



HIGH SCHOOL COURSE OUTLINE

<b>Department</b>	Visual & Performing Arts		<b>Course Title</b>	Photography 1-2			
<b>Course Code</b>	1028	<b>Grade Level</b>	10-12	<b>Course Length</b>	1 year	<b>Credits/Semester</b>	5
<b>Required for Graduation</b>		<b>Meets H.S. Grad Requirement</b>			<b>Elective Credit</b>		Yes
<b>Prerequisites</b>	Beginning Drawing and Painting and Teacher Approval						
<b>Articulated with LBCC</b>		Status Unknown		<b>Articulated with CSULB</b>		No	
<b>Meets UC "a-g" Requirement</b>		Yes (f) (g)		<b>Meets NCAA Requirement</b>		No	

**COURSE DESCRIPTION**

Students will learn how to incorporate the elements of art and principles of design to create original, creative, and communicative photographic works. Skills in composition, lighting, and portraiture, through the use of the camera’s eye will be developed. Students will also explore the historical and cultural contributions of photographic masters, past and present. Theories of aesthetic valuing will be stressed through the use of portfolio review. Reading and writing assignments will be integrated to expand the student’s knowledge of this course. Career opportunities in the field of photography will also be included as part of the curriculum. The five components of the Visual and Performing Arts Framework as well as Long Beach Unified School District art content standards are integrated in the curriculum.

**GOALS:** Students need to:

Students need to:

- Develop and expand aesthetic perception. (*Aesthetic Perception*)
- Develop and expand visual arts and photographic knowledge and skills to express ideas imaginatively. (*Creative Expression*)
- Acquire knowledge of historical and cultural developments, which occur as a result of varying needs and points of view. (*Cultural/ Historical Heritage*)
- Develop knowledge of historical and cultural developments and their influence on photography. (*Cultural / Historical Heritage*)
- Develop a base for making informed aesthetic judgements. (*Aesthetic Valuing*)
- Develop a common core of knowledge that transcends subject areas and addresses career opportunities. (*Connections and Applications*)

**PERFORMANCE OBJECTIVES: (must be measurable)**

Students will:

**Artistic Perception: LBUSD Content Standard 1,2**

- Demonstrate knowledge of art elements and principles of design.
- Increase aesthetic awareness of visual and tactile qualities of art, nature, events and objects within the total environment.

- See the world directly and metaphorically by perceiving the world as a photographic opportunity.
- Comprehend, demonstrate, and apply creative use of the visual art and photography vocabulary in written and oral form.
- Discuss and write about sensory perceptions of works of art, objects in nature, events, and the environment.

### **Creative Expression (LBUSD Content Standard 3,4)**

- Acquire artistic and photographic skills to express and communicate responses to experiences.
- Synthesize a variety of photographic arts media, techniques, and processes to create unique works of art.
- Demonstrate application of the principles of composition by taking and printing a variety of photographs, - group, candid, portraits, sports action, synchronized flash, stage photography, and nature.
- Develop manipulative and organizational skills in using photography effectively to translate ideas, feelings, and values.

### **Historical and Cultural Context (LBUSD Content Standard 3,4)**

- Study a variety of photographic works and accomplishments of contemporary and historic cultures.
- Describe the historical and artistic development of photography.
- Research and study the work of several current and historical photographic artists
- From a historical perspective, understand how photographic works have been shaped and molded by materials and processes of the time.
- Clarify aesthetic values and learn to appreciate differences in the aesthetic values of others.

### **Aesthetic Valuing (LBUSD Content Standard 8)**

- Make informed responses to works of art, nature and other objects within the total environment by using objective criteria for analysis, interpretation and judgement.
- 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.
- Derive meaning and value from experiences by making and justifying judgements about aesthetic qualities in works of art and other objects within the total environment.
- Use analysis, interpretation and judgement about visual relationships based on learned aesthetic values to improve photographic production.
- Critically analyze all phases of photographic work.

