

Photography

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Prerequisite: Art Foundations

Students will learn the fundamental skills of photography in order to create thematic works. The class will also explore alternative photographic processes, such as cyanotypes and photograms. Students will learn techniques of how to take better photographs, gain an understanding of photographic terminology, and develop skills in aesthetics and criticism. Students will maintain their work in a digital portfolio and develop written statements of their work.

Graduation Standards

A | Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes

B | Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

C | Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

D | Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

E | Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Unit 1	What is Photography?
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Summary	Students will learn about the history of photography and discuss what criteria makes for a quality photograph. Students will also familiarize themselves with different types of cameras, their functions, and will explore the areas of the photo darkroom. We will also review the elements of art and principles of design and discuss their function in photography. Assessments will include sketchbook assignments, introductory photo challenges and interactive critiques.
Performance Indicators Assessed in Unit	Students research and explain how art and artists reflect and influence culture and periods of time. (VPA A1) Students evaluate all the features of composition. a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value. (VPA A2a) b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. (VPA A2b) Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3)

	<p>Students analyze and evaluate art forms. (D1)</p> <p>Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (VPA E4)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Unit 1a	Portfolio (ongoing)
Summary	Students will maintain a digital portfolio of work in Google Classroom. In addition to uploading photo assignments, students will also be expected to self-reflect through artist statements and self-evaluations.
Performance Indicators Assessed in Unit	<p>Students create a body of original artwork. (VPA B3)</p> <p>Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (VPA B4)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (VPA E3)</p> <p>Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (VPA E4)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Unit 2	Cyanotypes
Summary	Students will learn how to prepare paper for light sensitivity using chemistry. We will discuss how to “see” our surroundings for interesting shapes and forms from nature and manufactured objects. Students will learn the process of creating a cyanotype, or sunprint, through hands on activities. Assessments will include sketchbook assignments, photo challenges and interactive critiques.
Performance Indicators Assessed in Unit	<p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p>

	<p>Students create a body of original artwork. (VPA B3)</p> <p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (VPA E1)</p> <p>Students analyze skills and concepts that are similar across disciplines. (VPA E2)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Unit 3	The Exposure Triangle
Summary	<p>Students will learn about the relationship between aperture, shutter speed and ISO that determines the in a photograph. We will discuss how to manually control these settings on a variety of camera types. Students will shoot photos that demonstrate understanding of manipulating these three settings. Assessments will include sketchbook assignments, photo challenges and interactive critiques.</p>
Performance Indicators Assessed in Unit	<p>Students research and explain how art and artists reflect and influence culture and periods of time. (VPA A1)</p> <p>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3)</p> <p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students create a body of original artwork. (VPA B3)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>

Unit 4	Depth of Field
Summary	Students will manipulate the depth of field in a series of photographs to achieve a variety of techniques including Bokeh. Assessments will include sketchbook assignments, photo challenges and interactive critiques.
Performance Indicators Assessed in Unit	<p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students create a body of original artwork. (VPA B3)</p> <p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Unit 5	Composition
Summary	Students will shoot a series of photographs that demonstrate a variety of composition techniques including the rule of thirds, leading lines, and cropping. We will discuss the challenges of composition such as mergers. Assessments will include sketchbook assignments, photo challenges and interactive critiques.
Performance Indicators Assessed in Unit	<p>Students evaluate all the features of composition.</p> <p>a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value. (VPA A2a)</p> <p>b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. (VPA A2b)</p> <p>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3)</p> <p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Students create a body of original artwork. (VPA B3)</p> <p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p>

	<p>Communicate a variety of ideas, feelings, and meanings. (VPA B3c) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (VPA E4)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Unit 6	The Basics of Lighting
Summary	Students will learn to differentiate and ultimately, manipulate the four types of lighting: hard light, soft/diffused light, transmitted light, and reflective light. Assessments will include sketchbook assignments, photo challenges and interactive critiques.
Performance Indicators Assessed in Unit	<p>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3)</p> <p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Students create a body of original artwork. (VPA B3) Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a) Demonstrate knowledge of visual art concepts. (VPA B3b) Communicate a variety of ideas, feelings, and meanings. (VPA B3c)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Additional Units May Include	Photograms (darkroom unit) Pinhole Cameras Creative Techniques (hand coloring, embroidery, distortion, etc.) Matting, Framing and Presentation
Summative Assessments Retake	

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.