

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY  
DRAFT**

<b>COURSE TITLE:</b>	<b>Photography Arts I</b>
<b>COURSE NUMBER:</b>	<b>4420</b>
<b>CALPADS NUMBER:</b>	<b>5760</b>
<b>CST:</b>	
<b>DEPARTMENT:</b>	<b>Visual and Performing Arts and/or Industrial Technology</b>
<b>NCLB CREDENTIAL REQUIREMENT:</b>	<b>To be determined by the Credential Analyst in Personnel</b>
<b>LENGTH OF COURSE</b>	<b>One Year</b>
<b>CREDITS PER SEMESTER</b>	<b>5 Credits</b>
<b>GRADE LEVEL(S)</b>	<b>Grades 9<sup>th</sup> – 12<sup>th</sup></b>
<b>GRADUATION REQUIREMENT OR ELECTIVE:</b>	<b>Elective -This course fulfills the one-year Fine Arts requirement and the U.C. / C.S.U. “f” requirement</b>
<b>PREREQUISITES:</b>	<b>None</b>

**BOARD OF EDUCATION ADOPTION:**

**COURSE DESCRIPTION**

Photography Arts I is a year long course in the study of basic photography. Using pinhole, traditional and digital camera operations, students are taught the terminologies and techniques of black and white and color photographic productions. The safe handling and use of photographic chemistry, the making of photographic prints and enlargements and the mounting and display of finished work are also covered. Within the context of studio production, students will study the sensory, formal, expressive and aesthetic properties of photographic art and will examine closely the history and development of photography and its cultural dimensions. Students will be able to link photography to other art forms and disciplines and will understand its application to careers within contemporary society.

Students will explore fine art photography, photojournalism, fashion photography, commercial, portrait, scientific, nature and wildlife, graphic design, and sports photography. Students will be challenged with assignments that replicate work done in various career options with the enhancement of critical thinking skills, communication, health and safety, responsibility, technology, ethics and leadership.

**COURSE OUTLINE:**

The major goals are grounded in the MDUSD Visual and Performing Arts Standards which include artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations. The major goals also align with the Career Technical Education Standards for Arts, Media and Entertainment Industry Sector Pathway.

## **1. MAJOR GOALS**

- 1.1 To learn the terminology and vocabulary of visual art and design necessary to analyze and respond to the sensory, formal and expressive properties of photographs.
- 1.2 Acquire the technical skills of photography necessary to communicate in the medium.
- 1.3 To make aesthetic judgments using the elements of good design as distinct from personal preference.
- 1.4 To recognize and distinguish the historical and/or cultural underpinning of photographs, developing basic historical/cultural literacy.
- 1.5 To produce high quality, meaningful work that establishes links to acknowledged cultural and artistic traditions of photography as well as an awareness of current trends.
- 1.6 To develop the recognition and understanding of the relationship and relevance between photographic technologies and core academic subjects.
- 1.7 To instill confidence through individual challenged and creative problem based learning.
- 1.8 To develop work place skills and the ability to work safely within a studio environment.

## **2. PERFORMANCE OBJECTIVES:**

### **Pathway Standards**

A1.0 Students master appropriate visual and performing arts (VPA) and English-language (ELA) content standards in relation to visual, aural, written, and electronic media projects and products.

*(The standards listed below retain in parentheses the numbering as specified in the VPA and ELA content standards adopted by the State Board of Education.)*

### **A1.1. Specific applications for VPA Artistic Perception standards for Visual Arts At the proficient level (grades nine through twelve)**

- (1.1) Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- (1.3) Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- (1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

- (1.6) Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

**Specific applications of VPA Artistic Perception standards for Visual Arts at the advanced level (grades nine through twelve)**

- (1.3) Analyze their works of art as to personal direction and style.
- (1.6) Describe the use of the elements of art to express mood in one or more of their works of art.
- (1.7) Select three works of art from their art portfolio and discuss the intent of the work and the use of media.

**A1. 2 Specific applications of VPA Creative Expression standards for Visual Arts at proficient level (grades nine through twelve):**

- (2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- (2.2) Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- (2.3) Develop and refine skill in the manipulation of digital imagery (either still or video).

