

# Curriculum Outline



**Campbell High School**

Character – Courage – Respect – Responsibility

Course & Level: Photography II 951

Department: Art Department

Teacher: Denise Freeman

Grade level: 10-12

## Description of Course:

The course takes the elements and principles learned in Photography I and provides opportunity for students to learn more advanced techniques for making expressive and creative images. Students will create a photographic portfolio. Students will explore photography through photojournalism, and advertising. Students should have access to a 35mm 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

*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.*

### Civic/Social:

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect

## Core Competencies:

### Creating

1. Students will modify their images using special photography techniques including the use of special effect filters, solarization, surface alteration, hand coloring, toning, and technological techniques. (critical thinking and problem solving)

Curriculum Standard 6: Students will make connections among the visual arts, other disciplines, and daily life.

- a. Compare the materials, technologies, media and processes of the visual arts with those of other disciplines.
- b. Compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines

### Performing

2. Students will apply retouching and finish techniques in their own photographic work. (critical thinking)

Curriculum Standard 6: Students will make connections among the visual arts, other disciplines, and daily life.

- a. Compare the materials, technologies, media and processes of the visual arts with those of other disciplines.
- b. Compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines.

3. Students will understand and apply lighting, studio techniques, and the use of photographic equipment and materials with proper and safe processes. (exhibit personal responsibility)

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.

- a. Use complex art materials and tools in a safe and responsible manner.
- b. Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- c. Initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis and evaluation.

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

4. Students will recognize and demonstrate techniques that are related to a career in photography.

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

- a. Recognize that a portfolio is a tool for professional artist and personal documentation, as well as, a requirement for a college admission.
- b. Prepare a portfolio for use in application to institutions of higher education or for the workplace.
- c. Prepare an exhibition, demonstrating an understanding of presentation.
- d. Investigate career opportunities and professional options related to one's own strengths

### Responding

5. Students will critique, appraise, and evaluate photographic work using the elements and principles of design, as well as, and technical applications.

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. (writing)
- e. Analyze and interpret art works identifying relationships among form, context, and purposes. (writing and speaking)

### Suggested Texts and Media (Software, A/V, etc.):

1. Textbook: The Photographic Eye, Michael F. O'Brien and Norman Sibley
2. PhotoShop CS
3. Professional Journals, Popular Photography, Shutterbug

### 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. Some examples of some of the units that are reviewed are safety, composition, photographic equipment, chemistry and the darkroom, and the finishing process. New units introduced consist of advanced creative techniques like; solarizing, handcoloring, multiple exposures, toning prints, the use of lighting and filters, studio shooting, and designing a functional pinhole camera.

**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 on an independent level. Students are expected to apply concepts learned through direct and "hands on" application.

**3. Class Work-** Students work in the classroom on independent photography assignments such as readings, professional journal abstracts, power point presentations on photography research and careers. (NH State Framework #7) Students work on studio shooting assignments with the use of creative lighting. They work in small groups and set up a studio shoot using props, costumes, models, and the use of proper lighting techniques. Students have the opportunity to apply the elements and principles of composition in their own studio environment.

**4. 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 with 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. Students have the opportunity to speak about their work and the work of others using formal critical concepts and techniques. Each student has the opportunity to present their individual unified portfolio to the class. Through the individual portfolio presentation process, students have the opportunity to speak effectively about their idea, use of composition, experience, technical processes, weaknesses and strengths of their work.