

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Photography I (950)

Department: Art Department

Teacher: Denise Freeman

Grade level: 10-12

Description of Course:

An introduction to the visual methods and technical skills needed to create, develop and print black and white photographs. Photo composition, history, and the aesthetics of effective visual images will be explored. Students should have access to a 35-mm camera and will be expected to buy their own photographic paper and film.

School – Wide Expectations:

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies:

Creating

1. Students will arrange and assemble visual elements and principles of an environment of using aesthetic composition principles.

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

- a. Demonstrate a more complex understanding of the elements of art and principles of design to accomplish commercial, personal, communal or other purposes of art;
- b. Create works that use the elements of art and principles of design to solve specific visual arts problems;
- c. Compare two or more perspectives about the use of organizational principles and functions in artwork and defend personal evaluations of these perspectives;
- d. Design to generate multiple solutions to a variety of art problems

2. Students will define and solve challenging technical problems independently using analysis and evaluation.

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

- a. Apply media, techniques and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions
- b. Create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes.
- c. Use complex art materials and tools in a safe and responsible manner.
- d. Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- e. Initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis and evaluation.

Performing

3. Students will demonstrate an understanding of the qualities light and light sensitive materials by reproducing work that demonstrates an understanding of health and safe practice.

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Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

- c. Compare two or more perspectives about the use of organizational principles and functions in artwork and defend personal evaluations of these perspectives;
- d. Design to generate multiple solutions to a variety of art problems

4. Students will demonstrate an understanding and use photographic equipment and related materials properly.

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Curriculum Standard 7: Understand the range of careers in the field of visual arts and identify careers associated with this field.

- d. Investigate career opportunities and professional options related to one's own strengths

Responding

5. Students will critique photographic work of their own and others through the elements of design and technical skills.

Curriculum Standard 5: Analyze, interpret, and evaluate their own and others' artwork.

- b. Defend personal interpretations to better understand specific works of art.
- c. Apply critical and aesthetic criteria in order to improve their own works of art.
- d. Reflect critically on various interpretations to better understand specific works of art.
- e. Analyze and interpret art works identifying relationships among form, context, and purposes.

Suggested Texts and Media (Software, AV, etc.):

1. Textbook: The Photographic Eye, Michael F. O'Brien and Norman Sibley
2. PhotoShop CS
3. History of American Photography (PBS) Part1,2, and 3

Suggested Instructional Strategies:

1. Lecture and Demonstration-Use of lecture, reading, visual work, “hands on” demonstrations are techniques that are implemented on a daily basis in the classroom and in the darkroom. Handouts and related photography equipment are used to demonstrate parts and applications of materials and photographic processes. An example of some of the units taught are; safety, composition, photographic equipment, chemistry and the darkroom, and the finishing process.

2. Lab Work (Darkroom)-All students have scheduled darkroom lab time on a three day cycle for 90 minutes. Each student has the opportunity to learn and practice the use of photographic equipment, materials, chemistry and technical skills, as well as, the application of safety. Students have the opportunity to apply their knowledge acquired from their lecture and demonstrations. The “hands on” experience provides challenging technical problems that they must use analysis and evaluation processes in order to understand the photographic process and the use of light sensitive materials.

Students begin working in the lab with close direction and supervision, with practice and skill building they begin to work independently. Students are expected to apply concepts learned through direct application.

3. Class Work- Students work in the classroom on independent photography assignments such as readings, professional journal abstracts, power point presentations on careers in photography (NH State Framework #7), composition, shooting assignments, spot toning, dry mounting, matting and finishing techniques.

4. Research Project-Students will gain a broader understanding of photography by gaining a historical perspective of the key individuals that have captured moments in time through the use of photography. It also provides a greater understanding of its technological advances and its impact on society.

5.Active Learning-Use of activity based learning experiences which include performing, creating and responding to visual arts.

Suggested Assessment Strategies:

- 1. Process Portfolio-**In order to demonstrate competency in performing, students communicate visual artwork that demonstrates their knowledge and understanding of technical skills and the processes used with photographic equipment and light sensitive materials.
- 2. Performance Rubrics-** Demonstrate an understanding of specific criteria outlined in the assignment. Formative and Summative Assessments are used in each Unit of Study.
- 3. Quiz/Test-** Students are assessed both through a “hands on” experience, as well as, written multiple choice, true/false and open responses.
- 4. Formal and Informal Individual and Group Critiques-** A variety of critique techniques are used to assess student work. Critiques are written and oral. Group critiques encourage peer learning, strengthens skills and techniques and promotes collaboration and community.