**Specific Applications of VPA Creative Expression standards for Visual Arts at the advanced level (grades nine through twelve):**

- (2.1) Create original works of art of increasing complexity and skill in a variety of media that reflects their feelings. And points of view.
- (2.2) Plan and create works of art that reflect complex ideas such as distortion, color theory, arbitrary color, scale expressive content and real versus virtual.
- (2.4) Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme or emotion.
- (2.6) Present a universal concept in a multimedia work of art that demonstrates Knowledge of technology skills.

**A1.3. Specific Applications of VPA Historical and Cultural Context standards for Visual Arts at the proficient level (grades nine through twelve)**

- (3.1) Identify similarities and differences in the purposes of art created in selected cultures.
- (3.2) Identify and describe the role and influence of new technologies on contemporary works of art.
- (3.3) Identify and describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.

**Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the advance level (grades nine through twelve):**

- (3.2) 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) Investigate and discuss universal concepts expressed in works of art from diverse Cultures.

**A1.4 Specific applications of VPA Aesthetic Valuing standards for the Visual Arts at the proficient level (grades nine through twelve):**

- (4.1) Articulate how personal beliefs, cultural traditions, and current social, political contexts influence the interpretation of the meaning or message in a work of art.
- (4.3) Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- (4.4) Articulate the process and rationale for refining and reworking one of their own works of art.
- (4.5) Employ the conventions of art criticism in writing and speaking about works of art.

**Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the advanced level (grades nine through twelve).**

- (4.1) Describe the relationships involving the art maker (artist), the making (process), the artwork (product) and the viewer.

**A1. 5 Specific applications of VPA Connections, Relationships, Application standards for Visual Arts at the proficient level (grades nine through twelve).**

- (5.2) Create a work of art that communicates a cross- cultural or universal theme taken from literature or history.

**Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the advanced level (grades nine through twelve).**

- (5.1) Speculate on how advances in technology might change the definition and function of the visual arts.
- (5.2) Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.
- (5.3) Prepare portfolios of their original works of art of variety of purposes (e.g. view for postsecondary application, exhibition, job applications and personal collection.
- (5.4) Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

**A1.7 Specific applications of ELA Writing Strategies and Applications standards (grades eleven and twelve):**

- (1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.

## **Specific applications Written and Oral English Language Convention Standards (grades eleven and twelve)**

- (1.1) Demonstrate control of grammar, diction and paragraph and sentence structure and an understanding of English usage.
- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (1.3) Reflect appropriate manuscript requirements in writing.

A2.0 Students understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

A2.2 Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation

A2.3 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

A2.8 Use models, simulations, and other tests to determine optimal design solutions from a variety of options.

## **Arts, Media and Entertainment Industry Sector**

### **Foundation Standards**

#### **1.0 Academics**

Students understand the academic content required for entry into postsecondary education and employment in the Arts, Media and Entertainment Sector.

*(The standards listed below in parentheses the numbering as specified in the mathematics, science, history-social science, and visual and performing arts content standards adopted by the State Board of Education.)*

#### **1.1 Mathematics**

##### **Specific applications of Measurement and Geometry standards (grade seven):**

- (1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).
- (1.2) Construct and read drawings and models made to scale.

##### **Specific applications of Mathematical Reasoning standards (grade seven):**

- (1.3) Determine when and how to break a problem into simpler parts from the context of the problem.
- (3.1) Evaluate the reasonableness of the solutions in the context of the original situation.

##### **Specific applications of Probability and Statistics standards (grades eight through twelve):**

- (8.0) Students organize and describe distributions of data by using a number of different methods. Including frequency tables, histograms, stand line and bar graphs, stem-and leaf displays. Scatter plots and box-and-whisker plots.

## 1.2 Science

### **Specific applications of Physics standards (grades nine through twelve):**

- (4.e) Students know radio waves, light, and X-rays are difference wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately  $3 \times 10^8$ m/s (186,000 miles/sec).
- (4.f) Students know how to identify the characteristic properties of waves, interference (beats) diffraction, refraction, Doppler effect and polarization.

