

Art Planned Course: Photography – Grades 9 - 12

Unit: **Alternative Darkroom Techniques**

Content Standard: **Explore a variety of methods used in the darkroom to manipulate the photographic image.**

State Curriculum Standard:

Arts and Humanities: (Appendix A)

9.1.12:

D (Demonstrate specific styles in combination through the production or performance of a unique work of art)

E (Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques)

F (Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition)

9.3.12:

A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)

B (Determine and apply criteria to a person's work and works of others in the arts)

C (Apply systems of classification for interpreting works in the arts and forming a critical response)

G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)

9.4.12:

A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)

D (Analyze and interpret a philosophical position identified in works in the arts and humanities)

Career, Education and Work: 13.1.11. G, 13.2.11.D (Reference Appendix B)

Mathematics: 2.3.11. C, 2.5.11.B (Reference Appendix C)

Reading, Writing, Speaking and Listening: 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

National Educational Technology Standards: 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
<p>A. Discuss, Demonstrate, Apply Alternative Darkroom Techniques for Developing Photographic Prints</p> <p>B. Mat or Mount Finished Photographic Print in Professional Manner</p>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> View demonstrations and apply knowledge in the production of photographic prints concentrating on alternative darkroom techniques Photograms 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Computer technology Library references and resources Materials and tools for the creation of photographic prints Photography periodicals and 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Critiques Diagrams Project completed according to course content objectives Quizzes Tests

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	<ul style="list-style-type: none"> • Solarization • Negative sandwiching • Mirror Images • Negative images • Negative and photogram combination • Participate in class critiques to discuss the use of alternative darkroom techniques • Professionally assemble a mat for one of the aforementioned photographs 	<ul style="list-style-type: none"> books • Photography videos • Professional and student examples • Reproductions of a selected style, artistic movement, or individual artist's body of work • Teacher demonstrations • http://en.wikipedia.org/wiki/Solarization (description of solarization and the Sabatier effect) 	<ul style="list-style-type: none"> • Self-evaluations • Teacher observation • Word games/worksheets <p><u>Remediation/Enrichment</u> Reference Appendix F</p> <p><u>Technology Enrichment</u></p> <ul style="list-style-type: none"> • Use a variety of filters in Photoshop to manipulate a digital image • Compare alternative darkroom techniques to Photoshop filters to find similarities and differences • Create a finished digital image employing a variety of filters
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Unit: **Black and White Film**

Content Standard: **Learn the composition and proper handling of photographic film and paper.**

State Curriculum Standard:

Arts and Humanities: (Appendix A)

9.1.12:

C (Integrate and apply advanced vocabulary to the arts forms)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

Career, Education and Work: 13.1.11. G, 13.2.11.D (Reference Appendix B)

Mathematics: 2.3.11. C, 2.5.11.B (Reference Appendix C)

Reading, Writing, Speaking and Listening: 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

National Educational Technology Standards: 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
<p>A. Examine/Explore Photographic Film and Paper</p> <p>B. Utilize/Apply Knowledge Gained on Photographic Assignments</p>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Identify the five layers of film, their location, and their function Identify and discuss the characteristics of film <ul style="list-style-type: none"> Speed Grain Contrast Color sensitivity Examine current weather and lighting conditions to determine the type of film to be used in a photo shoot Identify similarities and differences between photo paper and film Complete an online web tutorial demonstrating the differences in film speeds 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Computer technology Library references and resources Materials and tools for the creation of photographic prints Photography periodicals and books Photography videos Professional and student examples Reproductions of a selected style, artistic movement, or individual artist's body of work Teacher demonstrations www.simcam.com 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Critiques Diagrams Project completed according to course content objectives Quizzes Tests Self-evaluations Teacher observation Word games/worksheets <p><u>Remediation and Enrichment</u> Reference Appendix F</p> <p><u>Technology Enrichment</u></p> <ul style="list-style-type: none"> Use digital SLR to compare the effect of a variety of film speeds when photographing in variety of environments and lighting conditions Complete a photo essay describing abilities and limitations of variety of film

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Unit: **Compositional Setup**

