

OMORENO VALLEY HIGH SCHOOL DIGITAL PHOTOGRAPHY CURRICULUM

Course Title: Digital Photography Course Number: 1171

Department: Fine Arts ADS Number: 1171

Prerequisites: Art 1 - survey

Length of Course: 1 semester Credit/PRI Area: .5 Grade Level(s): 10-12

COURSE DESCRIPTION

This course will use digital photography, using manual methods so that students will understand the technical aspects of the camera. Students ideally would be able to use manual SLR or Digital SLR cameras proficiently at the end of the course. Students will be expected to do photo assignments, which will be used to aid the yearbook, and will build their portfolio.

SYLLABUS

I. Composition and Elements of Visual Design

- a. Line (vertical, horizontal, diagonal, curved, leading)
- b. Shape
- c. Form – light and dark
- d. Color – hue, value, intensity, monochromatic color, analogous color, complementary colors, warm colors, cool colors
- e. Texture
- f. Unity
- g. Dominance and Subordination
- h. Coherence
- i. Balance
- j. Positive and Negative Space
- k. Rhythm
- l. Proportion - Rule of Thirds

II. Personal Expression and Production

- a. Photo-editing (Crop; adjust color, darkness, brightness; resize, print)
- b. Download, organize, copy and save photos, choosing file format
- c. Development of personal criteria for evaluating works-in-process and final products

III. History

- a. Photography as art
- b. Camera obscura
- c. Photographers
 - i. Niepce
 - ii. Daguerre
 - iii. Talbot

- iv. Archer
- v. Reporters: Fenton, Brady, Gardner, O'Sullivan, and Gibson
- d. Tintype, stereoscopic. Flexible roll-film, flashbulbs, digital

STRATEGIES

1. We will spend time in the following areas (plus more):
2. Reviewing, learning basic design in regards to composing photos
3. Professional printing information
4. Limited computer program skills
5. Professionalism and legal issues within the photo industry
6. Verbal communication skills
7. Career choices and options within this discipline

ASSESSMENTS

Students will be assessed on their ability to meet deadlines, their ability to work within a group, the ability to work individually, their knowledge of design programs, effort put forth and communication skills.

Tests will consist of short answer and essay. No forced answer tests will be given.

Students will be expected to critique their own work and classmates work upon completion of each photo assignment.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

[The Ansel Adams Guide : Basic Techniques of Photography - Book 1 \(Ansel Adams's Guide to the Basic Techniques of Photography\)](#)
by [John P. Schaefer](#)

SUGGESTED TITLES/AUTHORS WEB SITES:

www.planetphotoshop.com Tutorials for digital imaging.

www.dpreview.com glossary of terms and help with digital issues

SEMINAR PIECES OR USE:

<http://www.journalism.indiana.edu/gallery/Ethics/>

Ethics in photography and photojournalism via several university websites

STRAND I: VISUAL ARTS
CONTENT STANDARD 1: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.

A. **BENCHMARK:** *Show skill, confidence, and sensitivity in applying knowledge of art media and techniques to the production of artwork.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition.	Students create photos, self critique and group critique using the elements and principles of design as a guideline. Once the students have chosen their best, students submit their work for public exhibitions at the local gallery, and through national calls for entries.

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B. **BENCHMARK:** *Demonstrate knowledge of appropriate health and safety issues as they pertain to the use of art material and equipment.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Produce a body of work that reflects the effectiveness of selective mediums and techniques for communicating.	Students hand color, using oils, and digital black and white photos. They also learn that photography can be incorporated into alternative art through photo transfer using a gel medium. Using these different techniques allows students to choose different ways to best express an idea. At they end of the semester students will have a variety of art using photography as the base.

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C. **BENCHMARK:** *Recognize that there are multiple points of view about organizational principles of design and elements of art.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Use objects, symbols, and ideas in their artwork and use the skills gained to solve problems in daily life.	Students examine and critique Pulitzer prize winning photos. They see many of the principles of design have been broken, but the work is more effective because of it. Seminar: Why can the master's break the rules and its effective? What about in life—Does this in relationship exist with regard to taking risks and challenging established rules.

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D. BENCHMARK: Produce art that demonstrates the elements of art and principles of design in a variety of media.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Create a body of work via portfolio, which represents a personal exploration of viewpoints using principles and elements of design.	Through the many specific assignments students will have a diverse portfolio at the end of the semester. Students will photograph, “their best achievement”, “contrast”, “texture”, “close-up,” “emotion”, etc... All must be balanced, cropped appropriately, and use design principles.

STRAND I: VISUAL ARTS
CONTENT STANDARD 2: USE DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS TO EXPRESS IDEAS.

A. BENCHMARK: Describe how specific works of art can communicate an idea or elicit a variety of responses through the use of selected media, techniques, and processes.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Compare and contrast a variety of art works in a historical and cultural context, and assimilate this into personal expression. 2. Review and assess the use of design principles and elements in art.	Using the history of photography lessons, students examine how photography has changed the world. We look at specific photos and seminar on topics such as: <ul style="list-style-type: none"> • How photography affected westward expansion, • How photography allows us understand the great depression decades later. • The impact of documenting war. Are photographs objective artifacts?