### **Specific applications of Investigation and Experimentation standards (grades nine through twelve):**

- (1.b) Identify and communicate sources of unavoidable experiment error.
- (1.c) Identify possible reason for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.1) Analyze situations a solve problems that require combining and applying concepts from more than one area of science.

## 1.3 History-Social Science

### **Specific applications of Chronological and Spatial Thinking standards ( grades nine through twelve):**

- (2) Students analyze how change happens at different rates at different times: understand that some aspects can change while others remain the same: and understand that change is complicated and affects not only technology and politics but also values and beliefs.

### **Specific applications of Historical Research, Evidence and Point of View standards ( grade nine through twelve):**

- (1) Students distinguish valid arguments from fallacious arguments in historical interpretations.
- (2) Students identify bias and prejudice in historical interpretations.
- (4) Students construct and text hypotheses, collect evaluate, and employ information form multiple Primary and secondary sources and apply it in oral and written presentations.

### **Specific applications of Historical Interpretations Standards (grades nine through twelve):**

- (1) Student show the connections, causal and otherwise, between particular historical events and larger social economic and political trends and developments.
- (4) Students understand the meaning, implication, and input of historical events and recognize that events could have taken other directions.

**Specific applications of World History, Culture and Geography: the Modern World standards (grade ten):**

- (10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
- (10.6.4) Discuss the influence of World War I on literature, art and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).

**Specific applications of United States History and Geography : Continuity and Change in the Twentieth Century Standards (grade eleven)**

- (11.5.5) Describe the Harlem Renaissance and new trends in literature, music, and art with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes)
- (11.5.7) Discuss the rise of mass production techniques the growth of cities, the impact of new technologies (e.g., the automobile, electricity) and the resulting prosperity and effect on the American landscape.

**Specific applications of Principles of American Democracy (grade twelve)**

- (12.8) Students evaluate and take and defend positions on the influence of the media on American political life.
- (12.8.3) Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

**1.4 Visual and Performing Arts**

**Specific applications of Music standards at the advance level (grades nine through twelve):**

- (5.1) Explain ways in which the principals and subject matter of music and various disciplines outside the arts are interrelated.

**Specific applications of Visual Arts standards at the advance level (grades nine through twelve):**

- (5.2) Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.
- (5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application and personal collection).

**2.0 Communications**

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

*(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education)*

## 2.1 Reading

### **Specific applications of Reading Comprehension standards (grades nine and ten):**

- (2.2) Prepare a bibliography of reference material for a report using a variety of consumer, workplace and public documents.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g. those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites of the internet).

### **Specific applications Reading standards (grades eleven and twelve):**

- (2.3) Verify and clarify facts presented in to the types of expository texts by using a variety of consumer workplace and public documents.
- (3.4) Analyze ways in which poets use imaginary, personification figures of speech and sounds to evoke readers' emotions.

## 2.2 Writing

### **Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):**

- (1.1) Demonstrate an understanding of the elements of discourse(e.g. purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- (1.2) Use point of view, characterization, style, (e.g. use of irony) and related elements for specific rhetorical and aesthetic purposes.
- (1.3) Structure ideas and arguments in a sustained, persuasive and sophisticated wan and support them with precise and relevant examples.
- (1.4) Plan and conduct multiple-step information searchers by using computer networks and modems.
- (1.5) Achieve and effective balance between researched information and original ideas.
- (1.8) Integrate databases, graphics and spreadsheets into word-processing documents.
- (2.5) Write job applications and resumes:
  - a. Provide clear and purposeful information and address the intended audience appropriately.
  - b. Used varied levels, patterns and types of language to achieve intended effects and aid comprehension.
  - c. Modify the tone to fit the purpose and audience.
  - d. follow the convention style for that type of document (e.g., resume, memorandum) and use page formats, fonts and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
  - a. Combine text, images and sound and draw information from many sources (e.g. television Broadcasts, videos, films, newspapers, magazines, CD-ROMs, the internet, electronic media-generated images)
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and raise the presentation accordingly.



## **2.3 Written and Oral English Language Conventions**

### **Specific applications of English Language Conventions standards (grades eleven and twelve):**

- (1.1) Demonstrate control of grammar, edition, and paragraph and sentence structure and an understanding of English usage.
- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (3.3) Reflect appropriate manuscript requirements in writing.