Content Standard: **Apply compositional tools and visual arts elements and principles for the creation of artworks and photographs.**

State Curriculum Standard:

Arts and Humanities: (Appendix A)

9.1.12:

A (Know and use the elements and principles of each art form to create works in the arts and humanities)

B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)

9.3.12:

A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)

C (Apply systems of classification for interpreting works in the arts and forming a critical response)

E (Examine and evaluate various types of critical analysis of works in the arts and humanities; contextual criticism, formal criticism, intuitive criticism)

F (Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time)

G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)

9.4.12:

A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)

C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)

D (Analyze and interpret a philosophical position identified in works in the arts and humanities)

Career, Education and Work: 13.1.11. G, 13.2.11.D (Reference Appendix B)

Mathematics: 2.3.11. C, 2.5.11.B (Reference Appendix C)

Reading, Writing, Speaking and Listening: 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

National Educational Technology Standards: 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
A. Identify/Apply Elements and Principles of Visual Arts B. Define, Discuss, Apply Following Compositional Concepts: <ul style="list-style-type: none">Symmetrical balanceAsymmetrical balanceLeading linesNegative space	<i>Options include but are not limited to:</i> <ul style="list-style-type: none">Direct instruction about the elements and principles of the visual artsCreate a collage that illustrates the elements and principles of the visual arts	<i>Options include but are not limited to:</i> <ul style="list-style-type: none">Computer technologyLibrary references and resourcesMaterials and tools for the creation of photographic printsPhotography periodicals and books	<i>Options include but are not limited to:</i> <ul style="list-style-type: none">CritiquesDiagramsProject completed according to course content objectivesQuizzesTestsSelf-evaluationsTeacher observation

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<ul style="list-style-type: none"> • Positive space • Focal point • Repetition • Rule of thirds • Horizon line placement • Spatial concepts <p>C. Mat/Present Finished Photographic Prints in Professional Manner</p> <p>D. Understand/Demonstrate Use of Cropping for Compositional Improvement</p> <p>E. Understand/Apply Critical Process When Evaluating Photographic Prints</p>	<ul style="list-style-type: none"> • Complete projects that illustrate knowledge of value, value scales, and spatial relationships such as perspective, overlapping, and proportion • Apply the critical process (describe, analyze, interpret, and judge) to speak/write about a photographic print • Compose a series of photos that illustrate the elements and principles of the visual arts • Select, measure, cut, and professionally assemble a mat for one of the photographs in the series 	<ul style="list-style-type: none"> • Photography videos • Professional and student examples • Reproductions of a selected style, artistic movement, or individual artist's body of work • Teacher demonstrations • Photoshop tutorials 	<ul style="list-style-type: none"> • Word games/worksheets <p><u>Remediation and Enrichment</u> Reference Appendix F</p> <p><u>Technology Enrichment</u></p> <ul style="list-style-type: none"> • Complete digital photographic assignments which illustrate a knowledge of elements/principles of visual design • Explore the compositional tools within the dSLR (i.e. cropping tools, rule of thirds grid on the LCD screen), focus points
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Unit: **Developing and Enlarging with Chemicals**

Content Standard: **Develop knowledge and competency in the use of photographic chemicals.**

State Curriculum Standard:

Arts and Humanities: (Appendix A)

9.1.12:

A (Know and use the elements and principles of each art form to create works in the arts and humanities)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

J (Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others)

K (Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities)

Career, Education and Work: 13.1.11. G, 13.2.11.D (Reference Appendix B)

Mathematics: 2.3.11. C, 2.5.11.B (Reference Appendix C)

Reading, Writing, Speaking and Listening: 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

