



Grade 6: Visual Art

Colour Assignment Photography:

Introduction to Digital Photography

Alberta Art Education Curriculum Component: Reflection, Depiction, Composition, and Expression.

Alberta Art Education Specific Concept (learning outcome): 1 to 10 (iii)F.

Your tasks:

→ Your task is to photograph object that show the colours of the visible spectrum (*Red, Orange, Yellow, Green, Blue, and Violet*). You should photograph the objects in a way that compositionally focuses on the items colour. Each image should be related through theme or style. For example, a series of flower photographs in each of the six colours demonstrated the theme flowers. A series of all-round objects demonstrates the theme shape, round. Objects can be themed by elements or subjects. Consider different, outside the box ideas. Stay away from cliché. Each photo will be colour enhanced using aperture. **Your goal is to enhance the colours not to make them look "cartoony".**

→ Complete a student reflection.

Technical Information:

→ Use the settings on your camera for:

- vivid colour
- kid mode
- macro mode

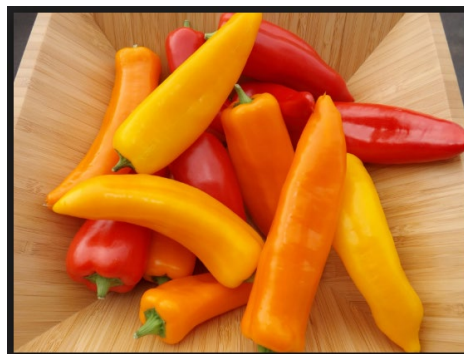
*****Be sure to use the correct modes to capture the image effectively.*****

Composition:

The photograph should be well composed.

While taking the Photograph:

- See the photo before you take it
- Compose the photo in the view finder
- Have a center of interest
- Use framing techniques
- Watch your background
- See interesting visual perspectives Rule of thirds Look for patterns





Grade 6: Visual Art

Colour Assignment Photography:

Date: __/__/____(dd/mm/yyyy)

Term: 1 2

Name: _____

Assessment type: D F S

Overall: Mark//Level: __//__; Class Average: ____ Parent Signature: _____

Level	Excellent Level 4	Proficient Level 3 79% 72% 65%	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
Project Requirements Goals and objectives (_ /1)	Image shows obvious choices and thought behind the photograph to reflect the intended element, principle, or technique.	Image shows some clear choices and thought behind the photograph to reflect the intended element, principle, or technique.	Image shows little choices and thought behind the photograph to reflect the intended element, principle, or technique.	Photograph does not reflect the intended element, principle, or technique. Assignment goals were not met.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Colour/Value (_ /2)	Excellent range of colour tones; colours work well together based on colour scheme theories; no distracting colours to take away from focal point. If image is B&W, a full range of values is represented.	Good range of colour tones; photograph might have benefited from a change in colour in one area but is still OK overall.	Fair range of colour tones; photograph would benefit from changes in colour in one or more areas.	The colour/value completely distracts from the subject matter making the image ineffective.	
Composition Photographic guidelines, eye movement, space usage, organization of image (_ /1)	Photograph demonstrates exceptional visual interest and creativity in composition, balance, camera angle, and subject matter.	Photograph demonstrates some visual interest and creativity in composition, balance, camera angle, and subject matter.	Photograph demonstrates little visual interest and creativity in composition, balance, camera angle, and subject matter.	Photograph does not demonstrate visual interest and creativity in composition, balance, camera angle, and subject matter.	
Days Late (_ /1)	0	1	2	3++	--Not Hand In

Teacher's Comments – Area for Growth and Action Plans (if below “level 2”):

Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.



Grade 6

Rubric for Student Reflections: _____

Date: ___/___/___ (dd/mm/yyyy)

Term: 1 2

Name: _____

Assessment type: D F S

Overall: Mark//Level: ___//___ ; Class Average: ___ Parent Signature: _____

Level Criteria	Excellent Level 4	Proficient Level 3 79% 72% 65%	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
Reflective Thinking (_/2)	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process..	The reflection does not address the student's thinking and/or learning.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Analysis (_/1)	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.	
Making Connections (_/1)	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences	
Days Late (_/1)	0	1	2	3++	--Not Hand In

Teacher's Comments – Area for Growth and Action Plans (if below “level 2”):

Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.