## **2.4 Listening and Speaking**

### **Specific applications of Listening and Speaking Strategies and Applications standards grades (eleven and twelve):**

- 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g. advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at local, state, and national levels.
- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g. graphic artists, documentary filmmakers, illustrators, news photographers).
- 1.8 Use effective and interesting language, including:
  - a. Informal expressions for effect
  - b. Standard American English for clarity
  - c. Technical language for specificity
- 2.4 Deliver multimedia presentations:
  - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.

## **3.0 Career Planning and Management**

### **Students understand how to make effective decisions, use career information and manage personal career plans.**

- 3.2 Understand the scope of career opportunities and know the requirements for education, training and licensure.
- 3.5 Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

## **4.0 Technology**

**Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:**

- 4.1 Understand past, present, future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.
- 4.4 Understand digital applications appropriate to specific media and projects.
- 4.5 Know the key technological skills appropriate for occupations in the arts industry.
- 4.6 Know how technology and the arts are interrelated in the development of presentations and productions.
- 4.7 Understand how technology can reinforce, enhance, or alter products and performances.

## **5.0 Problem Solving and Critical Thinking**

**Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:**

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Use the elements of the particular art form to observe, perceive, and respond.
- 5.5 Understand the applications of research and analysis skills to the creation of content.

## **6.0 Health and Safety**

**Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:**

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment and supplies.
- 6.3 Know how to take responsibility for a safe and healthy work environment.

## **7.0 Responsibility and Flexibility**

**Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:**

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.
- 7.7 Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

## **8.0 Ethics and Legal Responsibilities**

**Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:**

- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.
- 8.5 Understand the ethical implications of the degree of influence media, arts, and performances have on individuals.

## **9.0 Leadership and Teamwork**

**Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:**

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community and workplace settings.
- 9.3 Understand how to organize and structure work individually and teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

## **10.0 Technical Knowledge and Skills**

**Students understand the essential knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector:**

- 10.1 Know universal cultural concepts and identify cultural differences.
- 10.2 Articulate the characteristics of various art forms from past and present cultures and analyze similar themes used by various cultures in a variety of arts settings.
- 10.3 Understand the historic impact of the arts and technology on society.
- 10.6 Know the appropriate skills and vocabulary of the art form.
- 10.7 Understand and analyze the elements of the art form.
- 10.10 Use technical applications in the creative process, where appropriate.
- 10.12 Use a variety of strategies (e.g. personal experience, discussion, research) to comprehend, interpret, evaluate, and appreciate source and technical documents and materials.

### 3. CONTENT OUTLINE:

#### Overarching Pathway Standard A1.0

Students master appropriate visual and performing arts (VAP) and English-language arts (ELA) content standards in relation to visual, aural, written and electronic media project and products.

#### 3.1 Pathway Standard A1.1

Specific applications for VPA Artistic Perception standards for Visual Arts at the proficient level (grades nine through twelve : ) (1.1), (1.3), (1.4), (1.5), (1.6).

Specific applications for VPA Artistic Perception standards for Visual Arts at the advanced level (grades nine through twelve): (1.1), (1.5), (1.6), (1.8).

#### Foundation Standards

##### 2.0 Communications

##### 2.2 Writing

Specific applications of writing strategies standards (grades eleven and twelve): (1.1), (2.6 a, b, c, d).

##### 2.3 Written and Oral English Language Conventions

Specific applications of English Conventions standards (grades eleven and twelve): (1.1), (1.2.) (3.3).

##### 2.4 Listening and Speaking

Specific applications of listening and speaking strategies and application standards (grades eleven and twelve): (1.8), (2.4).

##### 3.1.1. Know and identify visual elements and principles of design used in a photograph.

3.1.1.2 Slide presentations, discussions and student written responses to works of master photographers

##### 3.1.2 Recognize and distinguish the visual characteristics of line, color, values, shape, texture and space.

3.1.2.1 Written and oral critiques of professional photographs.

##### 3.1.3 Increase aesthetic awareness of visual qualities in works of art, nature, events and objects within the environment.

