



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Fine Art Photography and Film 1 Grade Level(s): 10-12 Units of Credit: .5 Classification: Elective	Length of Course: 15 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 64.5 hours
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Course Description

This course is an introduction to photography as a fine art. Students will learn the history of photography through a combination of video, PowerPoint and internet sources. Students will learn how to operate a digital camera, both digicams and digital single lens reflect (SLR) along with their cell phone cams or iPads. Students will learn how to utilize the elements and principles of design in order to produce quality digital prints. Students will learn how to utilize Adobe Photoshop in order to edit and retouch prints. Students will learn how to crop and mat prints for presentation.

Instructional Strategies, Learning Practices, Activities, and Experiences

Critical Thinking Best Practices Strategies Bell Ringers	Guided Practice Flexible Groups Teacher Demonstration	Class Discussion Posted Objectives and Agenda Listening Examples
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Assessments

Quizzes	In-Class Projects	Photo Critiques
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Materials/Resources

Digital Cameras Adobe Photoshop Software Instructor-Originated PowerPoints	iPads Cell Phones/Cameras Operation and Design Principles	Computer Lab Internet Resources
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Adopted: 6/20/11

Revised: 5/21/18

Introduction to Photography	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>What is fine art photography?</p>	<p>The students will understand photography as an art form. The students will become familiar with fine art photographers. The students will learn how to apply the elements and principles of design in photography.</p> <p>Vocabulary: photography, camera, art, design</p> <p>Standards: 9.1.10.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.10.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.10.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.3.10.C ~ Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <ul style="list-style-type: none"> • Reading • Observation • Description • Analysis • Judgement

A Brief History of Photography	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Early photography pioneers Camera obscura The use of the camera obscura during the Northern Renaissance Early photography Nicephore Niepce Louis Daguerre Daguerreotypes Reactions/objections to photography in the art community Film photography and the darkroom Pioneers in photography The Introduction to Digital Technology</p> <ul style="list-style-type: none"> • Digital Camera • Development • Photoshop • Digital Art Pioneers <p>The future of photography Origins of photography</p>	<p>The students will learn the history of photography with the use of photos, stats and documented processes.</p> <p>Vocabulary: camera obscura, daguerreotypes, film, negative, enlarger, emulsion, silver gelatin, darkroom, exposure, double exposure, International Standards Organization (ISO), aperture, shutter, pixels, imaging</p> <p>Standards: 9.1.10.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.10.D ~ Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.10.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.10.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.1.10.K ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 9.2.10.A ~ Explain the historical, cultural, and social context of an individual work in the arts. 9.2.10.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.10.C ~ Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). 9.2.10.D ~ Analyze a work of art from its historical and cultural perspective. 9.2.10.I ~ Identify, explain, and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre). 9.2.10.J ~ Identify, explain, and analyze historical and cultural differences as they relate to works in the arts (e.g., plays by Shakespeare, works by Michelangelo, ethnic dance and music).</p>

A Brief History of Photography (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>Standards <i>(continued)</i></p> <p>9.2.10.K ~ Identify, explain, and analyze traditions as they relate to works in the arts (e.g., storytelling – plays, oral histories- poetry, work songs- blue grass).</p> <p>9.3.10.C ~ Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p>9.3.10.G ~ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p>9.4.10.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.</p> <p>9.4.10.B ~ Describe and analyze the effects that works in the arts have on groups, individuals, and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).</p> <p>9.4.10.D ~ Analyze and interpret a philosophical position identified in works in the arts and humanities.</p> <ul style="list-style-type: none"> • Reading • Discussion • Observation • Notetaking • Making comparisons • Journal writing • Understanding history

Basic Photographic Equipment	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The digicam Understanding the power of the "point and shoot" camera Modes of operation Menus Using settings to enhance your photography The digital single lens reflex camera Shutter speed</p> <p>Modes of operation:</p> <ul style="list-style-type: none"> • Auto • Program • Shutter • Aperture • Manual scenes • Shooting modes • Focus modes • Metering modes • Metering modes • White balance • Playback photo controls • Camera care <p>Aperture – What is an F-stop?</p> <p>How will understanding your camera help students become better photographers?</p>	<p>The students will learn about basic photographic equipment and how to use them.</p> <p>Vocabulary: digicam, single lens reflex, aperture, shutter/shutter speed, modes of operation, shooting modes, focus, servo, manual controls, depth of field, exposure, priority, image quality, raw, Tagged Image Format Files(TIFF), Joint Photographic Experts Group (JPEG), lens, filter, focal length, zoom, adjustable focal length, macro, wide angle, density and /neutral density, graduated neutral density, cross screen, flash</p> <p>Standards: 9.1.10.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.10.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. 9.1.10.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. 9.1.10.K ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <ul style="list-style-type: none"> • Proper camera operation • Understanding modes and menus • Blur reduction • Maximizing available light • Changing lenses, filters, batteries

