

DEPARTMENT: ART	COURSE TITLE: PHOTOGRAPHY II COURSE NUMBER: 610
GRADE(S): 9-12	PRE-REQUISITES (IF ANY): PHOTOGRAPHY I

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Review of Camera, Film developing, Printing, and Dry Mounting	1 week	<ul style="list-style-type: none"> Review of basic camera and darkroom techniques 	Students will: <ul style="list-style-type: none"> Demonstrate understanding of the technical skills necessary in photography. 	<ul style="list-style-type: none"> Class participation 	<ul style="list-style-type: none"> Connecting and Contributing standard 7
Portraits	1.5 weeks	<ul style="list-style-type: none"> Exploring the human form by photographing the body in sections Using angles, lighting, pose, and composition framing 	Students will: <ul style="list-style-type: none"> Demonstrate ability to push the film speed from 400 to 1600 in order to shoot under low light conditions without a flash. 	<ul style="list-style-type: none"> Class and teacher critique of one 7" or 8"x10" and two 5"x7" student-selected prints 	<ul style="list-style-type: none"> Creating and Performing standard 1 & 2
Surrealism	2 weeks	<ul style="list-style-type: none"> Surreal photo images, dreams and the subconscious. Black and white infrared prints and light's affect on color/value, contrast, and grain qualities. 	Students will: <ul style="list-style-type: none"> Shoot a roll of infrared black and white film, with surrealism and a personal interpretation of the subconscious as the creative goal. Understand how speeds can fluctuate with infrared film. Use a red filter with their cameras for added contrast. Correctly use a different developer and developing process for infrared film. Print to enhance the unusual qualities of infrared film. 	<ul style="list-style-type: none"> Class and teacher critique of one 7" or 8"x10" and two 5"x7" student-selected prints 	<ul style="list-style-type: none"> Connecting and Contributing standard 7 Creating and Performing standard 1 & 2
Reticulation	1.5 weeks	<ul style="list-style-type: none"> Using the film developing process to create unusual patterns and textures Shooting simple and complex subjects and compositions Using blank frames to overlay on other normal negatives as texture screens 	Students will: <ul style="list-style-type: none"> Melt and freeze the emulsion of the film during the film developing process. Demonstrate an understanding of what subjects and lighting conditions lend themselves best to this process. 	<ul style="list-style-type: none"> Class and teacher critique of one 7" or 8"x10" and two 5"x7" student-selected prints 	<ul style="list-style-type: none"> Creating and Performing standard 1 & 2 Thinking and Responding standard 4
Photo Essay	2 weeks	<ul style="list-style-type: none"> Themes and stories explored and presented in a series of photographs, discussed through the works of 	Students will: <ul style="list-style-type: none"> Shoot a roll of film with their own chosen theme or 	<ul style="list-style-type: none"> Class and teacher critique of four 5"x7" student-selected prints 	<ul style="list-style-type: none"> Connecting and Contributing

		professional photo essayists	<p>story.</p> <ul style="list-style-type: none"> Shoot and print a series of at least 4 photos that are consistent in style, content, and presentation. 		<p>standard 5 & 6</p> <ul style="list-style-type: none"> Creating and Performing standard 1 & 2
Kodaliths		<ul style="list-style-type: none"> Examples of kodaliths and the importance of light and shadows, which become shapes in this process. 	<p>Students will:</p> <ul style="list-style-type: none"> Shoot a roll of film, demonstrating an understanding that gray areas drop out of final kodalith images. Use kodalith sheet film to make contact sheets from original negatives and develop it in A & B kodalith developer. Reverse contact sheet image onto another sheet of kodalith film. Analyze the final images both as opaque negative and positive images. 	<ul style="list-style-type: none"> Class and teacher critique of one 7" or 8"x10" and two 5"x7" student-selected prints 	<ul style="list-style-type: none"> Connecting and Contributing standard 7 Creating and Performing standard 1 & 2
Sabettier	1.5 weeks	<ul style="list-style-type: none"> Discussion of images that have been developed with the Sabettier process. Exploration of the school, community and natural environment for subjects that may lend themselves to the Sabettier process. 	<p>Students will:</p> <ul style="list-style-type: none"> Use extra high contrast paper and follow numerous new directions on printing and developing these images. Experiment with exposure times as variables in creating very different looks from the same negative. 	<ul style="list-style-type: none"> Class and teacher critique of one 7" or 8"x10" and two 5"x7" student-selected prints 	<ul style="list-style-type: none"> Creating and Performing standard 1 & 2 Thinking and Responding standard 3
Self Portraits	3 days	<ul style="list-style-type: none"> Shooting self-portraits that reflect a particular mood or environment. 	<p>Students will:</p> <ul style="list-style-type: none"> Use the self-timer on a camera to set up a shot before one is in it. Plan their self-image and print several copies on photo postcard paper, one of which will be stamped and addressed back to the teacher during summer vacation or after graduation for seniors. 	<ul style="list-style-type: none"> Ability to focus and time shots Success in using self-portrait to communicate who they are Creativity in the use of light, angles, and environment will be major concepts that will be applied to the evaluation process 	<ul style="list-style-type: none"> Creating and Performing standard 1 Connecting and Contributing standard 7

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 3 & 4
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