

Orange Unified School District
PHOTOGRAPHY I
Year Course

GRADE LEVEL: 10-12

PREREQUISITES: None

INTRODUCTION TO SUBJECT:

Photography I is a year-long lecture and lab course in which students will explore black and white photography as a creative and expressive endeavor. Students will learn the technical information necessary to develop black and white film, print the negatives into photographs and methods of display of their finished work. The use of the camera, various types of film, and darkroom procedures will be taught as a means for the student to create his own unique images. The vocabulary of visual arts will be taught along with the technical vocabulary necessary to understand photographic equipment and processing. Students will learn the historical and cultural aspects of photography. Students will learn how the technology of photography connects to other areas of visual arts and leads to career possibilities. Students will develop a portfolio of photos to be used for assessment, promotion and exhibition.

COURSE CONTEXT

Photography I is an entry level course that prepares students for Photography II. This course is available to all 10-12 graders. It is core visual arts course.

HISTORY OF COURSE DEVELOPMENT

Photography I was developed by a committee of visual arts instructors representing the district high schools. UC personnel were consulted and approval was granted to accept Photography I for the “a-g” requirements. This course has been developed for all OUSD high schools.

COURSE GOALS AND/OR STUDENT OUTCOMES

Students will gain experience by:

Exploring photographic materials and experiencing artistic techniques as they gain knowledge of the elements of art and principles of design by photographing the visual aspects of the environment, objects and people.

Learning to operate the camera, develop black and white film, print their film into photographs and display their own original work for portfolios and exhibitions.

Researching and writing about the historical and cultural contributions of the medium of photography and of the contributions artists who used photography as means of their artistic expression.

Analyzing works of photography and making aesthetic judgments about their own photographs, photographs of their peers and the world around them.

Applying what they have learned about photography, analyzing photographs, and making aesthetic judgments of museum exhibitions, the performing arts and other subject areas, safe use of materials, technology in photography and careers in the field of photography and photo journalism.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Photography I will meet the following Visual Arts Standards, Grades 10-12 Proficient from the Visual and Performing Arts Content Standards for California Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

Processing, Analyzing and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts (Standard 1.0, Grades 10-12 Proficient). Students perceive and respond to works of art, objects in nature, events and the environment. They use the vocabulary of the visual arts to express their observations.

- 1.1 Students will identify and use the principles of design as they discuss, analyze and write about their own photographs.
- 1.2 Students will describe the principles of design as used in works of art, focusing on dominance and subordination.
- 1.3 Students will research and analyze the photographs of artists and will write about the distinctive visual characteristics of those photographs in terms of the elements of art and the principles of design.
- 1.4 Students will analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- 1.5 Students will analyze the material used by a given artist and describe how its use influences the meaning of the work.

- 1.6 Students will compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts (Standard 2.0, Grades 10-12 Proficient). *Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artwork.*

- 2.1 Students will solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Students will prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 2.3 Students will develop and refine skill in the manipulation of digital imagery (either still or video).
- 2.4 Students will review and refine observational skills.
- 2.5 Students will create an expressive composition, focusing on dominance and subordination.
- 2.6 Students will create a two- or three-dimensional work of art that addresses a social issue.

HISTORICAL AND CULTURAL CONTEXT

Understanding the Visual Arts in Relation to History and Culture (Standard 3.0, Grades 10-12 Proficient). *Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.*

- 3.1 Students will identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Students will identify and describe the role and influence of new technologies on contemporary works of art.
- 3.3 Students will identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 3.4 Students will discuss the purposes of photography in selected contemporary cultures.

AESTHETIC VALUING

Responding to, Analyzing and Making Judgments About Works in the Visual Arts (Standard 4.0, Grades 10-12 Proficient). Students analyze, assess, and derive meaning from works of art, including their own, according to the elements and principles of design and aesthetic qualities.

- 4.1 Students will articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Students will compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- 4.3 Students will formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- 4.4 Students will articulate the process and rationale for refining and reworking one of their own works of art.
- 4.5 Students will employ the conventions of art criticism in writing and speaking about works of art.