National Educational Technology Standards: 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
<p>A. Discuss/Apply Safe Practices When Working With Photographic Chemicals</p> <p>B. Develop Competency Using Photographic Chemicals to Develop Photographic Film and Paper that has Been Exposed in Variety of Ways</p> <p>C. Understand/Predict How Photographic chemicals Will React with Photo-Sensitive Materials</p> <p>D. Understand/Apply How to Use Photographic Chemicals to Develop Prints Enlarged From Negatives</p>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> • Direct instruction about the safe use of photographic chemicals and the appropriate response to accidents with chemicals • Demonstrate knowledge gained about using photographic chemicals to develop photographic prints • Apply knowledge to develop prints of images taken with pinhole cameras • Apply knowledge to compose and develop contact prints such as photograms and cyanotypes 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> • Computer technology • Library references and resources • Materials and tools for the creation of photographic prints • Photography periodicals and books • Photography videos • Professional and student examples • Reproductions of a selected style, artistic movement, or individual artist's body of work • Teacher demonstrations 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> • Critiques • Diagrams • Project completed according to course content objectives • Quizzes • Tests • Self-evaluations • Teacher observation • Word games/worksheets

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		<ul style="list-style-type: none">• http://www.darkroomsource.net/tech-print-develop.shtml (step-by-step guide to developing photographic paper)• http://www.livingroom.org.au/photolog/tips/white_balance_tips_and_tutorials.php (digital links for white balance tutorials and information)	<p><u>Remediation and Enrichment</u> Reference Appendix F</p> <p><u>Technology Enrichment</u></p> <ul style="list-style-type: none">• Learn advanced camera options and experiment with their effects• Demonstrate an informed understanding of purpose and control of white balance options, color balance options, and exposure compensation• Complete a digital photographic essay demonstrating the aforementioned controls
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Unit: **Developing Film into Negatives**

Content Standard: **Demonstrate an understanding of the process by which photographic chemicals are used to develop film into negatives.**

State Curriculum Standard:

Arts and Humanities: (Appendix A)

9.1.12:

G (Analyze the effect of rehearsal and practice sessions)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

Career, Education and Work: 13.1.11. G, 13.2.11.D (Reference Appendix B)

Mathematics: 2.3.11. C, 2.5.11.B: (Reference Appendix C)

Reading, Writing, Speaking and Listening: 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

National Educational Technology Standards: 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
<p>A. Understand/Apply Knowledge for Developing Film into Negatives Using Photographic Chemicals</p> <p>B. Develop Competency in Loading Photographic Film onto Film Developing Reels</p> <p>D. Understand How Various Chemical Baths Affect Film during Film Developing Process</p> <p>E. Understand/Demonstrate How to Analyze Negatives for Defects</p>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Practice loading exposed film onto developing reels in the light while looking Practice loading exposed film onto developing reels under a table while not looking Practice loading exposed film onto developing reels inside a dark bag- loaded reel will be placed inside developing tank with lid secured Demonstrate gained knowledge of using photographic chemicals to develop film into negatives 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Computer technology Library references and resources Materials and tools for the creation of photographic prints Photography periodicals and books Photography videos Professional and student examples Reproductions of a selected style, artistic movement, or individual artist's body of work Teacher demonstrations 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Critiques Diagrams Project completed according to course content objectives Quizzes Tests Self-evaluations Teacher observation Word games/worksheets

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	<ul style="list-style-type: none"> • Discuss how each chemical bath effects the film during the film developing process • Cut developed negatives into strips of five frames • Slide negative strips into plastic negative sleeves • Analyze developed negatives for faults • Identify the cause of negative faults 	<ul style="list-style-type: none"> • http://www.darkroomsource.net/tech-bw-film.shtml (step by step instructions for developing film into negatives) • http://www.good-tutorials.com/ (list of free Photoshop tutorials) • http://www.hsl.unc.edu/Services/Tutorials/Photoshop/Welcome.htm (introductory Photoshop tutorial) 	<p>Remediation and Enrichment Reference Appendix F</p> <p>Technology Enrichment</p> <ul style="list-style-type: none"> • Learn the basic functions of a digital editing software program such as Photoshop for opening a new document, selection, painting, and viewing tools, sizing/resizing images or selections • Review digital imaging and storage options • Learn the basic functions of an image management program • Create a digital image that demonstrates understanding of selection, painting, and viewing tools
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Art Planned Course: Photography – Grades 9 - 12

Unit: Enlarging and Developing Photographic Prints

Content Standard: **Demonstrate an understanding of proper techniques and processes used to develop negatives into photographic prints.**

State Curriculum Standard:

