Photography 2

Curriculum Guide

Scranton School District

Scranton, PA

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<u>Photography</u>

Prerequisite : Completion of Photo 1 (student must be 11th or 12th grade)

Course Description:

      This document is an organized plan that defines the art skills and language that a Photography 2 student should be able to demonstrate by the end of the school year. Students will demonstrate the ability to perform as an individual and in a group. Students will develop basic skills and an understanding of art-making and creative expression. Students will develop verbal and non-verbal communication skills. In Photography 2, emphasis is placed on a basic introduction to photographic materials, techniques, art history, aesthetics, criticism, and presentation. Students will apply critical thinking and problem-solving skills, receive extensive practice necessary to understand basic symbol systems and abstract concepts, study art history and cultures, identify and further understand the arts connections to their core subject matter, i.e.; Math, Science, Social Studies, and English as it relates to their own lives, identify the creative process in works of art and apply those concepts to their own creative process, producing unique works of their own.

      Through this Art Education in Photography, provided by a certified art educator, the Scranton School District strives to provide a well-rounded education by providing and fostering opportunities for the arts through visual culture, interdisciplinary art education, and Discipline Based Art Education (DBAE): art production, art history, criticism/analysis, aesthetics in conjunction with the National and Pennsylvania State Standards.

      Knowledge in all academic areas makes for a well-rounded child and a better-educated student. The importance of an art experience that stimulates the student's creativity, promotes self-esteem, and builds critical thinking and problem-solving skills necessary to move forward both technically and aesthetically. Whether across the curriculum or as its own vital discipline, visual arts must be taught by a certified art educator to offer students a range of diverse experiences and knowledge which also helps enhance student development in math, ELA, science, and social studies.

The Scranton School District Elementary Art Curriculum follows the National and State Visual Arts Standards. Students should know and be able to:
National Core Arts Standards:

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

State Arts Standards:

1. Use knowledge of structure and functions.
2. Choose and evaluate a range of subject matter, symbols and ideas.
3. Understand the visual arts in relation to history and cultures.
4. Reflect upon and assess the characteristics and merits of their work and the work of others.
5. Make connections between visual arts and other disciplines.

The Scranton School District High School Art Curriculum applies PA Core Mathematics to various lessons throughout the year to help provide interdisciplinary art education. The following Pa Core standards are addressed:

1. Make sense of problems and persevere in solving them.
2. Construct viable arguments and critique the reasoning of others.
3. Use appropriate tools strategically.
4. Look for and make use of structure.
5. Reason abstractly and quantitatively
6. Model with mathematics.
7. Attend to precision.
8. Look for and express regularity in repeated reasoning.

The Scranton School District High School Art Curriculum applies PA Core English Language Arts standards to various lessons throughout the year to help provide interdisciplinary art education. The following Pa Core standards are addressed:

1. Foundational Skills

2. Reading Informational Text

3. Reading Literature

4. Writing

5. Speaking and Listening

Links:

National Art Standards
Pennsylvania Art Standards - Standard Aligned System
Pennsylvania Math Core Standards
Pennsylvania Core ELA Standards

Subject: Photo 2	Grade Level 11th or 12th	Date Completed: 3/9/23

1st Quarter

Topic	Resources	Notes

Introduction Concepts/Goals/Objectives:
☐ Elements & Principles of Design,
☐ Visual Literacy,
☐ Aesthetics & Criticism,
☐ History of Photography - Analyze a works of photography through art criticism: describe, analyze, interpret and evaluate
☐ Digital Photography
    ○ Cameras
    ○ Editing Software
☐ Data Organization
☐ Ethics and Copyrights of Photography
	Visual examples of artist work (virtual, poster, etc.)
	Pre-test
	Skill and Concept Review Projects
	Online Resources
	Powerpoint Presentation
	Teacher demonstrations	

2nd Quarter

Topic	Resources	Notes
☐ Composition Principles of Photography, 　○ Line / Spot 　○ Shape 　○ Space / Depth of field/ Point of view 　○ Simplify / Negative Space 　○ Emphasis / Focal point / Sub-Framing 　○ Contrast and Tonality 　○ Rule of Thirds / Dynamic Symmetry ☐ History of Photography - Analyze a works of photography through art criticism: describe, analyze, interpret and evaluate ☐ Digital Photography 　○ Cameras 　○ Editing Software	Visual examples of artist work (virtual, poster, etc.) Pre-test Skill and Concept Review Projects Online Resources Powerpoint Presentation Teacher demonstrations	