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
		<ul style="list-style-type: none"> • Objectivity of cultural photographs While we examine the historical photos, we spend time critiquing them using the basic design skills and understand why they are successful photographs.

STRAND III: VISUAL ARTS
CONTENT STANDARD 3: INTEGRATE UNDERSTANDING OF VISUAL AND PERFORMING ARTS BY SEEKING CONNECTIONS AND PARALLELS AMONG ARTS DISCIPLINES AS WELL AS ALL OTHER CONTENT AREAS.

A. **BENCHMARK:** *Create art work that demonstrates an understanding of the relationship between selected subjects, symbols, images and design concepts from specific historic and cultural contexts, science, and the humanities.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Explore challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.	Students collectively Pulitzer prize winning photos. Each student chooses one photograph to research and critique. As a group, students discuss how (or if) the photography best communicated humanitarian/political world issues.

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B. **BENCHMARK:** *Examine how specific works are created and how they relate to historical and cultural contexts.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Include in portfolio form examples that demonstrate an understanding of art based on cross-discipline learning.	Students take photos to represent cultural or historical themes such as family, love, justice, poverty, and/or capture images from local events or celebrations.

STRAND IV: VISUAL ARTS
CONTENT STANDARD 4: DEMONSTRATE AN UNDERSTANDING OF THE DYNAMICS OF THE CREATIVE PROCESS

A. **BENCHMARK:** *Use oral and written methods to express the introspective process used in creating personal artwork.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Use the language of art criticism to explore and identify purposes for creating art. 2. Explain the visual and other sensory qualities in art and nature and their relationship to the social environment. 3. Investigate, analyze, and reflect on various writings, viewpoints and opinions about art. 	<p>Seminars – ongoing critique of digital art found by students on the Internet such as Time Magazine’s photos of the year.</p> <p>Students will discuss the artistic quality of photos and their historical relevance.</p> <p>Students read peer critiques and digital photography blogs to learn the language of art criticism.</p>

STRAND V: VISUAL ARTS
CONTENT STANDARD 5: OBSERVE, DISCUSS, ANALYZE, AND MAKE CRITICAL JUDGMENTS ABOUT ARTISTIC WORKS.

A. **BENCHMARK:** *Demonstrate knowledge of analytical processes to create critical aesthetic statements concerning selected works of art.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Analyze works of art for diverse world cultures and discuss the ideas, issues and events of the culture that these works convey. 2. Examine and analyze works of art and artifacts from diverse world cultures and place them in a cultural and historical context, using appropriate vocabulary. 	<p>Students examine and critique photography from professionals around the world using pbase.com as a source for photos.</p>

STRAND VI: VISUAL ARTS
CONTENT STANDARD 6: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.

A. **BENCHMARK:** *Identify the characteristics and purposes of the historical and cultural contexts of selected pieces of art.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Present a body of work within their portfolio that reflects the influences of a variety of cultural styles. 	<p>Students portfolios include examples of photos that attempt to replicate the style of famous photographers and cultural influences.</p>

STRAND VI: VISUAL ARTS**CONTENT STANDARD 6: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.**

B. BENCHMARK: *Describe uses and explore the meaning of art objects within diverse cultures, times, and geographic locations.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Interpret the meaning of works and artifacts in terms of the cultures that produced them, including the use of apprenticeship systems to maintain cultural heritage.	Students take self-portraits. Students are also assigned to create a portrait of their family culture.

STRAND VII: VISUAL ARTS**CONTENT STANDARD 7: DEMONSTRATE KNOWLEDGE ABOUT HOW TECHNOLOGY AND INVENTION HAVE HISTORICALLY INFLUENCED ARTISTS AND OFFERED NEW POSSIBILITIES FOR EXPRESSION.**

BENCHMARK: *Demonstrate effective visual communication using current arts-related technology.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Develop commencement portfolios and skills of analysis that show proficiency in one or more mediums including skill in using computers and other electronic media.	Students use digital photography, but the must learn manual photography operations and how film is developed. Students use to choose contrast, mid-tones, highlights and shadows. Students print their own photos beginning with a basic digital file.

STRAND VIII: VISUAL ARTS**CONTENT STANDARD 8: CONTRIBUTE TO COMMUNITIES BY SHARING EXPERTISE IN DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS AND BY PARTICIPATING IN THE ACTIVITIES OF CULTURAL INSTITUTIONS.**

BENCHMARK: *Exhibit studio work in community-based exhibits.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Develop commencement portfolios and skills of analysis that show proficiency in one or more media including skill in using computers and other electronic media.	Students must participate in at least one art exhibition. Students print, mat, and frame their own photos. Additionally students will create product photography that is used in advertising for community activities, such as photographing the masks that were used in creating posters to advertise the community Mardi Gras celebration.