Arts and Humanities: (Appendix A)

9.1.12:

B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)

C (Integrate and apply advanced vocabulary to the arts forms)

K (Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities)

9.2.12:

B (Relate works in the arts chronologically to historical events)

C (Relate works in the arts to varying styles and genre and to the periods in which they were created)

I (Identify, explain and analyze philosophical beliefs as they relate to works in the arts)

K (Identify, explain and analyze traditions as they relate to works in the arts)

9.3.12:

F (Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time)

Career, Education and Work: 13.1.11. G, 13.2.11.D (Reference Appendix B)

Mathematics: 2.3.11. C, 2.5.11.B (Reference Appendix C)

Reading, Writing, Speaking and Listening: 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

National Educational Technology Standards: 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
A. Process Negative into Photographic Prints B. Develop Competency in Using Enlarging Equipment Properly C. Understand/Demonstrate How to Make/Process: <ul style="list-style-type: none">Contact sheetsTest stripsFinal prints	<i>Options include but are not limited to:</i> <ul style="list-style-type: none">Examine enlarging equipment and complete enlarger diagramPractice using enlarging equipment properlyView demonstration and apply knowledge to make and process<ul style="list-style-type: none">Contact sheets	<i>Options include but are not limited to:</i> <ul style="list-style-type: none">Computer technologyLibrary references and resourcesMaterials and tools for the creation of photographic printsPhotography periodicals and booksPhotography videosProfessional and student examples	<i>Options include but are not limited to:</i> <ul style="list-style-type: none">CritiquesDiagramsProject completed according to course content objectivesQuizzesTestsSelf-evaluationsTeacher observationWord games/worksheets

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<p>D. Understand/Demonstrate How to Use Filters to Increase/Decrease Print Contrast</p> <p>E. Understand/Demonstrate How to Use Dodging and Burning to Alter, Improve, Control Print Tonal Quality</p>	<ul style="list-style-type: none"> • Test strips • Final prints • View demonstrations and apply knowledge to use filters to increase or reduce print contrast • View demonstrations and apply knowledge to use dodging and burning to improve and control print tonal quality • Use correct vocabulary when describing processes and techniques used to produce photographs • Select and mat a final finished print in a professional manner 	<ul style="list-style-type: none"> • Reproductions of a selected style, artistic movement, or individual artist's body of work • Teacher demonstrations • http://www.hsl.unc.edu/Services/Tutorials/Photoshop/Welcome.htm (web tutorials) 	<p><u>Remediation and Enrichment</u> Reference Appendix F</p> <p><u>Technology Enrichment</u></p> <ul style="list-style-type: none"> • Explore techniques in Photoshop for improving the quality of digital images • Adjusting levels • Color balance • Hue/saturation/brightness/contrast adjustments
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Unit: **Final Print Manipulation**

Content Standard: **Explore a variety of techniques for manipulating photographic prints for the creation of photo montages.**

State Curriculum Standard:

Arts and Humanities: (Appendix A)

9.1.12:

K (Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities)

9.3.12:

A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)

B (Determine and apply criteria to a person's work and works of others in the arts)

G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)

9.4.12:

A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)

D (Analyze and interpret a philosophical position identified in works in the arts and humanities)

Career, Education and Work: 13.1.11. G, 13.2.11.D (Reference Appendix B)

Mathematics: 2.3.11. C, 2.5.11.B (Reference Appendix C)

Reading, Writing, Speaking and Listening: 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

National Educational Technology Standards: 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
A. Demonstrate, Discuss, Apply Manipulation of Finished Photographic Print B. Mat/Mount Finished Photographic Print in Professional Manner	<i>Options include but are not limited to:</i> <ul style="list-style-type: none">• View demonstrations and apply knowledge to the production of alternative techniques for manipulation<ul style="list-style-type: none">• Photo montage collage• Elongated photo montage• Kaleidoscope photo montage	<i>Options include but are not limited to:</i> <ul style="list-style-type: none">• Computer technology• Library references and resources• Materials and tools for the creation of photographic prints• Photography periodicals and books• Photography videos• Professional and student examples	<i>Options include but are not limited to:</i> <ul style="list-style-type: none">• Critiques• Diagrams• Project completed according to course content objectives• Quizzes• Tests• Self-evaluations• Teacher observation• Word games/worksheets