3rd Quarter

Topic	Resources	Notes

☐ Studio Art Projects
    ○ Artistic Choice
    ○ Photojournalism
    ○ Macro Photography
    ○ Night Photography
    ○ Print medium or mixed medium
    ○ Filmography
☐ Analog Cameras & Film
    ○ Shutter Speed
    ○ Focus
    ○ Aperture
    ○ Light Meter
    ○ ISO / ASA
☐ Darkroom Chemistry
    ○ Film Chemistry
    ○ Paper Chemistry
	Visual examples of artist work (virtual, poster, etc.)
	Pre-test
	Skill and Concept Review Projects
	Online Resources
	Powerpoint Presentation
	Teacher demonstrations
	Dark Room
	35mm negatives
	Cameras	

4th Quarter

Topic	Resources	Notes
☐ Portfolio / Career Readiness ☐ Artistic Voice ☐ Digital Portfolio ☐ Data Organization ☐ Exhibition ☐ Aesthetics and Self-Evaluation	Visual examples of artist work (virtual, poster, etc.) Pre-test Skill and Concept Review Projects Online Resources Powerpoint Presentation Teacher demonstrations	Culminating Activity - Student or teacher Choice

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
☐ Elements and Principles of Design	9.1.12.A 9.1.12.B 9.1.12.C 9.3.12.C	Elements & Principles of Design ☐ Elements: Line, Shape, Color, Form, Texture, Value, & Space ☐ Principle: Contrast, Rhythm, Repetition, Balance, Proportion/Scale, Focal Point/Emphasis, Movement, & Unity/Harmony	**Concepts/Goals/Objectives:** Elements & Principles of Design, Art History resources (slides, reproductions, books, historical references, articles, etc.) Artist examples: Ansel Adams Walker Evans Dorthea Lange Edward Weston Richard Avedon	Teacher prepared tests, quizzes, etc. Project based, Written, and Oral Assessment (verbal & rubric)	3 weeks
☐ Composition Principles of Photography ○ Portrait ○ Still Life ○ Direct Photography ○ Abstract / Experimental Photography	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.J	Composition ● Line / Spot ● Shape ● Space / Depth of field/ Point of view ● Simplify / Negative Space ● Emphasis / Focal point / Sub-Framing ● Contrast and Tonality ● Rule of Thirds / Dynamic Symmetry	**Concepts/Goals/Objectives:** Students will practice the skills required for various careers in photography. Students will examine and identify good and bad compositions. Students will apply those principles into a series of photographs. Artist examples: Robert Frank Walker Evans Cindy Sherman Man Ray Sandy Skoglund	Teacher prepared tests, quizzes, etc. Written, and Oral Assessment (verbal & rubric)	3 weeks

		Topics may include:	Concepts/Goals/Activities:	Written, and Oral Assessment (verbal & rubric)	3 weeks
☐ Ethics & Copyright	9.1.12.A 9.2.12.A 9.2.12.D 9.2.12.E 9.2.12.F 9.2.12.J	**Topics may include:** Photojournalism vs Narrative Photography Editing Ownership reproduction and distribution Social Media Class-Action lawsuits Usage of Photographic Consent Artist vs Social Intent and Interpretation Public vs Private domain. A.I. art debate Challenge to Photo Collage Posthumous rights	**Concepts/Goals/Activities:** Students will examine and discuss the ethics of copyright laws. We will look at the following cases below: -Steve McCurry & National Geographic -Alfred Eisenstaedt & V-J Day in Time Square (1945) -Gordon Parks & American Gothic (1942) -Dorethea Lange & Migrant Mother (1936) Jeff Coons Cindy Sherman Richard Prince Robert Capa Paul Watson	Written, and Oral Assessment (verbal & rubric)	3 weeks
☐ Aesthetics - Explain the effect of society and cultures on a work of art ☐ Aesthetics - Evaluate and respond to historical and cultural examples of 3-dimensional or 2-Dimensional works.	9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D	Aesthetics - critical reflection on art, culture and nature ☐ Sensory responses, cultural reactions ☐ Intellectual vs Interpretive Components may include: expertise or skill, style, imitation/ mimicry, a continuum of cultural forms and experiences	**Concepts/Goals/Activities:** Participation in oral and/or written analysis based on Elements and Principles of design, as well as, historical relevance and concepts of contemporary aesthetics. Gallery & Museum Visits Artist Presentations Articles and Documentaries Robert Adams Geoff Dyer	Project based, Written, and Oral Assessment (verbal & rubric)	3 weeks/ throughout Year

