

Orange Unified School District
PHOTOGRAPHY II
Year Course

GRADE LEVEL: 11-12

PREREQUISITES: Photography I (Art I recommended)

INTRODUCTION TO THE SUBJECT:

Photography II is a year-long lecture and lab course designed for those students who have successfully completed a year of photography and desire an in-depth study of the skills and techniques developed in Photography I. Photography II will emphasize further critical thinking skills required for artistic expression, expand on students' visual vocabulary in photography, and continue to explore contemporary attitudes and issues in the photographic arts. The curriculum is designed to follow the California Visual and Performing Arts Standards at grade levels 11 and 12, at the advanced level.

COURSE OBJECTIVES: Students will

- Explore more complex photographic materials including traditional black and white and digital techniques, utilizing the visual aspects of the environment, objects, and people.
- Expand their knowledge of various camera formats, print medium, and develop an expanded portfolio for exhibitions, college admissions, or careers in the photographic arts industry.
- Research and write about the historical and cultural contributions of the medium of photography and its influences on contemporary art of the twentieth and twenty-first centuries.
- Demonstrate advanced analysis skills in analyzing works of photography and making more informed aesthetic judgments about their own photographs and those of their peers and the world around them.
- Apply what they have learned about photography, to analyze and make aesthetic judgments of their own photographs, and to prepare an advanced portfolio for exhibition.

RECOMMENDED TEXTS: London, B., Stone, J., & Upton, J. (2008-present) *Photography* (editions 7-9). New Jersey: Pearson.

COURSE OVERVIEW:

Topics

Print Manipulation

Students will expand and study the art of creative print manipulation including toning, hand coloring, solarization (Sabattier Effect), composite negative, multiple printing, and selective development.

Digital Manipulation

Students will develop their skills in Photoshop and digital technology using techniques and tools to create unique images. Students will expand on the use of layers and filters that will enhance their digital images.

Abstraction

Students will experiment with and explore close-up macro photography through the use of specialty lenses, filter adapters or cropping effects. They will also experiment and evaluate light and shadow, shape and form, and line and texture.

Studio Work

Students will demonstrate their advanced understanding of the purpose of the lighting studio through a series of work in portraiture, still-life art forms, and the fine-art commercial application in advertising media as an extension of applied fine arts.

Research

Students will complete at least one research paper that includes analysis, interpretation, and emulation in style of an iconic photographer. Students will study and maintain a journal of contemporary photography and photographers from various photographic fields (i.e., portraiture, event, sports, fine art) to better understand the role of photography in contemporary society.

Digital Photography

Students will utilize the technology of digital cameras and their express applications as applied to the fine arts. This includes camera use, scanning, manipulation of original analog works, editing software, truths and falsehoods in digital manipulation, purpose of digital technology selection in the fine arts as it pertains to the “hand of the artist” being lost in the inherently “automatic process” that digital technology provides.

Photography Applied

Development of an advanced photographic portfolio and evaluating the portfolio for exhibition and critique, photographic series in book form, photography as a function of print making (i.e., silk screen, lithography, cyanotype)

Assignments

Contemporary Photographer Journal

- **Assignment:** Students will complete a year –long journal with at least five entries per month that explore contemporary photographers, their photographs, and what their work means to themselves, society, or the greater art community. Journal will include at least two examples of the photographer’s work and one-page written analysis of the work.
- **Assignment:** Students will maintain a written journal throughout the year that will contain a variety of entries. On several occasions, students will analyze the work of a famous photographer. These photographers will represent the history of photography including a variety of cameras, films, digital, and distortions. Students will analyze the photographs with regards to the medium and tools used to complete the works and describe how these methods influenced the photographer’s style.
- **Assignment:** Students will incorporate a journaling assignment that reflects their own culture. In their on-going journal students will research and investigate how history and culture affects society. Students will represent diversity through their photography using photojournalism. Students will become familiar with their community and document the societies around the city they live in. Students will think more about the qualities of the culture and draw upon aspects that make it unique by using photographic point of view that conveys a story. Students will use techniques and various skills learned in photography to create a final print in the darkroom to add to their portfolio.

