

Fair Lawn Public Schools
Fair Lawn, NJ



Digital Photography
Semester Course - Grade 9-12
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Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Fine Art Mission Statement

The course offerings of the Fine Art Department provide all Fair Lawn High School students the opportunity to grow aesthetically; to develop and expand a critical awareness of their cultural heritage; and to acquire the skills needed to distinguish the fine from the mundane. The intent is to help students increase their perception and awareness of the environment, to encourage an imaginative and creative approach to problem solving, and to develop self-discipline and confidence. The varied courses offered by the Fine Art Department are designed to challenge all students to achieve higher levels of performance and appreciation.

New Jersey Core Curriculum Content Standards

Visual Arts:

Standard 1.1 (the creative process) all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 (history of the arts and culture) all students will understand the role, development, and influence of the arts throughout history and across the cultures.

Standard 1.3 (performance) all students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.

Standard 1.4 (aesthetic responses and critique methodologies) all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

For more specific details go to: <http://www.state.nj.us/education/cccs/standards/1/index.html>

Cross Curricular Core Content Standards

The units in this curriculum reflect the integration of the New Jersey Language Arts/Literacy, Mathematics, Science, Social Studies, Technology Literacy, and 21st-Century Life and Careers Core Curriculum Content Standards.

These integrated standards are:

Language Arts/Literacy – CCCS 3.1.E 1-5; 3.1.F 1-2; 3.1.H 1-7; 3.2.A 1-13; 3.2B 8-10; 3.2.C 1-5, 7, 9; 3.2.D 2, 4, 12; 3.3.A 1-3, 5; 3.3.B 5-6; 3.3.C 1-3; 3.4, 3.5.A 1-8; 3.5.B 1-7; 3.5.C 1-4

Mathematics – CCCS 4.2: 4.4.A 1-3; 4.4 B 1-2; 4.4 C 1; 4.5 E 1-3

Science – CCCS 5.2.P.A.1; 5.2.8.A.3; 5.2.4.B.1; 5.2.12.C.2

Social Studies – CCCS 6.1.P.D.1,2,3,4; 6.1.12.D.3.e; 6.1.12.D.8.b; 6.1.12.D.14.f

Technology Literacy – CCCS 8.1; 8.2

21st-Century Life and Careers – CCCS 9.1; 9.2

Common Core State Standards Initiative (2010)

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

Examples of these standards:

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)

njccs.nj.gov/

Course Synopsis

The Photography course is a class designed to introduce students to the basic foundation of camera operation and Adobe Photo Shop enhancement. The class will learn the history of the camera, famous photographers, and documentary photography. Students will learn a variety of studio lighting used in portraiture and table top photography. Students will learn about composition, elements of art, and principles of design as they relate to Photography. Students are given a wide range of projects, enforcing what they have learned and how to expand and grow. Problem solving and experimentation are encouraged. Careers in Photography are explored through assignments given. Multi culturalism and interdisciplinary education are ways of connecting outside our department and in our community.

The historical and cultural aspects of photography are also explored throughout the course. When appropriate, an awareness of the topic relevance to business and/or industrial applications is provided for each student. The subject matter is presented with an awareness of the National Art Education Association curriculum standards and the New Jersey State Core Curriculum Content Standards.

Course Benchmarks

1. Identify the Elements of Art and Principles of Design
2. Utilize the basic foundations of the Elements of Art and Principles of Design within the scope of each project
3. Identify a variety of cameras
4. Operate a 35mm SLR camera and digital SLR camera
5. Experience alternate printing methods
6. Identify famous photographers and their work.
7. Understand the basics of portraiture
8. Understand the basics of table top photography
9. Experience a variety of assignments that build career awareness in photography
10. Understand and utilize basic ideation development, critical thinking and problem solving skills, as they apply to their photographs

11. Utilize skills in Adobe Photo Shop for enhancement, correction, and special effects
12. Understand and utilize basic knowledge of critique and evaluation within their own and others' photographs

Scope & Sequence

History of Photography/Beginning Fundamentals

Time Frame Approximately 10 weeks

NJCCCS – Visual Arts: 1.1, 1.2, 1.3, 1.4

1. Pioneers of Photography
2. Photographic Processes
3. History of Cameras
 - a. Building Model Cameras
4. Parts of the Camera/Lenses
5. Famous Photographers
 - a. Group Presentations
6. Portraiture/Negative Making
7. Alternate Photo Printing
8. Halloween Portraiture
9. Documentary Photography
10. Careers in Photography

Studio and Outdoor Photography/Basic Photoshop Application

Time Frame Approximately 10 weeks

NJCCCS – Visual Arts: 1.1, 1.2, 1.3, 1.4

1. Elements of Art and Principles of Design
2. Lighting
3. Composition
4. Outdoor Photography (playground)
5. Architectural Photography (recreation center)
6. Mannequin Still-life
7. Personal/Cultural Still-life
8. High/Low Key Still-life
9. Glass Still-life
10. Food Still-life