☐ History of Photography	9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.F 9.2.12.G 9.2.12.H 9.2.12.I 9.2.12.J 9.2.12.K 9.2.12.L	Progression of Photography ● Photographers in relationship to historical events ● Photographers in relationship to visual culture ● Important innovation to the camera ● Important innovators of photography	**Concepts/Goals/Activities:** Group research presentation on history of cameras. Group research presentation on photographer. Youtube: History of Cameras History of Photography Most important photographers PBS Modern Masters Art 21	Teacher prepared tests, quizzes, etc.	5 weeks
☐ Digital Photography ☐ Data Organization	9.1.12.A 9.1.12.B 9.1.12.J 9.1.12.K	Digital Cameras ● Brands and Types ● New and Old Cameras ● Data Memory Cards ● Downloading Images Google Drive ● Creating Folders ● Naming Folders ● Naming files ● Deleting Files ● Space Management	**Concepts/Goals/Activities:** Participate in the use of a digital camera from exposure to post-production Organizing and maintaining photos over time through the use of Google Drive Make use of Visual Culture to better understand and learn the process of photography	Teacher prepared tests, quizzes, etc. Project based, Written, and Oral Assessment (verbal & rubric) Presentation & Public Display	5 weeks

			Concepts/Goals/Activities:		

☐ Analog Photography	9.1.12.A
	9.1.12.B
	9.1.12.J
	9.1.12.K
		● Pinhole Camera
		● Analog Cameras & Film
		  ○ Shutter Speed
		  ○ Focus
		  ○ Aperture
		  ○ Light Meter
		  ○ ISO / ASA
		● Toy Cameras
		● Alternative Formats & Processes
			Concepts/Goals/Activities:
			Produce photos through the traditional methods of Analog photography.
			
			Make use of techniques and different methods.
			
			Exposure Triangle:
			Shutter Speed
			Aperture
			ISO
				Teacher prepared tests, quizzes, etc.
				
				Project based, Written, and Oral Assessment (verbal & rubric)
				
				Presentation & Public Display
					10 weeks

☐ Darkroom	9.1.12.A
	9.1.12.B
	9.1.12.J
	9.1.12.K
		● Darkroom Safety / Material Data Safety Sheets (MDSS)
		● Darkroom Chemistry
		  ○ Film Chemistry
		  ○ Paper Chemistry
		● Photograms
		● Darkroom Techniques
		  ○ Contact printing
		  ○ Timescales
		  ○ Dodging
		  ○ Burning
		  ○ Exposure Rates
		● Negative Processing
		● Darkroom Equipment
		  ○ Enlarger
		  ○ Light table
		  ○ Contrast Filters
		  ○ Film Carrier
		  ○ Grain Finder
		  ○ Timers
		  ○ Film Papers
			Concepts/Goals/Activities:
			Produce photos through the traditional methods of darkroom photography.
			
			Make use of techniques and different methods.
			
			Assist in creating great habits for safety in the darkroom.
				Teacher prepared tests, quizzes, etc.
				
				Project based Assessment (verbal & rubric)
				
				Presentation & Public Display
					10 weeks

☐ Art Criticism and Formal Analysis	9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.D 9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D	Four Levels of Formal Analysis: ☐ Description: pure description of the object without value judgments, analysis, or interpretation. ☐ Analysis: determining what the features suggest and deciding why the artist used such features to convey specific ideas. ☐ Interpretation: establishing the broader context for this type of art. (*see* Barrett's Principles of Interpretation) ☐ Judgment: Judging a piece of work means giving it rank in relation to other works and of course considering a very important aspect of the visual arts; its originality	**Concepts/Goals/Activities:** Participate in oral and/or written analysis based on the four levels of formal analysis in Art : (1) description, (2) analysis, (3) Interpretation, and (4) judgment. Students will complete a series of photographs inspired and/or demonstrating the techniques of a famous Photographer and/or presentation on a famous artist, artwork, or art movement in the context of photography. Gallery & Museum Visits Artist Presentations <u>Art Criticism Essays</u> Jean Baudrillard John Dewey Allen Ginsberg Michael Fried <u>Artist Examples</u> Edward Weston Richard Avedon Diane Arbus Gordon Parks Cindy Sherman	Teacher prepared tests, quizzes, etc. Project based, Written, and Oral Assessment (verbal & rubric) Presentation & Public Display	4 weeks/ throughout Year
☐ Portfolio / Career Readiness	9.1.12.A 9.3.12.A 9.1.12.B 9.1.12.C	● Exhibition ● Installation ● Gig-work ● Copyright	**Concepts/Goals/Objectives:** Students will contextualize different methods of	Teacher prepared tests, quizzes, etc.	3 weeks/ throughout the year, 2 week focus