Portfolio

- **Assignment:** Students will compile and refine a personal portfolio of their completed artworks in photography. Improvements and evaluations (self, peer, and teacher) will occur quarterly so that at the terminus of the course the students will have a strong body of work that represents for their style, ability, and creativity. Students will also categorize and select artworks for specific purposes in relation to their future goals and photographic interests.
- **Assignment:** Over the course of the year, students will compile a portfolio of their best photographs. Drawing from the other standards, students’ photographs will reflect their individual development as an artist, demonstrating a progression in the methods students use to illustrate their unique feelings and points of view.

Manipulation and Abstraction

- **Assignment:** Students will complete a mixed media piece using photography and two other mediums (painting, charcoal, pencil, graphic design, etc.) Each individual medium must be combined into one canvas and each medium must employ a method of distortion. Upon completion of the work of art, the students will complete a written reflection discussing how each medium employed a distortion technique.
- **Assignment:** Students will decide a mood they would like to express as well of two elements of art they will emphasize to communicate their mood. Students will then shoot a series of photographs and print three photographs that they feel best communicate the mood. Students will then choose one of their photographs and will complete a written reflection describing how their mood is emphasized by the elements of art.

Studio Lighting

- **Assignment:** Students will create a portrait that portrays good vs. evil using studio lighting techniques. Students will create a self-portrait and create a unique image that reflects two personalities. These two images should reflect two views of a student's personality trait using a combination of skills learned through the year and multiple Photoshop and digital techniques. A journal reflection on their experience will relate it to the principles of design in photography. Criteria must include print quality, presentation, creativity, relevance, and execution of assignment criteria.

Digital Techniques and Experimentation

- **Assignment:** Students will use Photoshop skills and computer application to create a photograph that incorporates multiple images of the student using skills learned in action sequence photography. Multiple images will be incorporated together to create a gif animation using student's original photography. This sequence will incorporate photography, digital manipulation, and multiple technology tools. Students will have knowledge of action photography and composition to create a moving sequence of images. A written reflection of their progress will be incorporated into the journal assignments along with the final image

Research/Writing

- **Assignment:** Research Paper. Students will prepare a 3 to 5 page paper on the essential features of modern technologies that affect visual artists and the definition of the visual arts, specifically photography. The students may choose the technology to report about upon investigating and researching current trends and topics in the realm of photographic arts.
- **Assignment:** Personal Rubric and Achievement project. After the first quarter, students will develop their own written criteria for personal achievement. The students will model the criteria based on the photography rubric assigned by the instructor at the beginning of the year. They will select a body of work from their portfolio that shows personal achievement and discuss what criteria they used for the selection of the pieces. Criteria must include print quality, presentation, creativity, relevance and execution of assignment criteria.
- **Assignment:** Students will participate in artwork validation sessions. They will review their work, define or consider what their own style is and what their preference is for an artwork to be considered successful. They will then seek to examine the artworks of another photographer or peer that falls outside their own conceptions of photographic art. After they have reviewed the artwork they will construct a rationale for the validity of the artwork. This must be completed using a rubric or rationale guide. Artwork validation sessions will occur throughout the year.

Relationship of Assignments to Artistic Perception State Standards

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

Assignment: Students will maintain a journal of written reflections throughout the year. They will regularly analyze provided photographs in areas such as distortion, scale, real versus virtual, etc. Students will then employ their reflections when planning to take photographs using these same ideas.

1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.

Assignment: At the completion of each assignment, students will complete a written reflection. This reflection will answer three questions: What was the project? What methods did you use to complete the project? And How well does the photograph communicate it's intent? The reflection will be entered into the student's working portfolio, along with the photograph itself.

1.3 Analyze their works of art as to personal direction and style.

Assignment: As part of the mid-year assessment, each student will choose three of their best photographs that they would like to present to the class for critique. As the students look at their fellow classmates' works of art, they will write a description of their classmates apparent style and personal direction, and then compare their classmates style to their own. How are the two styles different? How are the two styles the same?