Fine Art and Commercial Photography

Time Frame Approximately 10 weeks

NJCCCS – Visual Arts: 1.1, 1.2, 1.3, 1.4

1. Andy Warhol Portraits
2. Andy Warhol Still-life
3. Chuck Close Portraits
4. World of Peter Max
5. FX Portraits

6. Fashion
7. Marbleized Portraits
8. Hand Colored Portraits
9. Outdoor Portraits

Advertising/35 m/m SLR Operations/Miscellaneous

Time Frame Approximately 10 weeks

NJCCS – Visual Arts: 1.1, 1.2, 1.3, 1.4

1. IPOD Advertisement
2. Product Photography
3. Photojournalism Projects
4. Scientific and Forensic Photography
5. 35 m/m SLR Operation
 - a. Controlling depth of field
 - b. Controlling Shutter Speed
6. Greeting Card Design
7. Social/Environmental Poster
8. FX Photography
9. LP, CD, DVD, V-Game, Book Cover Design

Sample Lesson Plan

Project: iPod Advertisement

Time Frame: 5-8 class periods

Objective: Students will begin to explore the use of Photography and Adobe Photoshop in Advertising. Students will be introduced to Advertising as a career in Photography. Students will plan and research their project. Students will utilize prior knowledge of composition. Students will use the Elements of Art and Principles of Design to impact their work. Students will use text in a basic or creative context. Students will use still or freeze motion by use of flash photography. Students will use manual focus on the camera. Students will analyze their work and others through class-wide critique.

Strategies: Students will research iPod ads on Google images. Students will analyze composition, space, color, creativity of image or images. A white background is used. The backdrop will be lit with two tungsten 500 watt daylight bulbs. Students will instruct their model on how to do a basic pose. Later, a second attempt will be more creative using props or extras. Students will use manual focus on the camera and a flash will be used to illuminate the contour of the model. Students will pose with an iPod device. A flash will be used to freeze action such as hair when the model dances or jumps in a variety of ways. Students are encouraged to make the iPod visible when posing. In Adobe Photoshop, students will block the image to create a border. The background is washed out to create a completely white area. Levels are used to darken the image and keep some features visible. Students can also completely color in the subject to make it a silhouette. Students may choose a variety of backgrounds such as a solid color or pattern. Students have an option to make the subject black or color of their choice. The iPod can also be in the color of their choice. The headphones and wire will be painted using the brush tool. In some cases the silhouette may need to be sharpened on the contour edge. The last area is the text which can be creative of how the subject appears. Creatively is encouraged by the second shoot.

Assessment: Were students able to create a successful ad? How does it compare to the original iPod ad? Were ads successful in composition, color, space, and text? Was the design a copy of an ad or original and creative? Were students able to use the camera functions successfully? Were students able to give constructive criticism to their work and other students work?

Sample Lesson Plan

Project: Emulating a Famous Artist – Andy Warhol

Time Frame: 5 class periods

Objective: Students will use prior knowledge of table top lighting and composition to photograph a still-life. Students will explore the style of pop art. Students will research Warhol's still-life based work. Students will compare and contrast the Elements of Art and Principles of Design used by Warhol. Students will explore Fine Art Photography as career awareness. Students will use Adobe Photoshop to manipulate Elements of Art and Principles of Design to meet Warhol's effect of photo silk screen. Students will analyze their work and others through class-wide critique.

Strategies: Students will use Google images to research the work of Andy Warhol, Campbell Soup cans, and a variety of still-life images. Students have an option of making the project multicultural by choosing canned goods or boxed goods from their backgrounds. A white seamless backdrop is used in table top photography. Flat overhead lighting is used to minimize shadow. A 500 watt tungsten daylight bulb is used on a boom stand in direct light. In Adobe Photoshop, students will use posterization, curves, hue, and saturation, to create an image close to artist's style. Students can also render any imperfections such as shadow elimination to improve their work. Students are also encouraged to experiment with additional knowledge of Photoshop techniques. Students are encouraged to manipulate the hue to create false colors.

Assessment: Students will first assess themselves according to the class production rubric which includes "effort", "creativity" and "craftsmanship". Students will compare and contrast their work to the original artist's work in a class wide critique. Students will not only assess themselves but others. This will help students benefit through constructive criticism.

Assessment

1. Group Presentations
2. Lecture Participation
3. Projects – individual and group work
4. Homework
5. Examinations
6. Mid-term Examination
7. Final Examination Project
8. Portfolio Presentation and Review

Graded Skills	Design Criteria			
	6	7	8	9
Elements & Principles	Project incomplete or complete but shows no evidence of understanding elements/ principles, no planning	Project complete but shows little evidence of planning or understanding elements/principles	Project shows adequate understanding of elements/principles, evidence of some planning	Project planned carefully, several preliminary sketches, used elements/ principles effectively to create successful composition
Creativity & Originality	Project incomplete or finished with no evidence of experimentation, originality or creativity expressed	The student tried an idea but it lacked originality; substituted “symbols” for personal observation; unoriginal or copied.	The student tried 23 ideas before selecting one; or based his or her work on someone else’s idea; solved the problem in a logical way.	The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; demonstrated understanding problem solving skills.
Effort & Perseverance	Project unfinished or completed only after many prompts/ ideas/physical help & solutions from others	Project finished with minimum effort/met minimum requirements with no extra effort	Project finished with hard work but some details lacking	Project finished with maximum effort.
Craftsmanship /Skill	Project finished with no attention to details, quickly thrown together	Project finished but somewhat messy	Project finished with most details, minor flaws present	Project beautifully/ carefully made
Attitude /Responsibility	Student off task, lack of thought for materials, sought ways to avoid work	Student completed minimal work, often off task	Student worked consistently, assisted with preparation and cleanup	Student worked consistently and enthusiastically toward project, mature behavior
				Total