Photo Art I GVC
Guaranteed Viable Curriculum

Skills & Concepts

- Understand the partnership between negative and positive space to create a dramatic composition
- Understand use of Balance for creating composition
- Understand how to create a dramatic focal point
- Understand how to manipulate a composition by cropping
- Understand how to manipulate color
- Understand how to use value for dramatic effect
- Identify parts of the camera
- Understand the use of aperture, shutter speed, white balance, ISO and depth of field

- Understand safety procedures *If a dark room is available or used*
- Understand how to properly mix chemicals *If a dark room is available or used*

- Understand photo software programs
  - Focus on Photoshop & Lightroom
- Understand basic photo corrections:
  - resolution and size
  - straighten and crop an image
  - manual retouching tool
  - alter color/value
- Understand how to make selections in Photoshop
- Understand layer basics
  - apply gradients, filters, text, and effects to layers
- Understand how to create/use masks and channels
- Understand vector drawing techniques
- Understand how to print images
- Understand digital dimensions
- Ethical use of computer as resource
- Understand copyright as it applies to photography and use of images
- Understand digital storage (cloud based storage)
- Understand how to properly organize/label files

Vocabulary
Terms that should be incorporated into lesson plans and projects

Elements of Art	Color Theory	Photography	Photography Cont.	Digital	Photoshop

Line Shape • Geometric • Organic /free form Form Space • Negative • Positive Color Value Texture • Actual • Simulated • Glossy • Matte ***Principles of Design*** Repetition Pattern: • Symmetrical • Asymmetrical • Radial Contrast Emphasis Variety Movement Rhythm Unity	Color Wheel Color theory: • Primary • Secondary • Intermediate • Tint • Shade • Tone Color scheme: • Monochromatic • Complementary • Analogous Neutral Value Intensity Harmonious Grayscale Warm /cool colors	Camera Parts • Lens • Body Aperture Aspect Ratio Bokeh Burst Mode Depth of Field Digital vs Optical Exposure File Format Focal Length Focus Flash Sync Hot Shoe ISO Long Exposure Manual Metering Noise RAW files Shutter Speed Time Lapse Viewfinder White Balance	Composition: • balancing elements • leading line • symmetry & pattern • viewpoint (angle) • background • depth • framing • cropping Focal Point Portrait Self-Portrait Figure Landscape Still Life Graphic	Vector Graphics • source files for printing Raster/Bitmap Images • output files for web/screen • .jpeg, .gif, .png, .tif, .PSD • Pixels • Resolution - dpi RGB CMYK pantone	hue Saturation Brightness grayscale mode foreground color background color color picker Swatches Stroke Gradient Luminosity Filters Sharpen Crop Feathering Flatten Layers, layer styles Scale history panel clone stamp color balance color mode lasso tools magic wand Selections layer masks adjustment layers smart object

Project Ideas

- Composition (demonstrate different types/styles)
- Selective Coloring
- Panning techniques
- Collage
- Pictorialism (style)
- Hand Coloring
- Fall Color (color saturation)
- Double Exposure
- Woodblock Photo Transfer (or other medium)
- Found Alphabet
- Pattern in Environment
- Still Life
- Landscape

- Portraits/self-portraits
- Figure

Unit Overview: Students will continue to develop proficiency in the following skills:

Unit Standards (Based on District, State, and National Visual Arts Standards)

