

DEPARTMENT: ART	COURSE TITLE: PHOTOGRAPHY I COURSE NUMBER: 609
GRADE(S): 9-12	PRE-REQUISITES (IF ANY): NONE

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Introduction	2 days	<ul style="list-style-type: none"> How photography affects our lives, what we want to record and why Introduction to work of famous photographers such as Brian Lanker and Henri Bresson 	Students will: <ul style="list-style-type: none"> Identify elements of strong and meaningful photos. Distinguish between personal and public photography. 	<ul style="list-style-type: none"> Did the student participate in class discussions? Can the student recognize, analyze, and verbalize, key visual elements such as content, lighting, composition, depth, angle, contrast, focal point, patterns, textures, details, and abstract shapes? 	<ul style="list-style-type: none"> Thinking and Responding Standard 4 Connecting and Contributing Standard 5
The Camera	5 days	<ul style="list-style-type: none"> Use of a manual, semi-automatic and automatic 35mm camera Shooting photos that illustrate student's interests as a way of introducing themselves to the teacher and other students 	Students will: <ul style="list-style-type: none"> Demonstrate ability to adjust a focus ring on a camera. Understand how different F-stops and shutter speeds affect images. Understand the use and purpose of light meters for correct exposures. Understand how to make automatic cameras adjustment for the above. Demonstrate ability to load and unload cameras. Understand various film speeds. 	<ul style="list-style-type: none"> Did the student shoot an example of limited depth of field? Did the student shoot an example of great depth of field? Did the student shoot an example of a fast shutter speed? Did the student shoot an example of a slow shutter speed? Did the student focus accurately on their focal point? Are the photos correctly exposed? 	<ul style="list-style-type: none"> Creating and Performing Standard 2 Connecting and Contributing Standard 7
Developing Film		<ul style="list-style-type: none"> Loading film onto a developing reel Using film developing chemicals 	Students will: <ul style="list-style-type: none"> Demonstrate ability to follow directions. Demonstrate ability to work in complete darkness 	<ul style="list-style-type: none"> Did the student successfully develop the film from the first assignment? 	<ul style="list-style-type: none"> Creating and Performing Standard 2
Making & Assessing a Contact Sheet	2 Day	<ul style="list-style-type: none"> Setting up the enlarger for a contact sheet Handling and developing printing paper Reviewing images on the contact sheet and assessing them for content, 	Students will: <ul style="list-style-type: none"> Follow verbal and visual directions. Understand the visual 	<ul style="list-style-type: none"> Did the student correctly expose and develop the sheet? 	<ul style="list-style-type: none"> Creating and Performing Standard 2

		composition, focus, depth of field and shutter speed examples	language of photography.		
Making a Print	1 day	<ul style="list-style-type: none"> • Making and analyzing a test strip • Using filters for contrast • Making a print 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze a test strip for correct exposure and contrast 	<ul style="list-style-type: none"> • Is the enlargement well composed, focused, and printed? 	<ul style="list-style-type: none"> • Creating and Performing Standard 2
Dry Mounting	1 day	<ul style="list-style-type: none"> • Using dry mount tissue and the dry mounting press to adhere photographs to mat boards • Preparing work for presentation 	<p>Students will:</p> <ul style="list-style-type: none"> • Choose mat board colors that enhance the image. • Demonstrate ability to set the irons to the correct temperature, use dry mount release paper, measure borders, cut mat board, and spot prints. 	<ul style="list-style-type: none"> • Is the photo well spotted and evenly mounted? 	<ul style="list-style-type: none"> • Creating and Performing Standard 2
Depth of Field and Shutter Speeds	1 week	<ul style="list-style-type: none"> • Printing a clear example of limited or great depth of field, and a clear example of a fast or slow shutter speed • Using the content of photos to introduce yourself, your environment and your interests 	<p>Students will:</p> <ul style="list-style-type: none"> • Utilize darkroom and photography skills at an independent level. 	<ul style="list-style-type: none"> • Did the student complete two spotted, dry mounted photos, one depicting depth of field and one depicting shutter speed? • Did the student's photos introduce him/her? 	<ul style="list-style-type: none"> • Creating and Performing Standard 1 & 2
Critique	1 day	<ul style="list-style-type: none"> • Displaying completed assignments • Discussing other's work in terms of composition, light, angles, focus, contrast, patterns and textures, depth, cropping, focal point, and presentation 	<p>Students will:</p> <ul style="list-style-type: none"> • Articulate what they can appreciate intuitively and visually. • Demonstrate ability to give and accept constructive criticism. 	<ul style="list-style-type: none"> • Did student participate in class? • Were all assignments completed? 	<ul style="list-style-type: none"> • Thinking and Responding Standard 3 & 4
Portraits	1 week	<ul style="list-style-type: none"> • Affect of light in a portrait (photographing a person's face using a moveable light source or in daylight, moving the subject to achieve at least 5 different lighting situations). • Including the elements of mood, environment, and personal expression in portrait photography 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the crucial nature of light in photography. • Demonstrate a sensitivity to the use of light, shadows, and contrast, as well as people, their expressions and their environment. 	<ul style="list-style-type: none"> • Students will present their 2 best portraits for critique. This and each subsequent assignment will be assessed by peers at a critique and assessed by the teacher for creative and technical skills. 	<ul style="list-style-type: none"> • Connecting and Contributing Standard 5 & 6
Landscapes and Cityscapes	1 week	<ul style="list-style-type: none"> • Exploration of landscapes (capturing the beauty of natural surroundings while concentrating on composition and focal points) • Exploration of urban environments (areas of population density and what people create in town or city centers) 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply knowledge of composition, FOCAL points, and lighting to create interesting photos of landscapes and cityscapes. 	<ul style="list-style-type: none"> • Did student complete one landscape and one cityscape? 	<ul style="list-style-type: none"> • Creating and Performing Standard 1 & 2

