

Photography I

Roanoke County Schools

Overview:

The student upon completion of the Photography course will:

I Perceive and Understand:

- How photography can be incorporated into other works of art
- The elements of design and design principles
- The purpose of critique
- The importance of developing a portfolio that illustrates the quality and a concentration
- The importance of developing a portfolio
- The importance of keeping a journal with independent work schedules and deadlines
- The importance of technology in Photography
- On an advance level the software program Photoshop in photography

II. Appreciate and be aware of

- The nine styles of photography:
High Art, Pictorialism, Straight, Documentary, Dynamism, Structuralism, and Abstraction, Metaphor, and Symbolism, Romanticism, and Dramatism, Surrealism

Suggested sequence:

1st qtr: High Art, Pictorialism, and Straight

2nd qtr: Documentary and Dynamism

3rd qtr: Structuralism and Abstraction

4th qtr: Metaphor and Symbolism, Romanticism, and Dramatism, Surrealism

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III. Possess knowledge of:

- Photo chemistry and how to use that knowledge to manipulate film development to achieve specific effects
- Specialized photographic equipment (auxiliary lenses, filters, electronic flash, enlarger attachments, etc.)
- Advanced lighting techniques
- Advanced materials (hand coloring materials, toning solution, etc.)
- Photographic aesthetics as practice by professional photographers
- Expanded photographic vocabulary

- In-depth knowledge of compositional techniques
- How the art of photography affects the expressiveness of the image
- Recognizing style characteristics of various professional photographers
- Recognizing the following ethical issues related to photography:
 - Negatives as original artwork
 - Copyright and image ownership
 - Sensitive subject matter-freedom of speech, racism, pornography
 - Computer manipulation of photographs
 - Release forms
- Relating current career possibilities to different styles of photography; Documentary to photojournalism, Pictorial or Straight to advertising
- The history of photography, recognize artists who incorporate photographic processes in their work with other media: Joseph Cornell, Edgar Degas, Marcel Duchamp, David Hockney, Robert Rauschenberg, Man Ray, Andy Warhol

IV. Create

- And construct photographic equipment, produce images and demonstrate a written evaluation and understanding of the history of photography, its major styles and leading exponents
- And produce images that demonstrate an understanding of camera, lenses, films, photographic papers, darkroom capabilities, and print finishing and mounting
- And produce photographs that demonstrate an understanding of visual perception related to photography
- And practice ethical procedures when using photography
- And produce images that demonstrate an understanding of careers related to photography and the steps necessary to pursue these careers
- And collect and maintain a binder, journal, and a portfolio that together illustrate their progress in the class

V. Produce Art work and demonstrate skills of:

- Manipulating film development to achieve specific effects
- Using various advanced in-camera photographic techniques (double exposure, silhouettes, foreground/background for information, pushing ISO /ASA)
- Using various advanced darkroom techniques (oversized images, Ortho-lith film development, manipulation of paper development, manipulating and /or adding texture, etc.)

- Using special effects not utilized in Photography I and fine tune know special effects.
- Using still life photography to create art and/or commercial images
- Using all laboratory materials and equipment safely
- Applying photographic skills to other disciplines
- Beginning to identify a personal style or direction in photography
- Producing prints which display a high level of craftsmanship (spot-free, scratch-free, proper contrast, proper exposure, in focus, effective cropping, effective presentation)
- Producing at least one 8x10 example of each of the nine photographic styles
- Producing in writing the findings of research for each style and keep a weekly journal with magazine examples of each style cut out, pasted and analyzed
- Producing a visual display of a recent technological advance in photography
- Using a variety of papers including fiber to match stylistic specifications

VI. Develop evaluative processes to:

- Demonstrate in oral, written, and visual form-an understanding of Visual perception related to photography
- Recognize the importance of developing a portfolio that illustrates the quality and concentration of one's effort
 - Produce a Photography II binder to include:
 - analysis and critiques
 - class notes and handouts
 - contact sheets and negatives
 - enlargements
 - research
- Keeping a journal with independent work schedules, weekly objectives, and deadlines
- Presenting a one-person show to the school and /or the community

Photography II

Roanoke County Schools

Instructional Strategies/Instructional Strategies with Sol's

These are only suggested activities, which you may wish to use to cover the skills and concepts in this curriculum. Your own activities may be added.

