demonstrate responsibility by meeting deadlines and completing tasks• demonstrate enthusiasm and a willingness to try when attempting a task• demonstrate their commitment to improvement by accepting advice and constructive criticism• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials. |

OCCUPATIONAL COMPETENCIES

| General Outcomes | Specific Outcomes | |
|---|---|---|
| | Level 1 | Level 2 |
| <p>Students will understand the employability characteristics of a successful worker.</p> | <p>Career Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify uses of audio/video production in the media • identify the personal knowledge, skills and abilities required in audio/video occupations. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify various occupations in the audio/video production field. |
| <p>Students will relate academic skills to occupational requirements.</p> | <p>Applied Academic Skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • understand the video creation sequence • read and interpret instructions for the safe use of equipment. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • apply basic project planning skills to audio/video productions. |
| <p>Students will understand the function and safe application of tools, equipment and materials.</p> | <p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • understand how to use audio/video equipment safely • identify FOIP legislation to follow when recording individuals • identify copyright legislation. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • explain the proper storage and transportation practices for audio/video equipment • identify the safe use of batteries and electrical equipment. |
| <p>Students will understand concepts and skills.</p> | <p>Knowledge (Concepts and Skills)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify basic audio and video equipment; e.g., video camera, TV, VCR, recorder, microphone • identify the operating procedures for various audio and video equipment • identify the basic terminology used to describe equipment • identify the correct storage and transportation procedures for audio/video equipment. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the key operational parts of a video camera and their functions • identify and demonstrate basic audio and video concepts; e.g., camera moves, types of shots, audio mixing, audio set-up • recognize the concepts of sound effects and ambient sounds • recognize the importance of sound production and effects • identify the procedures for incorporating audio with video footage. |

| General Outcomes | Specific Outcomes | |
|--|--|---|
| <p>Students will apply concepts and skills in practical situations.</p> | Level 1 | Level 2 |
| | <p>Workplace Performance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • display creativity and artistic ability • demonstrate the ability to perform routine and repetitive tasks • demonstrate good communication and interpersonal skills when working with others in a team environment • demonstrate the basic set-up procedures for basic audio/video equipment • demonstrate the basic operation of TV, VCR and DVD equipment • demonstrate the basic operation of a video camera • produce a short video assignment that demonstrates their ability to operate a video camera. | <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate responsibility and ethical behaviour when working within the school and in the community • demonstrate the ability to work effectively independently or as members of a team • produce a short audio/video project that demonstrates the ability to use various techniques • demonstrate the use of audio/video equipment to communicate ideas and information; e.g., commercial, interview, recorded message, sporting event • develop quick-thinking skills and decision-making abilities to solve problems as they arise • present assignments to the teacher/their peers to receive feedback. |