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	<ul style="list-style-type: none">• Participate in class critiques to discuss use of alternative techniques for manipulation• Assemble a mat/mount for one of the aforementioned photographs	<ul style="list-style-type: none">• Reproductions of a selected style, artistic movement, or individual artist's body of work• Teacher demonstrations• http://www.luminous-landscape.com/tutorials/stitching.shtml (panoramas in Photoshop)	<p><u>Remediation/Enrichment</u> Reference Appendix F</p> <p><u>Technology Enrichment</u></p> <ul style="list-style-type: none">• Explore a variety of tools and techniques in Photoshop for manipulating digital images<ul style="list-style-type: none">• Layers• Transparency• Modes• Create digital images that demonstrate use of digital manipulation techniques<ul style="list-style-type: none">• Photomontage• Panoramas
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Art Planned Course: Photography – Grades 9 - 12

Unit: **History of Photography**

Content Standard: **Explore the development of the photographic process**

State Curriculum Standard:

Arts and Humanities: (Appendix A)

9.2.12:

A (Explain the historical, cultural and social context of an individual work in the arts)

C (Relate works in the arts to varying styles and genre and to the periods in which they were created)

D (Analyze a work of art from its historical and cultural perspective)

E (Analyze how historical events and culture impact forms, techniques and purposes of works in the arts)

F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)

G (Relate works in the arts to geographic regions)

H (Identify, describe and analyze the work of Pennsylvania artists in dance, music, theatre and visual arts)

I (Identify, explain and analyze philosophical beliefs as they relate to works in the arts)

J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)

L (Identify, explain and analyze common themes, forms and techniques from works in the arts)

Career, Education and Work: 13.1.11. G, 13.2.11.D (Reference Appendix B)

Mathematics: 2.3.11. C, 2.5.11.B (Reference Appendix C)

Reading, Writing, Speaking and Listening: 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

National Educational Technology Standards: 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
<p>A. Understand History of Photography as an Artist's Tool Through to Current Uses</p> <p>B. Understand History of Camera From Camera Obscura to Digital Camera</p>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Listen to direct instruction on the history of: <ul style="list-style-type: none"> Photography Cameras Film Complete a research paper or PowerPoint presentation on an element of photography or a specific photographer 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Computer technology Library references and resources Materials and tools for the creation of photographic prints Photography periodicals and books Photography videos Professional and student examples 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Critiques Diagrams Project completed according to course content objectives Quizzes Tests Self-evaluations Teacher observation Word games/worksheets

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<p>C. Discuss Progression of Photography and it's Cultural Influence as Journalistic Tool as Well as Fine Art Through Twentieth and Twenty-First Centuries</p> <p>D. Understand Historical Development of Light Sensitive Materials</p>	<ul style="list-style-type: none"> • Present the information gained through research to the class • Create timelines describing the evolution of photography or of a specific component of photography such as film 	<ul style="list-style-type: none"> • Reproductions of a selected style, artistic movement, or individual artist's body of work • Teacher demonstrations 	<p><u>Remediation and Enrichment</u> Reference Appendix F</p> <p><u>Technology Enrichment</u></p> <ul style="list-style-type: none"> • Complete a PowerPoint presentation or iMovie describing the development of digital photography and its current tools • Complete a PowerPoint presentation or iMovie describing the body of work of a photographer who works in the digital medium
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Art Planned Course: Photography – Grades 9 - 12

Unit: **Manual Single Lens Reflex Camera**

Content Standard: **Demonstrate an informed understanding of the 35mm Single lens reflex camera.**

State Curriculum Standard:

Arts and Humanities: (Appendix A)

9.1.12:

C (Integrate and apply advanced vocabulary to the arts forms)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

J (Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others)

Career, Education and Work: 13.1.11. G, 13.2.11.D: (Reference Appendix B)

Mathematics: 2.3.11. C, 2.5.11.B (Reference Appendix C)

Reading, Writing, Speaking and Listening: 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