- Individual reading and research
- View and critique the work of professional photographers
- Hand coloring prints, toning and dying prints
- Using infrared, ortho-lith, reversal, slow, and/or transparency film
- Manipulate film processing (push developing, exaggerated grain)
- Using dodging and burning-in
- Montage (double negative printing)
- Using texture screens (commercial and handmade)
- Make oversized images
- Fine tune special effects introduced in Photography I
- 35mm shooting activities: skill life, double exposure, silhouette, foreground/background for information, pushing ISO, where to place the horizon, subject placement with in the format, using specialized photographic equipment (auxiliary lenses, filters, electronic flash, tripods, etc.) shooting for publication (yearbook, literary magazine, newspaper, etc.) framing with scenic elements, shooting in the style of a famous photographer, expressiveness, through studio lighting (portrait, animal dress-up portraits, close-ups to abstraction, negative prints, and fine turning any Photography I activities.

Photography II/Sol's with Instructional Strategies

Visual Communications and Productions

AIII.1 The student will maintain a sketchbook/journal that demonstrates research, fluency of ideas, concepts, media, and processes.

- Collect photos and resource images
- Use a sketchbook/journal for record keeping of photographic images

AIII.2 The student will maintain a portfolio that demonstrates the ability to select work objectively, based on technical skill, personal style, direction, and intended purpose by

- developing an area of concentration; and
- Editing and updating the portfolio to take to Portfolio or Advance Placement Studio Art.

- The student will develop an area of concentration
- The student will maintain a portfolio
- The student will develop a series of work
- The student will create photographs based on a common format or point of view

AIII.3 The student will produce works of art that integrate a consistent knowledge of the elements of art and the principles of design.

- Develop a series of photographs that is based on one or more elements of design

AIII.4 The student will use technology to create works of art that integrate electronic and traditional media.

- Manipulate photographs in a Photoshop program
- Combine digital, darkroom photographs with a Photoshop program

AIII.6 The student will develop skill, confidence, and craftsmanship in the use of media, techniques, and processes to achieve desired intentions in works of art.

AIII.7 The student will use knowledge of art styles, movements, and cultures as inspiration to produce works of art.

AIII.9 The student will maintain a high-level of integrity in ethical procedures when producing works of art.

AIII.10 The student will present and display works of art as part of the artistic process by
Selecting:

- preparing for display;
- presenting the exhibition; and
- Participating in a group assessment of the exhibition.

Cultural Context and Art History

AIII.12 The student will research and analyze art styles and cultures related to portfolio development

AIII.14 The student will identify the distinguishing features that place a work of art within a particular style, region, or period.

AIII.15 The student will analyze and discuss the influences of one culture upon another.

- Individual reading and research of style, region or period

Judgment and Criticism

AIII.18 The student will use an expanded art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.

AIII.21 The student will compare and defend two or more points of view regarding a work of art.

AIII.22 The student will analyze the attributes of a work of art in terms of its ability to evoke a viewer response and command sustained attention.

- Discuss in groups two or more points of view regarding a photograph

Aesthetics

AIII.24 The student will research, compare, and contrast the aesthetic ideals of two or more artists.

- Research a paper on two or more photographers with contrasting ideas in subject matter and approach.

AIII.27 The student will study, describe, analyze, and interpret the aesthetic qualities of works of art.

AIII.29 The student will describe the effects that works of art have on groups, individuals, and cultures.

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- critique works of photography from classmates to well known photographers
Research the impact the World War I and II photographs had on society