CONNECTIONS, RELATIONSHIPS AND APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Career (Standard 5.0, Grades 10-12 Proficient). Students apply what they have learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

- 5.1 Students will design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
- 5.2 Students will create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
- 5.3 Students will compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.
- 5.4 Students will demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

<u>FIRST SEMESTER</u>	<u>WEEKS</u>
I. Explore the Historical and Technical Background of the Camera by Creating a Pinhole Camera A. Discuss the camera obscura B. Discuss parts of the camera C. Discuss light sensitive material D. Discuss exposure time E. Print positives from paper negatives	2
II. Develop Proper Use of Photographic Equipment to Create Their Own Personal Fine Art Photography A. Use of the camera B. Use of the enlarger C. Use of the chemicals	4
III. Create a Series of Original Photographs that Demonstrate Students Understanding of the Elements of Art A. Explore a variety of visual images to illustrate their understanding of the elements of art B. Create original works that show visually, the elements of art	6
IV. Create a Series of Original Photographs that Demonstrate Student Understanding of the Principles of Design A. Explore a variety of visual images to illustrate their understanding of the principles of design	6
V. Research a Photographer and Identify Their Unique Style A. Write about the unique style of the photographer and explain how they have made historical and cultural contributions through their photographs	Ongoing
VI. Visit Local Galleries, Museums and Colleges to Observe Exhibitions A. Write about the artists and artworks observed during those visits	Ongoing
VII. Observe Visiting Contemporary Photographers in Their Studios A. Learn by observing, interviewing and reporting upon visiting photographers and their work B. Learn through observation and interview, and report on visits to photographic studios	Ongoing

	<u>WEEKS</u>
VIII. Identify Contemporary Photographer and Explore the Implications of Their Artworks	Ongoing
A. Read current photo publications that focus on contemporary themes	
IX. Learn to Analyze and Assess Their Own Photographs Using the Vocabulary of the Visual Arts	Ongoing
A. Develop rubrics for assessing their own photographs	
B. Write about the intent of their own photographs	
X. Begin to Develop a Portfolio of Their Own Photographs for Assessment, Promotion and Exhibition	Ongoing

SECOND SEMESTER

I. Create a Series of Photographs Around Themes Selected by the Instructor	10
A. Continue to develop camera skills	
B. Continue to develop printing skills	
C. Continue to develop presentation skills	
II. Continue to Use the Elements of Art Within Their Photographs	Ongoing
III. Continue to Use the Principles of Design in Their Photographs	Ongoing
IV. Create a Series of Photographs that Imagery, Techniques and Style Emulates Those of a Photographer Studied During First Semester	4
V. Create a Photo Journalistic Essay Which Reflects a Personal Aspect of the Student's Life	4
A. Photographs will be taken around the subject	
B. Essays will be compiled with cover, captions, etc. in a creative way	
C. Digital or traditional methods may be used	
VI. Visit Local Galleries, Museums and Colleges to Observe Exhibitions	Ongoing
A. Attend a gallery opening and interview an artist about their works of art	
VII. Write About the Various Functions of a Photographer as Observed at Galleries, Museums and Colleges and Through Research on the Internet	Ongoing

WEEKS
Ongoing

- VIII. Continue to Develop a Portfolio of Their Own Photographs for Assessment, Promotion and Exhibition
- A. Analyze and assess their own photographs according to a rubric
 - B. Write about the intent of their own photographs

TEXTS AND SUPPLEMENTAL MATERIALS

Textbooks are adopted on a seven-year cycle that is scheduled for all subjects, including the visual arts. All textbooks are reviewed by all of the Photography I teachers at all the high schools and they serve as a committee to make the final selection. Each Photography I instructor may purchase supplemental textbooks and materials through the high school media center.

Supplemental materials such as overheads, videos, posters, prints and teacher textbooks and materials may also be purchased by individual schools and instructors.

Subscriptions to photographic magazines and other periodicals appropriate to Photography I curriculum are encouraged.

Students are encouraged to use the Internet for research and reading on assigned and enrichment projects and research.

The Media Centers have a rich resource of books that address the elements of art and principles of design, photo journalistic books, cultural arts, and art history and the philosophy of art, as well as of photography.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods include lecture, demonstration, discussion, reading and writing, group work, student presentations, interviewing, observation, field study trips, guest presentations, videos, films, the Internet and other technology such as digital cameras and PowerPoint presentations. Student outcome include project-based learning, written responses, written reports, notebooks, exhibition and a portfolio of photographs.

ASSESSMENT METHODS AND/OR TOOLS

Assessment methods include ongoing student evaluation of their own photographs based on rubrics. Students learn to assess, analyze and evaluate their own photographs and photographs of their peers and major photographers using the vocabulary of the visual arts. Homework includes the continuing development of personal notebook, reading (textbook/research assignments) and writing, student reports and presentations. Final assessments are student-centered portfolio evaluation of written, oral and production works.

ASSESSMENT CRITERIA

Rubric criteria are established by the instructor with student input. Standards for academic performance are based upon the Content Standards in the Visual and Performing Arts Standards for California Public Schools, Kindergarten Through Grade Twelve, Grade Nine Through Twelve Proficient. Student portfolios for assessment are used to measure student growth and learning over time (one/two semesters and a year).

DATE OF LAST CONTENT REVISION: February 2001

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