3.1.3.1 Taking photographs demonstrating the elements and principles of design.

##### 3.1.4 Process, analyze and respond to the sensory information unique to photography.

3.1.4.1 Written and oral critiques of personal and peer photographs.

#### 3.2 Pathway Standard A1.2

Specific applications for VPA *Creative Expression* standards for Visual arts at the proficient level grades (nine through twelve): (2.1), (2.2), (2.3).

Specific applications of VAP Creative Expression standard for Visual Arts at the advanced Level (grades nine through twelve): (2.2), (2.5).

#### Foundation Standards

### 1.1 Mathematics

Specific applications of Measurement and Geometry standards (grade seven):  
(1.1), (1.2)

Specific applications of Mathematical reasoning standards (grade seven):  
(1.3), (3.1)

Specific applications of measurement of probability and statistics (grades eight through twelve)  
(8.0).

### 1.2 Science

Specific applications of Physics standards (grades nine through twelve): (4.e).

Specific applications of Investigation and Experimentation standards (grades nine through  
twelve) 1.c), (1.d), (1.1).

### 1.3 History-Social Science

Specific applications of Historical Research, Evidence and Point of View standards  
(grades nine through twelve): (2).

Specific applications of historical interpretations standards (grades nine through twelve):  
(1), (4).

Specific applications of World History, Culture and Geography: The Modern World standards  
(grade 10): (10.6.4).

### 2.0 Communications

#### 2.1 Reading

Specific applications of reading comprehension standards (grades nine and ten): (2.6).

Specific applications of reading comprehension grades (eleven and twelve) :( 2.3).

#### 2.2 Writing Specific applications of writing strategies standards grades (eleven and twelve):(1.1) (2.6, a, b, c, d).

#### 2.3 Written and Oral English Language Conventions

Specific applications of English Conventions standards (grades eleven and twelve): (1.1)  
(1.2.), (3.3).

#### 2.4 Listening and Speaking

Specific applications of listening and speaking strategies and application standards grades  
(eleven and twelve): (1.8) (2.4).

4.0 Technology 4.1, 4.2, 4.4,4.5,4.6,4.7

5.0 Problem Solving and Critical Thinking 5.1,5.2,5.3,5.4,5.5

6.0 Health and Safety 6.1, 6.2, 6.3

7.0 Responsibility and Flexibility 7.1, 7.2,7.3,7.4,7.7

8.0 Ethics and Legal Responsibilities 8.2, 8.3,8.4, 8.5

9.0 Leadership and Teamwork 9.1, 9.3, 9.5

10.0 Technical Knowledge and Skills 10.1, 10.2,10.3,10.6, 10.7, 10.10, 10.12

3.2.1 Present and discuss photographic styles such as action, portraiture, still life, photojournalism,  
landscape.

3.2.1.1 Write an analysis of learned photographic styles as they relate to the elements of art  
and principles of design.

3.2.1.2 Find and present published examples of various photographic styles.

3.2.1.3 Compare and contrast historical changes within particular photographic styles.

- 3.2.1.4 Create original photographs demonstrating the major photographic styles.
- 3.2.2 Present and discuss appropriate camera settings involving shutter speed, aperture and tripod use for each style.
  - 3.2.2.1 Practice effects of camera settings on a variety of photographic styles including motion and depth of field.
  - 3.2.2.2 Understand the relationship between shutter speed and camera stabilization methods such as a tripod.
  - 3.2.2.3 Plan and create images using the expressive qualities of color or black and white
- 3.2.3 Transform latent images in camera to physical product.
  - 3.2.3.1 Use the chemical process to develop black and white film.
  - 3.2.3.2 Upload and catalog digital images.
  - 3.2.3.3 Produce photographic prints in dark room from black and white film negatives.
  - 3.2.2.4 Edit and print digital images on a computer using image processing software such Adobe Photoshop.
- 3.2.4 Show examples of professional portfolios in various formats.
  - 3.2.4.1 Select a variety of images demonstrating multiple formats of photography in the student's personal style.
  - 3.2.4.2 Prepare images to present in a professional manner such as window matting, web portfolio, books, multi-media presentation.
  - 3.2.4.3 Present portfolio to an appropriate audience.
  - 3.2.4.4 Written and oral critiques of portfolio.