Patterns and Textures, Details, Abstractions	1 week	<ul style="list-style-type: none"> Photographing natural and man made patterns and textures Observing details of subjects to find interesting lines, shapes, textures, and patterns, that appear abstract when photographed at close range or when cropped in a particular way 	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate the visual acuteness necessary to include a variety of details Compose photos that have abstract qualities, concentrating on shapes, lines, patterns and textures. 	<ul style="list-style-type: none"> Did two student-selected prints clearly exemplify the objectives (patterns and textures, details and/or abstractions)? 	<ul style="list-style-type: none"> Creating and Performing Standard 1 & 2 Thinking and Responding Standard 3 & 4
Architecture	1 week	<ul style="list-style-type: none"> Photographing architecture (Students shoot one roll, shooting one building/house that is of particular interest to them for the first 15 frames, 5 frames of the outside from different angles, 5 frames of architectural details, and 5 frames of the interior, at least one of which must show how the architecture of the windows incorporates a view of the outside. The rest of the roll can be exploration of other interesting buildings, details and interiors.) 	<p>Students will:</p> <ul style="list-style-type: none"> Explore architecture to produce creative images. Use angles, composition, light, patterns and textures and details to enhance their photos. Crop, burn and dodge their prints, as necessary. 	<ul style="list-style-type: none"> Did two student-selected photos meet the objectives for architecture photography? Did student complete an individual, written self critique? 	<ul style="list-style-type: none"> Strand: creating and performing Standard 1 & 2 Strand: Thinking and responding Standard 3 & 4
Dreams	1 week	<ul style="list-style-type: none"> Surrealism in art, specifically photography Introduction to the work of famous surrealist photographers, including Jerry Uelsman 	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate ability to create photos with a surrealistic theme. 	<ul style="list-style-type: none"> Students will work in pairs with a checklist of evaluative comments, and students will give each other written and verbal feedback. Students will also pass in their best print for evaluation by the teacher. 	<ul style="list-style-type: none"> Creating and Performing Standard 1 & 2 Thinking and Responding Standard 3 & 4
Magazine Cover	1 week	<ul style="list-style-type: none"> Magazine cover photo Using Photoshop to add text to cover 	<p>Students will:</p> <ul style="list-style-type: none"> Utilize commercial applications of photography, including working within a given theme and format. Work effectively with words and pictures, color, and balance. 	<ul style="list-style-type: none"> Did the student's magazine cover demonstrate consistency of theme, consumer attraction, professionalism of presentation, creativity and technical skills? 	<ul style="list-style-type: none"> Creating and Performing Standard 1 & 2 Connecting and Contributing Standard 7
Transformations	1 week	<ul style="list-style-type: none"> Altering photographs to create a special look, such as sepia toning, painting, collaging, weaving, etc. 	<p>Students will:</p> <ul style="list-style-type: none"> Utilize new and different ways to enhance an image after it has been processed in the darkroom. 	<ul style="list-style-type: none"> Did the student's photo demonstrate creativity, originality, and appropriateness of process? 	<ul style="list-style-type: none"> Creating and Performing Standard 1 & 2 Connecting and Contributing 5 & 6
Photograms	2 days	<ul style="list-style-type: none"> Using transparent, semi-transparent, and 	<p>Students will:</p>	<ul style="list-style-type: none"> Did the student's 	<ul style="list-style-type: none"> Creating and

		opaque objects to create images on photo paper without using a camera or film.	<ul style="list-style-type: none"> • Work with composition and value scales, as well as shape, line and textures. 	photogram demonstrate creativity and technical skills?	<p>Performing Standard 1 & 2</p> <ul style="list-style-type: none"> • Connecting and contributing 5 & 6
Free Choice	3 days	<ul style="list-style-type: none"> • Utilizing the visual and creative concepts learned during the course to create photographs 	<p>Students will:</p> <ul style="list-style-type: none"> • Work independently, making all decisions concerning the final print and presentation. 	<ul style="list-style-type: none"> • Did the student complete the assignment successfully, without teacher intervention? 	<ul style="list-style-type: none"> • Creating and Performing Standard 1 & 2 • Connecting and Contributing 5 & 6
Photo Exhibit	2 days	<ul style="list-style-type: none"> • Final exam/project: students prepare and display their photo collections in the school lobby where other students, parents and community members are invited to discuss the students' work with them during the lunch period 	<p>Students will:</p> <ul style="list-style-type: none"> • Prepare for and participate in an art show opening. • Demonstrate an understanding of the etiquette of art show opening. • Understand the importance of displaying their work to the public and receiving feedback. 	<ul style="list-style-type: none"> • Students will be evaluated on the way they hang their board, the images they choose to display, their name card, their willingness to be helpful in preparing for the show and cleaning up, their attitude during the show, their responsive to their audience, and their shared participation on the provision of refreshments. 	<ul style="list-style-type: none"> • Connecting and Contributing Standard 8 • Thinking and Responding Standard 4