1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.

Assignment: Students will maintain a written journal throughout the year that will contain a variety of entries. On several occasions, students will analyze the work of a famous photographer. These photographers will represent the history of photography including a variety of cameras, films, digital, and distortions. Students will analyze the photographs with regards to the medium and tools used to complete the works and describe how these methods influenced the photographer's style.

1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.

Assignment: Students will complete a mixed media piece using photography and two other mediums (painting, charcoal, pencil, graphic design, etc.) Each individual medium must be combined into one canvas and each medium must employ a method of distortion. Upon completion of the work of art, the students will complete a written reflection discussing how each medium employed a distortion technique.

1.6 Describe the use of the elements of art to express mood in one or more of their works of art.

Assignment: Students will decide a mood they would like to express as well of two elements of art they will emphasize to communicate their mood. Students will then shoot a series of photographs and print three photographs that they feel best communicate the mood. Students will then choose one of their photographs and will complete a written reflection describing how their mood is emphasized by the elements of art.

1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.

Assignment: At the completion of each assignment, students will complete a written reflection. This reflection will answer three questions: What was the project? What methods did you use to complete the project? How well does the photograph communicate its intent? The reflection will be entered into the student's working portfolio, along with the photograph itself.

1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

Assignment: Students will maintain a written journal throughout the year that will contain a variety of entries. On several occasions, students will analyze the work of a famous photographer. These photographers will represent the history of photography including a variety of cameras, films, digital, and distortions. Students will analyze the photographs with regards to the medium and tools used to complete the works and describe how these methods influenced the photographer's style.

Relationship of Assignments to Creative Expression State Standards

2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

Assignment: Over the course of the year, students will compile a portfolio of their best photographs. Drawing from the other standards, students' photographs will reflect their individual development as an artist, demonstrating a progression in the methods students use to illustrate their unique feelings and points of view.

2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

Assignment: Over the course of the year, students will be provided opportunities to create a written proposal describing a project they hope to complete. This proposal will need to demonstrate intent to experiment with complex ideas such as distortion and color theory. Upon approval from the instructor, students will complete these individual projects and will complete a self-assessment judging how well they met the goal described in their written proposal.

2.3 Assemble and display objects or works of art as a part of a public exhibition.

Assignment: Students will be provided opportunities to enter a variety of community photo competitions. Students must choose the photograph they want to submit, print the photograph, and mount the photograph for display. Students must attend the showing of their photograph and complete a written reflection comparing their photographs to the others displayed.

2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

Assignment: Students will use skills and create a photograph using a theme in their image. Students will portray an emotion through a photographic process that recaptures a childhood memory. Through this photograph they will incorporate composition and angles. As an extension the students will process the images and/or incorporate technology using a digital camera and computer to enhance mood and style. Students at the end the assignment by incorporating a journal reflection and relate it to the elements of art in photography.

2.5 Use innovative visual metaphors in creating works of art.

Assignment: Students will create a portrait that portrays good vs. evil using studio lighting techniques. Students will create a self-portrait and create a unique image that reflects two personalities. These two images should reflect two views of a student's personality trait using a combination of skills learned through the year and multiple Photoshop and digital techniques. A journal reflection on their experience will relate it to the principles of design in photography. Criteria must include print quality, presentation, creativity, relevance, and execution of assignment criteria.

2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

Assignment: Students will use Photoshop skills and computer application to create a photograph that incorporates multiple images of the student using skills learned in action sequence photography. Multiple images will be incorporated together to create a gif animation using student's original photography. This sequence will incorporate photography, digital manipulation, and multiple technology tools. Students will have knowledge of action photography and composition to create a moving sequence of images. A written reflection of their progress will be incorporated into the journal assignments along with the final image

Relationship of Assignments to Historical and Cultural Context State Standards

3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.