### **3.3 Pathway Standard A 1.3**

Specific Applications of VPA Historical and Cultural Context standards for Visual Arts at the proficient level (grades nine through twelve): (3.1), (3.2), (3.3).

**Specific Applications of VPA Historical and Cultural Context standards for Visual Arts at the advance level (grades nine through twelve): (3.2), (3.3)**

#### **Foundation Standards**

##### 1.3 History-Social Science

Specific applications of chronological and spatial thinking standards (grades Nine through twelve): (2).

Specific applications of Historical Research, Evidence and Point of View Standards (grades nine through twelve): (2), (4).

Specific applications of Historical Interpretations standards (grades nine through twelve): (1, 4).

Specific applications of World History, Culture and Geography: the Modern World (grade ten): (10.3.5), (10.6.4).

Specific applications of United States History and Geography: Continuity and Change in the Twentieth Century standards (grade eleven): (11.5.5), (11.5.7).

##### 2.0 Communications

###### 2.1 Reading

Specific applications of reading comprehension standards (grades nine and ten): (2.2.)

Specific applications of reading comprehension standards (grades eleven and twelve): (2.3)

#### 2.2 Writing

Specific applications of writing strategies standards (grades eleven and twelve): (1.1), (1.2), (1.3), (1.4), (1.5), (2.6 a, b, c, d).

#### 2.3 Written and Oral English Language Conventions

Specific applications of English Conventions standards (grades eleven and twelve): (1.1), (1.2), (1.3)

#### 2.4 Listening and Speaking

Specific applications of listening and speaking strategies and applications (grades eleven and twelve): (1.1), (1.2), (1.3), (1.8), (2.4).

4.0 Technology 4.4, 4.6, 4.7

5.0 Problem Solving and Critical Thinking 5.1, 5.2, 5.3, 5.4, 5.5

6.0 Health and Safety 6.1, 6.2, 6.3

7.0 Responsibility and Flexibility 7.1, 7.2, 7.3, 7.4, 7.7

8.0 Ethics and Legal Responsibilities 8.2, 8.3, 8.4, 8.4

9.0 Leadership and Teamwork 9.1, 9.3, 9.4, 9.5

10.0 Technical Knowledge and Skills 10.1, 10.2, 10.3, 10.6, 10.7, 10.10, 10.12

#### 3.3.1 Present and discuss the uses of photography in various cultures over time.

3.3.1.1 Identify and analyze photographs from various cultures and time.

3.3.1.2 Compare and contrast photography with other media for expressive and narrative qualities.

3.3.1.3 Emulate a major photographer's style through research and original photography.

3.3.1.4 Class presentations, research, internet search, research artist photo monographs, and gallery research about well-known contemporary photographers and their influence on present-day culture.

#### 3.3.2 Overview of new technologies and how they influence photography

3.3.2.1 Use of photo editing software to create and manipulate images

3.3.2.2 Understand ethical, legal, copyright and fair use issues as they relate to photography

3.3.2.3 Understand how to edit photographs for a variety of media including print and web

### 3.4 Pathway Standards A1.4

Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the proficient level (grades nine through twelve): (4.1), (4.3), (4.4) (4.5).

Specific applications for VPA Aesthetic Valuing standards for Visual Arts at the advanced level (grades nine through twelve): (4.1), (4.3), (4.6).

#### **Foundation Standards**

##### 2.0 Communications

2.2 Specific applications of Writing Strategies and Applications standards (grades eleven and twelve) (1.1) (1.2) (1.3) (1.4) (1.5)

##### 2.3 Written and Oral English Language Conventions

Specific applications of English conventions standards (grades eleven and twelve)

(1.1), (1.2), (3.3).

#### 2.4 Listening and Speaking

Specific applications of listening and speaking strategies and applications standards (grades eleven and twelve) (1.1), (1.3), (1.8).

