

Photography I Framework

Course Title Grade Level Semesters (1-2-3-4) Prerequisite	Photography I 10-12 1 semester (Fall/Spring) Art I
Course Description	This course will provide the beginner with the information necessary for a comprehensive understanding of the basic photographic techniques that apply to manual SLR cameras and the darkroom. Testing and evaluation are an important component of this course. Photography is a form of artistic expression; therefore it is essential that students possess the basic understanding of the elements and principles of design. All work is black and white. Materials of this course will be supplied from the course fee. Manual camera is required.
District-approved Materials and/or Resources	<u>A Short Course in Photography</u> , 2001: Prentice Hall

Unit of Study: major topics	Photograms The Photogram unit will introduce students to the darkroom and how to create a photographic image without the use of a camera.	Resources that will support instruction Slides of famous artist’s photograms such as Man Ray, previous student examples
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	Illinois State Goals for the Visual Arts 25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts 25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology 26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning 26.A.2f. Understand the artistic processes of printmaking, weaving, photography and sculpture. 27.B.4. Understand how the arts change in response to changes in society. 1.C.4a Use questions and predictions to guide reading 13.A.4a Estimate and suggest ways to reduce the degree of risk involved in science activities	
Objectives ○ Conceptual ○ Factual ○ Procedural	<ul style="list-style-type: none"> ● Demonstrate and apply skills necessary for developing a print in the darkroom. ● Utilize knowledge learned from Art Foundations I to create a visually stimulating, two-dimensional art piece. ● Gain familiarity with artists/photographers who are known for creating photograms. 	
Assessments	Performance Tasks Students will create 3 photograms that will be critiqued in class and turned in for a grade. The photograms will need to address the artistic problem of creating an art work that strictly emphasizes proper compositional aspects, which include but are not limited to the basic elements and principles of art & design.	Other Evidence Students will be observed and assisted as they learn to use the darkroom and equipment properly as they create their photograms

<p>Unit of Study: major topics</p>	<p>Introduction to Camera Functions & Bracketing</p> <p>This unit will introduce the manual camera and its functions to students. It will also introduce the concept of bracketing; a technique in varying aperture settings to obtain the best possible photograph with a given lighting condition. Students will learn to determine lighting and use the proper aperture to take a clean, crisp photograph.</p>	<p>Resources that will support instruction</p> <p>Slides of professional photographer work, teacher examples</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>Illinois State Goals for the visual arts</p> <p>25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts</p> <p>25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology</p> <p>26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning</p> <p>26.A.2f. Understand the artistic processes of printmaking, weaving, photography and sculpture.</p> <p>27.B.4. Understand how the arts change in response to changes in society.</p> <p>6.D.4 Solve problems involving recipes or mixtures, financial calculations and geometric similarity using ratios, proportions and percents.</p> <p>1.C.4a Use questions and predictions to guide reading</p> <p>13.A.4a Estimate and suggest ways to reduce the degree of risk involved in science activities</p>	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ○ Identify manual camera parts and functions ○ Successfully take first roll of pictures with a manual camera ○ Demonstrate the processes of developing negatives and printing photographs in the darkroom ○ Produce a contact print and 3 photographs 	
<p>Assessments</p>	<p>Performance Tasks</p> <ol style="list-style-type: none"> 1.Develop a roll of negatives 2.Print a contact sheet 3.Print 3 8x10 photographs of their choice from their roll of negatives 4.Successfully complete worksheets for the unit 	<p>Other Evidence</p> <p>Throughout the unit, students will be observed and assisted as they develop negatives, print contact sheet and photographs.</p>

Unit of Study: major topics	Motion/Shutter Speeds The Motion unit will help students understand the shutter speed settings on their camera and its effects. They will also learn to take diverse photographs that emphasize motion.	Resources that will support instruction Teacher and professional photographer examples will be shown, sports photography in particular.
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	Illinois State Goals for the Visual Arts 25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts 25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology 26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning 26.A.2f. Understand the artistic processes of printmaking, weaving, photography and sculpture. 27.B.4. Understand how the arts change in response to changes in society 6.D.4 Solve problems involving recipes or mixtures, financial calculations and geometric similarity using ratios, proportions and percents.	
Objectives ○ Conceptual ○ Factual ○ Procedural	<ul style="list-style-type: none"> ● Gain familiarity with motion photography and its history and usage ● Learn various shutter speed settings and its effects ● Demonstrate proper uses of shutter speeds 	
Assessments	Performance Tasks Students will... <ol style="list-style-type: none"> 1. Develop a roll of negatives 2. Print 3 photographs that demonstrate the use of 3 different shutter speeds and its effects 3. Successfully complete worksheets for the unit 	Other Evidence Throughout the unit, students will be observed and assisted as they develop negatives, and print their photographs.

Unit of Study: major topics	Night Photography The Night Photography unit will challenge students to find adequate lighting during the night to take photographs. They will also learn to use a tri-pod while taking pictures and learn the function of the “B” setting on their camera.	Resources that will support instruction Teacher and professional examples
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	Illinois State Goals for the Visual Arts 25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts 25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology 26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning 26.A.2f. Understand the artistic processes of printmaking, weaving, photography and sculpture. 27.B.4. Understand how the arts change in response to changes in society.	
Objectives ○ Conceptual ○ Factual ○ Procedural	<ul style="list-style-type: none"> ● Discover the “B” setting on Camera and its function ● Learn about the uses of a tri-pod when taking pictures ● Demonstrate how to take a photograph with very limited lighting 	
Assessments	Performance Tasks Students will... <ol style="list-style-type: none"> 1. Develop a roll of negatives 2. Print 3 photographs that were taken in the night with proper lighting for good contrast. 	Other Evidence Throughout the unit, students will be observed and assisted as they develop negatives, and print their photographs.

