

Orange Unified School District
PHOTOGRAPHY II
Year Course

GRADE LEVEL: 11-12

PREREQUISITES: One year of Photography I or consent of instructor.

INTRODUCTION TO THE SUBJECT:

Photography II is a year-long lecture and lab course designed for those students who have successfully completed a year of photography and desire an in-depth study of the skills and techniques developed in Photography I. Photography II will emphasize further critical thinking skills required for artistic expression, expand on students' visual vocabulary in photography, and continue to explore contemporary attitudes and issues in the photographic arts. The curriculum is designed to follow the California Visual and Performing Arts Standards at grade levels 11 and 12, at the advanced level.

COURSE CONTEXT:

Photography II is an advanced course that prepares students for careers in Photography, Photo Journalism, Graphic Arts and Design, Video Production, and Fine Arts. This course is available to all 11-12 graders.

HISTORY OF COURSE DEVELOPMENT:

Photography II was developed by a committee of visual arts instructors representing the district high schools. UC personnel were consulted about the format and requirements for the "a-g" requirement approval. This course has been developed for all OUSD high schools.

COURSE GOALS AND/OR STUDENT OUTCOMES:

Students will gain experience by:

Exploring more complex photographic materials including traditional black and white and digital techniques, utilizing the visual aspects of the environment, objects, and people.

Expanding on their knowledge of various camera formats, print medium, and develop an expanded portfolio for exhibitions.

Continued research and writing about the historical and cultural contributions of the medium of photography and its influences on contemporary art of the twentieth and twenty-first centuries.

Expanding on their skills in analyzing works of photography and making more informed aesthetic judgments about their own photographs and those of their peers and the world around them.

Applying what they have learned about photography, to analyze and make aesthetic judgments of their own photographs, and to prepare an advanced portfolio for exhibition.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Photography II will meet the following Visual Arts Standards, Grades 10-12 Advanced from the Visual and Performing Arts Content Standards for California Schools, Kindergarten through Grade Twelve:

ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

- 1.1 Students will analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- 1.2 Students will discuss a series of their original works of art, using the appropriate vocabulary of art.
- 1.3 Students will analyze their works of art as to personal direction and style.
- 1.4 Students will research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.
- 1.5 Students will compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
- 1.6 Students will describe the use of the elements of art to express mood in one or more of their works of art.
- 1.7 Students will select three works of art from their art portfolio and discuss the intent of the work and the use of the media.
- 1.8 Students will analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

- 2.1 Students will create original works of art of increasing complexity and skills reflect their feelings and points of view.
- 2.2 Students will plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.3 Students will assemble and display objects or works of art as a part of a public exhibition.
- 2.4 Students will demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Students will use innovative visual metaphors in creating works of art.
- 2.6 Students will present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

- 3.1 Students will identify contemporary styles and discuss the diverse social and economic developments reflected in the works of art examined.
- 3.2 Students will identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.
- 3.3 Students will investigate and discuss universal concepts expressed in works of art from diverse cultures.
- 3.4 Students will research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art

AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

- 4.1 Students will describe the relationship involving the art maker (artist), the making artwork (product), and the viewer.

- 4.2 Students will identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.
- 4.3 Students will analyze and articulate how society influences the interpretation and message of a work of art.
- 4.4 Students will apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.
- 4.5 Students will construct a rationale for the validity of a specific work of art - artwork that falls outside their own conceptions of art.
- 4.6 Students will develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST SEMESTER

WEEKS

I.	Manipulation of Print	6-8
	A. Toning	
	B. Hand coloring	
	C. Solarization	
	D. Composite negative	
	E. Multiple printing	
	F. Selective development	
II.	Abstraction	2-4
	A. Close-up photography	
	B. Light and shadow	
	C. Shape and form	
	D. Line and texture	
III.	Studio Work	2-4 Ongoing
	A. Portraiture	
	B. Still-Life	
	C. Commercial applications in advertising and fine arts	
IV.	Introduction to Advanced Portfolio Development	2 to Ongoing

SECOND SEMESTER

I.	Digital Camera Project	4-6
	A. Use of digital camera	
	B. Scanning and manipulation of original works	
	C. Introduction to Photo Shop	

	<u>WEEKS</u>
II. Research, Analysis, Interpretation and Emulation of the Style of a Photographer	2-4
III. Development of a Photographic Series in Book Form	4-8
IV. Portfolio Completion and Exhibition	4-8

TEXTS AND SUPPLEMENTAL MATERIALS

Textbooks are adopted on a seven-year cycle that is scheduled for all subjects, including the visual arts. All textbooks are reviewed by all of the Photography II teachers at all the high schools and they serve as a committee to make the final selection. Each Photography II instructor may purchase supplemental textbooks and materials through the high school media center.

Supplemental materials such as overheads, videos, posters, prints and teacher textbooks and materials may also be purchased by individual schools and instructors.

Subscriptions to photographic magazines and other periodicals appropriate to Photography II curriculum are encouraged.

Students are encouraged to use the Internet for research and reading on assigned and enrichment projects and research.

The Media Centers have a rich resource of books that address the elements of art and principles of design, photo journalistic books, cultural arts, and art history and the philosophy of art, as well as of photography.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods include lecture, demonstration, discussion, reading and writing, group work, student presentations, interviewing, observation, field study trips, guest presentations, videos, films, the Internet and other technology such as digital cameras and PowerPoint presentations. Student outcome include project-based learning, written responses, written reports, notebooks, exhibition and a portfolio of photographs.

ASSESSMENT METHODS AND/OR TOOLS

Assessment methods include ongoing student evaluation of their own photographs based on rubrics. Students learn to assess, analyze and evaluate their own photographs and photographs of their peers and major photographers using the vocabulary of the visual arts. Homework includes the continuing development of personal notebook, reading (textbook/research assignments) and writing, student reports and presentations.

ASSESSMENT CRITERIA

Rubric criteria are established by the instructor with student input. Standards for academic performance are based upon the Content Standards in the Visual and Performing Arts Standards for California Public Schools, Kindergarten Through Grade Twelve, Grade Nine Through

Twelve Advanced. Student portfolios for assessment are used to measure student growth and learning over time.

DATE OF LAST CONTENT REVISION: December 1982

DATE OF CURRENT CONTENT REVISION: March 2006

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