- **Creating** (Process Components: Investigate, Plan, Make)
  - **VA:Cr1.1.I Proficient** Student uses multiple approaches to begin creative endeavors.
  - **VA:Cr1.2.I Proficient** Student shapes an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- **Creating** (Process Components: Investigate)
  - **VA:Cr2.1.I Proficient** Student engages in making a work of art or design without having a preconceived plan.
  - **VA:Cr2.2.I Proficient** Student explains how traditional and non- traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
  - **VA:Cr2.3.I Proficient** Student collaboratively develops a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- **Creating (** Process Components: Reflect, Refine, Continue)
  - **VA:Cr3.1.I Proficient** Student applies relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **Responding** (Process Components: Perceive)
  - **VA:Re7.1.I Proficient** Student hypothesizes ways in which art influences perception and understanding of human experiences.
  - **VA:Re7.2.I Proficient** Student analyzes how one's understanding of the world is affected by experiencing visual imagery.
- **Responding** (Process Components: Analyze)
  - **VA:Re8.1.I Proficient** Student interprets an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- **Responding** (Process Components: Interpret)
  - **VA:Re9.1.I Proficient** Student establishes relevant criteria in order to evaluate a work of art or collection of works.
- **Connecting** (Synthesize)
  - **VA:Cn10.1.I Proficient** Document the process of developing ideas from early stages to fully elaborated ideas.
- **Connecting** (Process Components: Relate)
  - **VA:Co11.1.I Proficient** Student describes how knowledge of culture, traditions, and history may influence personal responses to art.
- **Presenting** (Process Components: Select)
  - **VA:Pr4.1.I Proficient** Student analyzes, selects, and curates artifacts and/or artworks for presentation and preservation.
- **Presenting** (Process Components: Analyze)
  - **VA:Pr5.1.I Proficient** Student analyzes and evaluates the reasons and ways an exhibition is presented.
- **Presenting** (Process Components: Share)
  - **VA:Pr6.1.I Proficient** Student analyzes and describes the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Vocabulary: See course specific scope and sequence (linked below)

Curriculum Resources:	Suggestions for Pacing:- *optional (see comment)*
Additional Resources:	**Common Evidences/Assessments:** Formal and Informal Assessments for Projects (in-progress checks and summative) Critiques, Self Critiques/Reflections
	Notes: Once a concept is introduced it will continue to be developed through all levels.

Unit Overview: Students will be accomplished in the following skills:

Unit Standards (Based on District, State, and National Visual Arts Standards)

- **Creating** (Process Components: Investigate, Plan, Make)
  - **VA:Cr1.1.II Accomplished** Student individually or collaboratively formulates new creative problems based on student's existing artwork.
  - **VA:Cr1.2.II Accomplished** Student chooses from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- **Creating** (Process Components: Investigate)
  - **VA:Cr2.1.II Accomplished** Student, through experimentation, practice, and persistence demonstrates acquisition of skills and knowledge in a chosen art form.
  - **VA:Cr2.2.II Accomplished** Student demonstrates awareness of ethical implications of making and distributing creative work.
  - **VA:Cr2.3.II Accomplished** Student redesigns an object, system, place, or design in response to contemporary issues.
- **Creating (**Process Components: Reflect, Refine, Continue)
  - **VA:Cr3.1.II Accomplished** Student engages in constructive critique with peers, then reflects on, re-engages, revises, and refines works of art and design in response to personal artistic vision.
- **Responding** (Process Components: Perceive)
  - **VA:Re7.1.II Accomplished** Student recognizes and describes personal aesthetic and empathetic responses to the natural world and constructed environments.
  - **VA:Re7.2.II Accomplished** Student evaluates the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- **Responding** (Process Components: Analyze)
  - **VA:Re8.1.II Accomplished** Student identifies types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- **Responding** (Process Components: Interpret)
  - **VA:Re9.1.II Accomplished** Student determines the relevance of criteria used by others to evaluate a work of art or collection of works.
- **Connecting** (Synthesize)
  - **VA:Cn10.1.II Accomplished** Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
- **Connecting** (Process Components: Relate)
  - **VA:Co11.1.II Accomplished** Student compares uses of art in a variety of societal, cultural, and historical contexts and makes connections to uses of art in contemporary and local contexts.
- **Presenting** (Process Components: Select)
  - **VA:Pr4.1.II Accomplished** Student engages in constructive critique with peers, then reflects on, re- engages, revises, and refines works of art and design in response to personal artistic vision.
- **Presenting** (Process Components: Analyze)
  - **VA:Pr5.1.II Accomplished** Student evaluates, selects, and applies methods or processes appropriate to display artwork in a specific place.
- **Presenting** (Process Components: Share)
  - **VA:Pr6.1.II Accomplished** Student makes, explains, and justifies connections between artists or artwork and social, cultural, and political history.

Vocabulary: See course specific scope and sequence (linked below)

Curriculum Resources: **Additional Resources:**	**Suggestions for Pacing:**- *optional (see comment)*
	Common Evidences/Assessments: Formal and Informal Assessments for Projects (in-progress checks and summative) Critiques, Self Critiques/Reflections
	Notes: Once a concept is introduced it will continue to be developed through all levels.