	9.1.12.E 9.1.12.H 9.3.12.C 9.3.12.D	• Intellectual Property • Portfolio Reviews (i.e. National Portfolio Day, College Open House, Visual and Performing Art Expo, and College Admissions Presentation)	building a portfolio physically and digitally. Students will gain an understanding of presentation and preservation of works of art. Students will experience various careers and opportunities in the arts. Students will gain an understanding of the business of art: sales, distribution, and appraisal.	Project based, Written, and Oral Assessment (verbal & rubric) Presentation & Public Display	at end of year
☐ Artistic Voice and Personal Vision	9.1.12.A 9.3.12.A 9.1.12.B 9.1.12.C 9.1.12.E 9.1.12.H 9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.F 9.2.12.G 9.2.12.J 9.2.12.L	• Contextual Understanding / Personal Motivation of Artist • Style / Movements in Art • Historical Context / Relevance • Art for Art's Sake / Commercial Art & Commerce • Artist Statement	**Concepts/Goals/Objectives:** The student will research and explore the historical, cultural, and stylistic choices of various famous artists and their specific artistic voice. Students will develop a personal Artistic Vision through an Artist Statement. Students will develop and identify their Personal Style.	Project based, Written, and Oral Assessment (verbal & rubric)	3 weeks/ throughout Year
☐ Digital Portfolio	9.2.12.A 9.2.12.B 9.2.12.J 9.2.12.K	Names of file formats such as .pdf, .jpg, .gif, .bmp Tables Links Domain Names	**Concepts/Goals/Activities:** Students will need to make a digital portfolio of their work.	Project based, Written, and Oral Assessment (verbal & rubric)	3 weeks/ throughout the year, 2 week focus

		User Experience Photo Galleries vs Web gallery	Students will be introduced to web design platforms, canva, instagram portfolios, slide presentations.	Presentation & Public Display	at end of year

Sample Art Rubric (Categories for scoring maybe changed for specific Photography Topics and Techniques)				
Topics & Performance:	**Below Basic (6)**	**Basic (7)**	**Proficient (8)**	**Advanced (9-10)**
Applied Concepts (Elements & Principles) PA Standard 9.1.A-D 9.2.A-F	The project is incomplete or complete but shows no evidence of understanding the elements and principles.	The project was complete, but shows little evidence of planning or understanding the elements and principles of art and design.	The project shows adequate understanding of elements and principles of art. There is evidence of some planning	The project was planned carefully and there were several preliminary sketches,the student used elements and principles effectively to create a strong composition.
Design & Composition PA Standard 9.1.A-D 9.4.D	The project was incomplete or finished with no evidence of composition or planning.	The project was finished with trite imagery, solutions, and had no evidence of experimentation or originality.	The project was finished, but not completely original. The problem was solved logically.	The project was finished with total originality after thorough experimentation with the design and composition.
Aesthetics & Craft PA Standard 9.1.D, 9.1.I, 9.4.B	The project was incomplete or finished with no regard for craftsmanship or aesthetic value.	The project was finished with minimum effort and met minimum requirements with no extra effort.	The project was finished with hard work, but there were some details lacking effort.	The project was finished with maximum effort and they went well beyond requirements.
Skill Level & Progression PA Standard 9.1.A-D 9.3.A-E	The project lacks progression in skills, techniques and concepts based on pretest and/or demonstrations	The project was finished, but does not demonstrate a progression of skills, techniques and concepts .	The project was finished and demonstrates an emerging knowledge of skills, techniques, and concepts with few variations or synthesis.	The project was finished and demonstrates a knowledge of the skills, techniques and concepts presented with variation and synthesis.
Participation & Effort	The student was off-task most of the time or a non-participant. Project lacks quality and material awareness required for a finished artwork.	The student was off task some of the time. Project lacks quality and material awareness required for a finished artwork.	The student worked enthusiastically and assisted with preparation and clean up.	The student worked enthusiastically towards goals, made good use of class time, and assisted with preparation and cleanup

Sample Portfolio Guidelines

Advertising Design, Computer Animation, Fine Arts, Game Art and Design, Illustration, Painting, Photography, Printmaking, Sculpture

For traditional art portfolios, emphasis is often placed on skill in drawing from direct observation of live 3-dimensional objects (i.e. life drawing).

Include 10 to 20 works completed recently

Drawing samples – Include self-portraits, figure drawings, object studies, still-lifes and landscapes.

At least half of the portfolio should consist of drawing from direct observation.

Color theory – Demonstrate use of color in painting, printmaking, drawing and / collage work.

Three-dimensions – Include strong examples of composition, light, form, and spatial relations.

Digital work should be kept to a minimum.

Past work can be included, but it is more important to submit work that represents current skills and experiences.

Do not include such things as fan art, anime, tattoo designs, dragons, unicorns, etc.

Never copy directly from another artist. DO NOT PLAGIARIZE!

Submitting work simply to show a range of mediums (such as one charcoal, one pastel, one watercolor, etc) is not recommended if it sacrifices consistency of quality.