Photographic Editing	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Saving and storing photographic images Introduction to imaging software Introduction to Photoshop Touring the Photoshop environment Tool panels Organizing and arranging documents Basic color settings Setting preferences Understanding layers Selection tools Creative Photoshop techniques</p> <p>Will students utilize photographic editing software to enhance photos?</p>	<p>The students will be able to use photographic editing software to improve or set up photos for print.</p> <p>Vocabulary: edit, panels, layers, selection tools, painting tools, path, type and shape tools, navigation, profiles, presets, preferences, merge, link, transparency, fill, vignette, gradient, bevel</p> <p>Standards: 9.1.10.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.10.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.10.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.10.D ~ Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.10.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.10.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. 9.1.10.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.1.10.K ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 9.3.10.G ~ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4.10.B ~ Describe and analyze the effects that works in the arts have on groups, individuals, and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds). 9.4.10.D ~ Analyze and interpret a philosophical position identified in works in the arts and humanities.</p> <ul style="list-style-type: none"> • Proper storage of photographic images and documents. • Cropping techniques • Photographic editing techniques • Decision making • Problem solving • Designing and editing

Basic Composition and Techniques	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Line Shape Balance Symmetrical balance Asymmetrical balance Radial balance Emphasis/focal point Form</p> <p>How will a familiarization with the elements and principles of design help students to develop as photographic artists?</p>	<p>The students will learn basic composition and techniques needed to make quality photos.</p> <p>Vocabulary: design, composition, design elements, design, principles, line, shape, form, space, color, negative space, positive space, symmetry, asymmetry, radial, emphasis</p> <p>Standards: 9.1.10.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.10.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.10.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.2.10.L ~ Identify, explain, and analyze common themes, forms, and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners). 9.3.10.A ~ Explain and apply the critical examination processes of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Identification and implementation of design elements • Identification and implementation of design principles • Creation of original works of art • Synthesis of ideas utilizing design elements and principles • Visual editing • Decision making

Application of Design Elements and Principals	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Line Shape Form Balance Symmetrical balance Asymmetrical balance Radial balance Space Positive space Negative space Using space wisely Value Texture Repetition Emphasis/focal point Harmony Color theory Framing techniques Rule of thirds Common photographic errors Point of View:</p> <ul style="list-style-type: none"> • Bird's eye view • Worm's eye view <p>Will understanding the elements and principles of design improve a student's photography?</p> <p>Will applying the elements and principles of design improve the quality of a student's photograph?</p>	<p>The students will learn how to use the elements and principles of design in photography.</p> <ul style="list-style-type: none"> • Synthesis of ideas • Creation of photographic • Composition • Portfolio development • Analytical thinking • Problem <p>Vocabulary: texture, repetition, focal point, harmony, framing, visual harmony, rule of thirds</p> <p>Standards: 9.1.10.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.10.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.10.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.10.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.10.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.10.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.1.10.K ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 9.3.10.A ~ Explain and apply the critical examination processes of works in the arts and humanities. 9.3.10.F ~ Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3.10.G ~ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p>

Photographic Genres	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Still life photography Landscape photography Macro photography Portrait photography Action photography Food photography Historical photography Photojournalism Scientific photography Abstract photography Social criticism Humor in photography Making a personal statement</p> <p>How can the understanding of photographic genres help the developing photographic student?</p>	<p>The students will learn how to take photos in each of the photographic genres.</p> <ul style="list-style-type: none"> • Identification of photographic genres • Shooting of different photographic genres • Shooting blurred action shots • Shooting stop action shots • Panning techniques • Using natural light vs. flash • Using macro settings on camera • Reducing imagery to design elements – abstraction • Using light to set a mood <p>Vocabulary: still life, landscape, portrait, macro, action, photojournalism, abstraction, tone, mood, genre</p> <p>Standards: 9.1.10.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.10.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.10.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.10.D ~ Demonstrate specific styles in combination through the production or performance of a unique work of art. (e.g., a dance composition that combines jazz dance and African dance). 9.1.10.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.10.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.10.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.1.10.K ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 9.2.10.A ~ Explain the historical, cultural, and social context of an individual work in the arts. 9.2.10.D ~ Analyze a work of art from its historical and cultural perspective.</p>

Photographic Genres (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>Standards – (continued)</p> <p>9.2.10.E ~ Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).</p> <p>9.2.10.F ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p>9.2.10.I ~ Identify, explain, and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p> <p>9.2.10.J ~ Identify, explain, and analyze historical and cultural differences as they relate to works in the arts (e.g., plays by Shakespeare, works by Michelangelo, ethnic dance and music).</p> <p>9.3.10.A ~ Explain and apply the critical examination processes of works in the arts and humanities.</p> <p>9.3.10.B ~ Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in Woman Combing Her Hair).</p> <p>9.3.10.C ~ Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p>9.3.10.F ~ Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p> <p>9.3.10.G ~ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p>9.4.10.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.</p> <p>9.4.10.B ~ Describe and analyze the effects that works in the arts have on groups, individuals, and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).</p> <p>9.4.10.D ~ Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>