### **Connections, Relations, and Applications (LBUSD Content Standard 5)**

- Apply what they learn in photography with other disciplines.
- Use museums, technology, and/ or multimedia to gain exposure to the arts.
- Participate in career awareness and career exploration in the arts, emphasizing photography.

### **OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:**

The five components of The California Visual and Performing Arts Standards will be utilized throughout the course. Students will also learn to analyze and respond to their own work and the work of others using self-evaluation and portfolio reviews.

### **Semester 1**

**Unit I Pre-instruction (1 week)**

Class rules and procedures  
Supplies  
Safety  
Portfolios

**Unit2 Art Composition (1 week)**

Elements and Principles of Art

**Unit 3 Course Overview (2-weeks)**

Photographic Mechanics  
Photographic Processes

**Unit IV Composition (15 weeks)**

Preliminary thumbnails

Light and its Qualities

Action Photography

Depth of Field

Foreshortening Techniques

Vocabulary

Care of Cameras and Equipment

Camera operation

Lenses and their Characteristics

Contact Printing of Photographs

Portfolio Development

Camera Shutters

Photographic Printmaking Techniques

The f/stop and its Function

Film and Exposure

Film Processing

Critical Analysis\*

Personal Expression

History of Photography

**Semester 2 (18weeks)**

Exercise in each of the Elements of Art, such as:

Line, texture, space, shape, and color

Value Study

Composition in Photography

Survey of Current Photographic Equipment

Introduction to Portrait Photography

Portfolio Development

*Visual Arts Heritage-Techniques and Styles as Related to Photography in Various Cultures*

Nature Photography

Critical Analysis\*

Personal Expression

Mounting and Matting

Periods/schools of Photography

Study of Historical /Contemporary/Cultural Artists

**METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles:**

Design Problems

Photographic projects

Cooperative Learning

Demonstrations

Individual instruction

Lectures

Class discussions

Daily Vocabulary

Student portfolio/notebook

Portfolio presentation

Critical comparison and aesthetic evaluation

Student work displays

Testing

Multimedia Presentations

Guest Speakers

Homework

Field Work

Internet/library research

**MATERIALS USED IN TEACHING THE COURSE:** In addition to the basic text (**mandatory information – Title, Author, Copyright Date and Publisher**), a variety of instructional tools will be used to meet the needs of all students

**Basic Text:** Exploring Photography; Walker, 2002, Goodheart-Wilcox  
The Photographic Eye; O'Brian /Sibley, 2002

**Supplementary materials:**

- ARTTALK; Ragans; 2000 or before; Glencoe/McGraw Hill
- Films
- Videos
- Reproductions
- Prints
- Slides
- Use of a variety of media and techniques

**EVALUATION:** Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

Sample grading policy for this class:

<b>A =</b> 90% - 100%	Projects	50% of grade
<b>B =</b> 80% - 89%	Class participation	10% of grade
<b>C =</b> 70% - 79%	Quizzes and tests	10% of grade
<b>D =</b> 60% - 69%	Portfolio/notebook	20% of grade
<b>F =</b> Below 59%	End of Course Exam	10% of grade

Every student will perform a self-evaluation of each project, identifying and articulating performance objectives met through this project. The instructor's assessment of the final project and the quality of the self-evaluation will determine the final grade for each project. These evaluations will be a part of the student's portfolio.

**Sample Rubric  
For  
Photography**

Log Sheet	5
Test Strips	5
Negatives	20
Contact Print	10
Final Print	30
Addresses Criteria for Assignment	
Craftsmanship	
Originality/ Creativeness	
Outside Research	10
Vocabulary	10
Self Evaluation/Critique	10
<b>TOTAL POINTS</b>	<b>100</b>

Submitted by: Geraldine Walkup

School/Office: Visual/Performing Arts

Original Date: \_\_\_\_\_

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