Unit of Study: major topics	Landscape The Landscape unit will introduce students to nature Photography and its beauty. The work of famed, American Photographer, Ansel Adams will be heavily emphasized. In addition, students will learn more about film speed, particularly the usage of 100 speed film and its qualities.	Resources that will support instruction Teacher and professional photographer examples (the work of Ansel Adams will be emphasized)
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	Illinois State Goals for the Visual Arts 25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts 25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology 26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning 26.A.2f. Understand the artistic processes of printmaking, weaving, photography and sculpture. 27.B.4. Understand how the arts change in response to changes in society.	
Objectives ○ Conceptual ○ Factual ○ Procedural	<ul style="list-style-type: none"> ● Become familiar with nature/landscape photography and the work of Ansel Adams ● Learn about film speeds, particularly slower films speeds like 100 that need more light ● Produce photographs taken in nature with proper lighting 	
Assessments	Performance Tasks Students will... 1. Develop a roll of negatives 2. Print 3 landscape photographs with proper contrast 3. Successfully complete worksheets for the unit	Other Evidence Throughout the unit, students will be observed and assisted as they develop negatives, and print their photographs

Unit of Study: major topics	Studio Lighting The Studio Lighting Unit will introduce students to professional photography in a studio setting. They will learn about indoor lighting and its effects on a photograph, technically and conceptually. In addition, students will learn how to tone their prints using Sepia toner.	Resources that will support instruction Professional artist examples shown, particularly the work of celebrity photographer, Annie Leibovitz
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	Illinois State Goals for the Visual Arts 25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts 25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology 26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning 26.A.2f. Understand the artistic processes of printmaking, weaving, photography and sculpture. 27. A.4b. Analyze how the arts are used to inform and persuade through traditional and contemporary art forms 27.B.4. Understand how the arts change in response to changes in society. 1.C.4a Use questions and predictions to guide reading	
Objectives ○ Conceptual ○ Factual ○ Procedural	<ul style="list-style-type: none"> ● Become familiar with Professional photographers, such as Annie Leibovitz ● Learn to work in a studio and its components; lighting, backdrops, props, models, costumes ● Work collaboratively and take turns directing, modeling and photographing each other in the “studio” ● Produce 3 photographs taken in the “studio” ● Demonstrate Sepia toning in one photograph 	
Assessments	Performance Tasks Students will... 1.Develop a roll of negatives 2.Print 3 photographs that were taken in studio, one print must be toned with the Sepia Toner 3. Successfully complete the studio lighting worksheet	Other Evidence Throughout the unit, students will be observed and assisted as they take photographs, develop negatives, and print & Sepia tone their photographs

Unit of Study: major topics	Solarization By viewing slides and learning about the dark-room process called, solarization students will create their own using negatives from previous projects.	Resources that will support instruction Teacher and previous student examples
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	Illinois State Goals for the Visual Arts 25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts 25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology 26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning 26.A.2f. Understand the artistic processes of printmaking, weaving, photography and sculpture. 27.B.4. Understand how the arts change in response to changes in society. 6.D.4 Solve problems involving recipes or mixtures, financial calculations and geometric similarity using ratios, proportions and percents. 1.C.4a Use questions and predictions to guide reading 13.A.4a Estimate and suggest ways to reduce the degree of risk involved in science activities	
Objectives ○ Conceptual ○ Factual ○ Procedural ○	<ul style="list-style-type: none"> ● Learn about solarization and Sabattier, the man who discovered the process ● Demonstrate that they know how a solarization is made by creating their own solarizations using negatives from previous assignments 	
Assessments	Performance Tasks Students will create 3 solarizations using negatives from previous assignments	Other Evidence Throughout this unit students will be observed and assisted in the darkroom as they create their solarizations

Unit of Study: major topics	Shadows and Texture The Shadow and Texture unit will have students find shadow and textures in their everyday environment.	Resources that will support instruction Teacher and professional photographer examples.
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	Illinois State Goals for the Visual Arts 25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts 25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology 26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning 26.A.2f. Understand the artistic processes of printmaking, weaving, photography and sculpture. 27.B.4. Understand how the arts change in response to changes in society.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● Become aware of their everyday environment by finding shadows and textures ● Be exposed to professional artist work that emphasize, shadows and textures ● Print their own Shadow and Texture pictures 	
Assessments	Performance Tasks Students will take photographs of shadows and textures in their everyday environment, develop a roll of film and turn in 4 photographs for a grade.	Other Evidence Throughout the unit, students will be observed and assisted as they develop negatives, print contact sheets and photographs.

Unit of Study: major topics	Depth of Field The Depth of Field unit will increase awareness of the distance between the camera lens and the subject being photographed. Also, the effect of adjusting aperture settings coupled with shutter settings will be examined.	Resources that will support instruction Teacher and professional photographer examples.
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	Illinois State Goals for the Visual Arts 25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts 25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology 26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning 26.A.2f. Understand the artistic processes of printmaking, weaving, photography and sculpture. 27.B.4. Understand how the arts change in response to changes in society. 1.C.4a Use questions and predictions to guide reading	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● Learn the importance of depth of field in photography, when and why it is essential. ● Take pictures at 3 different scenes, changing f-stop and shutter speed each time. At each scene there will be at least three pictures taken, one focusing on the foreground, middle ground, and background 	
Assessments	Performance Tasks Students will... <ol style="list-style-type: none"> 1. Turn in a contact sheet 2. A series of 3 pictures from the same series 3. Successfully complete worksheets for the unit 	Other Evidence Throughout the unit, students will be observed and assisted as they develop negatives, print contact sheets and photographs.