National Educational Technology Standards: 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
<p>A. Identify/Explain Parts and Functions of Single Lens Reflex Camera</p> <p>B. Develop Competency Using Single Lens Reflex Camera</p>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Hands-on experience and functions of the manual single lens reflex camera Direct instruction on the parts of the camera <ul style="list-style-type: none"> Pentaprism Shutter Mirror Viewfinder Film advance lever Shutter release button Lens Depth of field Aperture ring Focus ring Film release button Sprocket wheel 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Computer technology Library references and resources Materials and tools for the creation of photographic prints Photography periodicals and books Photography videos Professional and student examples Reproductions of a selected style, artistic movement, or individual artist's body of work Teacher demonstrations 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> Critiques Diagrams Project completed according to course content objectives Quizzes Tests Self-evaluations Teacher observation Word games/worksheets

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	<ul style="list-style-type: none"> • Film take-up spool • Hot shoe • Split image circle • Film speed dial (ISO/ASA) • Film chamber • Shutter speed dial • Rewind crank • Develop an instruction manual to describe the parts, functions, and use of a manual single lens reflex camera • Draw a diagram of an SLR camera from all angles, labeling parts and functions • Hands on practice focusing the camera and using the light meter • Demonstrate an understanding of proper film exposure • Complete an online tutorial that simulates a manual exposure camera 		<p><u>Remediation and Enrichment</u> Reference Appendix F</p> <p><u>Technology Enrichment</u></p> <ul style="list-style-type: none"> • Understand the design principles of the dSLR camera in comparison to the manual SLR • Create a digital camera manual describing the functions of the classroom model • Explore the settings of the Digital SLR and the effects that can be created by both the manual and priority (i.e. landscape, portrait, etc) modes • Create a photographic essay that describes the specific functions of the priority modes
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Art Planned Course: Photography – Grades 9 - 12

Unit: **Types of Cameras**

Content Standard: **Study a variety of cameras and demonstrate an understanding how cameras work.**

State Curriculum Standard:

Arts and Humanities: (Appendix A)

9.1.12:

C (Integrate and apply advanced vocabulary to the arts forms)

J (Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others)

9.2.12:

B (Relate works in the arts chronologically to historical events)

K (Identify, explain and analyze traditions as they relate to works in the arts)

Career, Education and Work: 13.1.11. G, 13.2.11.D (Reference Appendix B)

Mathematics: 2.3.11. C, 2.5.11.B (Reference Appendix C)

Reading, Writing, Speaking and Listening: 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

National Educational Technology Standards: 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
<p>A. Identify/Explain Different Types of Cameras</p> <p>B. Identify/Explain How Different Types of Cameras Work</p> <p>C. Identify/Explain Advantages and Disadvantages of Each Type of Camera</p>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> • Direct instruction about the advantages and disadvantages of each type of camera • Hands-on experience with a Single Lens Reflex camera • Create a functional pinhole camera • Produce an original pinhole image 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> • Computer technology • Library references and resources • Materials and tools for the creation of photographic prints • Photography periodicals and books • Photography videos • Professional/student examples • Reproductions of selected style, artistic movement, or individual artist's body of work 	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> • Critiques • Diagrams • Project completed according to course content objectives • Quizzes • Tests • Self-evaluations • Teacher observation • Word games/worksheets

Art Planned Course: Photography – Grades 9 - 12

	<ul style="list-style-type: none"> • Mount and display a completed pinhole image • View online pinhole camera galleries • Speak/write about the process used to create a successful pinhole image 	<ul style="list-style-type: none"> • Teacher demonstrations • http://www.neocamera.com/feature_compare_10mp_dslr.html Digital camera comparison website 	<p><u>Remediation and Enrichment</u></p> <p>Reference Appendix F</p> <p><u>Technology Enrichment</u></p> <ul style="list-style-type: none"> • Create a PowerPoint presentation describing your understanding of computer, camera, and file storage vocabulary, such as bit, pixel, jpeg, tiff, etc. • Photograph a series of photos based upon a theme, download the series to a computer, and create a word document showing your series along with written descriptions of the individual images
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