Assignment: Social issue photography working in a small group using technology or story board to display a creative presentation. Students will photograph an issue that is relevant to 21st century topics. Also, students will research it on the computer and create a presentation to the class on how it affects society and share its importance. Students will collaborate using multiple images and create a unified presentation incorporating the elements of art and principles of design. Criteria must include print quality, presentation, creativity, relevance, and execution of assignment criteria.

3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Assignment: Students will complete a met cognitive writing to discuss the connection between the artist and the artist statement using proper vocabulary. Students will go on a Virtual Gallery or Museum/Galley visit and then research a professional artist who influences the art-world. Additional assignments will include Artist and guest speakers who will be invited into the classroom for students to communicate with and interview. Students will see how a professional portfolio is created and how they can incorporate their artwork into society and gallery exhibitions.

3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.

Assignment: Students will incorporate a journaling assignment that reflects their own culture. In their on-going journal students will research and investigate how history and culture affects society. Students will represent diversity through their photography using photojournalism. Students will become familiar with their community and document the societies around the city they live in. Students will think more about the qualities of the culture and draw upon aspects that make it unique by using photographic point of view that conveys a story. Students will use techniques and various skills learned in photography to create a final print in the darkroom to add to their portfolio.

3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.

Assignment: Students will recreate a photograph inspired by an artist of their choice and have the teacher approve the artist. Students will incorporate both writing and research into this assignment using the history of photography as well as the Internet and books as sources. The artist recreation will display similarities between their work and incorporate some of the style of their chosen artist. Students will reflect on the information and write a paper using research and critical thinking to express their views about the artist and their artwork. Students will incorporate the culture and relevance of the artist work within the writing assignment. Students will be assessed through the research paper as well as the criteria and rubric associated with the final photograph.

Relationship of Assignments to Aesthetic Valuing State Standards

4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.

Assignment: Imbedded in curriculum. Upon the completion of each photographic work, students will complete a metacognitive writing to discuss the connection between themselves, the process, the product and the audience. They will discuss the artwork in terms of the assignment, the supposed success of the artwork, what their peers or general audience will think of the artwork, the greater meaning the artwork has, and how these components work together.

4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.

Assignment: Contemporary Photographer Journal. Students will complete a year –long journal with at least five entries per month that explore contemporary photographers, their photographs, and what their work means to themselves, society, or the greater art community. Journal will include at least two examples of the photographer’s work and one-page written analysis of the work.

4.3 Analyze and articulate how society influences the interpretation and message of a work of art.

Assignment: Review current periodicals or journals in photography multiple times per month or unit. Class discussion and independent review of the criticism, evaluation, and review of current topics in photography. Discuss and analyze societal influences on interpretation of photographs, the role that photographs play in society, the intended messages and misinterpretations of photographs and our own biases toward photography and photographic practices as it pertains to photographs we review.

4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.

Assignment: Effectively critique each artwork created through the duration of the course including theoretical constructs such as understanding bias, personal culture, personal aesthetics, values, interests, importance and relevance. Artwork will also be critiqued based on its overall quality, craftsmanship, presentation, and execution. Critique guides and rubrics are provided to each student.

4.5 Construct a rationale for the validity of a specific work of art—artwork that falls outside their own conceptions of art.

Assignment: Students will participate in artwork validation sessions. They will review their work. Define or consider what their own style is and what their preference is for an artwork to be considered successful. They will then seek to examine the artworks of another photographer or peer that falls outside their own conceptions of photographic art. After they have reviewed the artwork they will construct a rationale for the validity of the artwork. This must be completed using a rubric or rationale guide. Artwork validation sessions will occur throughout the year.

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

Assignment: Personal Rubric and Achievement project. After the first quarter, students will develop their own written criteria for personal achievement. The students will model the criteria based on the photography rubric assigned by the instructor at the beginning of the year. They will select a body of work from their portfolio that

Course Name

Page 7

shows personal achievement and discuss what criteria they used for the selection of the pieces. Criteria must include print quality, presentation, creativity, relevance and execution of assignment criteria.

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