

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Visual Arts

<p><i>Mission Statement</i></p>	<p>The mission of Geneva Community School District #304 6-12 visual arts education curriculum is to guide students toward the development of visual literacy. Students will explore the language of the visual arts and how to express ideas in a visual format. Students will learn to identify and apply the basic elements and principles of design underlying artworks and how to analyze them.</p> <p>Students will understand how works of art are produced. They will learn traditional art making techniques as well as contemporary art processes including the use of technology and digital imaging. In addition, students will understand the role of art in civilizations, past and present, and its potential applications for the future.</p>
<p><i>Course Sequence (Grades 6-12)</i></p>	<p>Art I Art II, Photography I, Ceramics I Studio Art, Photography II, Ceramics II, Graphic Design AP Studio Art, Photography III Photography IV</p>

<p>Course Title</p> <p>Grade Level</p> <p>Semesters (1-2-3-4)</p> <p>Prerequisite</p>	<p>Photography III</p> <p>10-12</p> <p>1 semester (Fall/Spring)</p> <p>Photography II</p>
<p>Course Description</p>	<p>Applying the fundamental principles learned in Photography II, this course will take what they have learned a step farther. Digital photography will be used for more than half of the required projects. The students will be expected to display their knowledge of Photoshop through their digital photography. The students will also be expected to master the techniques of development in the darkroom. Students will be able to show their style of photography through these two mediums. All materials for this course will be supplied from the course fee. Manual camera requested.</p>
<p>District-approved Materials and/or Resources</p>	<ul style="list-style-type: none"> • 35mm SLR camera with manual functions • digital camera • Adobe Photoshop CS2 software • Darkroom Equipment

Unit of Study: major topics	Documentary Photography: Decisive Moments & Decisive Moment “Enhanced” Projects	Resources that will support instruction Images of photographs by Henri Cartier Bresson and Harry Callaghan, previous student examples and later the work of Scott Mutter
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	State Goals 25.A.4., 25.A.5.,25.B.4., 26.A.4e, 27.A.4a, 27.A.5., 27.B.4, 27.B.5.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	Students will examine the work of master decisive moment photographers, Henri Cartier Bresson and Harry Callaghan. They will take photographs with either their film or digital camera of decisive moments, a moment frozen in time that only the camera can catch. After presenting their photographs to the class for critique, they will then select their favorite moment of the three. They will scan that moment and manipulate it using Photoshop in a surreal manner by including exotic imagery. They will refer to the work of Scott Mutter.	
Assessments	Performance Tasks Students will take photographs of decisive moments, but only turn in three for a grade. They will also turn in one that was enhanced using Photoshop.	Other Evidence Observation of students working on projects and engaging in class discussions and slide shows.

Unit of Study: major topics	Social Commentary: The Implicit Question Project	Resources that will support instruction slides of past student work, teacher sample
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	State Goals 25.A.4., 25.A.5., 26.A.5., 26.A.4e, 27.A.4a, 27.A.4b, 27.B.4	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	The goal of the unit is for students to become aware of the powerful imagery found in glossy magazines that distort people’s perceptions of beauty and health. Specific goals for the project are... <ul style="list-style-type: none"> ▪ The students will become “producers” of media comments instead of remaining mere “consumers”. ▪ The students will utilize the tools of Photoshop in order to create an Implicit Question composition, an appropriated image with text. ▪ The students will draw inspiration from the slide show in order to construct a comment on media agendas. ▪ The students will select imagery from a magazine; scan the imagery into the computer and pair appropriated images with digitally created images, text and stock images. ▪ The students will formulate, edit, and layout text and imagery to create their Implicit Question compositions. 	
Assessments	Performance Tasks Students will produce an Implicit Question project of their own and print it to a 16X20” size document and present it to the class during critique day.	Other Evidence Observation of students working on projects and engaging in class discussions and slide shows.

Unit of Study: major topics	Surrealism in Photography & Computer Imaging: The Dream Comic Project	Resources that will support instruction slides of past student work, teacher sample, slides of professional artist work, Salvador Dali, Scott Mutter
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	State Goals 25.A.4., 25.A.3e., 26.A.4e, 27.A.4a, 27.A.4b, 27.B.4	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ▪ To allow students to explore creating a narrative of their dreams using a comic format. ▪ To introduce students to various contemporary artists & comic strip styles ▪ To allow students to experiment with the tools of Photoshop & strengthen their understanding of the program ▪ To give students the opportunity to utilize technology advanced medium (Photoshop) along with traditional art making techniques and genres in order to create a narrative in the form of a comic strip. ▪ To teach students how techniques of art making genres can be pushed further, breaking the mold in which they were created. ▪ To teach students about the importance of brainstorming and meditation to clarify jumbled thoughts and to organize art making experience and ideas. 	
Assessments	Performance Tasks Each student will create their own Dream Comic using Photoshop and traditional/non-traditional art media. That they will present to the class. They also have to turn in their storyboard at some point during the course of the project.	Other Evidence Observation of students working on projects and engaging in class discussions and slide shows.

Unit of Study: major topics	A Look at Contemporary Photography: Mimicry Project	Resources that will support instruction slides of past student work, teacher sample, slides of work done by professional contemporary photographers
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	State Goals 25.A.4., 25.A.5.,25.A.3e., 26.A.4e, 27.A.4a, 27.A.4b, 27.B.4, 27.B.5.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	Students will learn about a contemporary photographer of their choice by researching, writing and also taking pictures in the “style” of their chosen photographer.	
Assessments	Performance Tasks Students on critique day will have the following completed... <ul style="list-style-type: none"> • A two page paper on that provides information on their chosen photographer and an explanation of the students photographs for the project (how, why, where) • A bibliography page for their paper (must have 5 sources) • 3 (8x10) mounted prints 	Other Evidence Observation of students actively working on projects and engaging in class discussions and slide shows.