3.0 Career Planning and Management 3.2, 3.5, 3.6

4.0 Technology 4.1, 4.2, 4.4, 4.5, 4.6, 4.7

5.0 Problem Solving and Critical Thinking 5.1, 5.2, 5.3, 5.4, 5.5

7.0 Responsibility and flexibility 7.1, 7.2, 7.3, 7.4, 7.7

8.0 Ethics and Legal responsibilities 8.2 8.3 8.4 8.5

9.0 Leadership and Teamwork 9.1, 9.3, 9.4, 9.5

10.0 Technical Knowledge and Skills 10.1, 10.2, 10.3, 10.6, 10.7, 10.10, 10.12

3.4.1 Review the expressive qualities of the technical and artistic principles of photography.

3.4.1.1 Utilize content-specific vocabulary when analyzing a photograph for its technical and aesthetic qualities.

3.4.2 Model critiquing of a photograph

3.4.2.1 Critique personal and peer photographs utilizing content-specific vocabulary

3.4.2.2 Identify compositional elements in a photograph

3.4.2.3 Identify cultural experiences or location as a prelude to criticism of photography

3.4.3 Define the relationship between artists and their audience

3.4.3.1 Visits to museums and galleries to experience personal and public response to artworks.

3.4.3.2 Curating student displays of artworks for public presentation.

3.4.3.3 Visits to artists' studios including commercial and fine art studios to observe artists in action and at work.

3.4.3.4 Interact with visiting artists to gain knowledge of individual motivations and strategies for professional success.

### **3.4 Pathway Standard A1.5**

Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the proficient level (grades nine through twelve): (5.2).

Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the advanced level (grades nine through twelve): (5.1), (5.2), (5.3), (5.4).

### **Foundation Standards**

#### 1.1 Mathematics

Specific applications of measurement and geometry standards (grade seven) (1.1) (1.2)

#### 1.2 History- Social Science

Specific applications of chronological and spatial thinking standards (grades nine through 12 (2)

Specific applications of historical research, evidence and point of view (grades nine through twelve) (1) (2) (4)

Specific applications of historical interpretations standards (grades nine through twelve) (1) (4)

Specific applications of world culture, culture and geography (grades nine through twelve) (10.3.5) (10.6.4)

Specific applications of United States history and geography: continuity and change in the



- twentieth century (grade eleven) (11.5.5) (11.5.7)
      - Specific applications of principles of American democracy (grade twelve) (12.8) (12.8.3)
    - 1.3 Visual and Performing Arts
      - Specific applications of music standards at the advanced levels grades nine through twelve (5.1)
      - Specific applications of visual arts standards at the advanced level (grades nine through twelve) (5.2) (5.3)
  - 2.0 Communications
    - 2.1 Reading
      - Specific applications of Reading Comprehension standards (grades nine and ten): (2.2) (2.6)
      - Specific applications of Reading standards (grades eleven and twelve) : (2.3) (3.4)
    - 2.2 Writing
      - Specific writing strategies standards (grades eleven and twelve): (1.1) (1.2) (1.3) (1.4) (1.5) (2.5 a, b, c, d) (2.6 a, b, c, d)
    - 2.3 Written and Oral English Language Conventions
      - Specific applications of English conventions standards (grades eleven and twelve): (1.1) (1.2) (3.3)
    - 2.4 Listening and Speaking
      - Specific applications of listening and speaking strategies and applications standards (grades eleven and twelve: (1.1) (1.2) (1.3) (1.8) (2.4)
  - 3.0 Career Planning and Management 3.2, 3.5, 3.6
  - 4.0 Technology 4.1, 4.2, 4.4, 4.5, 4.6, 4.7
  - 5.0 Problem Solving and Critical Thinking 5.1, 5.2,5.3, 5.4, 5.5
  - 6.0 Health and Safety 6.1, 6.2, 6.3
  - 7.0 Responsibility and flexibility 7.1, 7.2, 7.3, 7.4, 7.7
  - 8.0 Ethics and Legal responsibilities 8.2 8.3 8.4 8.5
  - 9.0 Leadership and Teamwork 9.1, 9.3, 9.4,9.5
  - 10.0 Technical Knowledge and Skills 10.1, 10.2, 10.3, 10.6, 10.7, 10.10, 10.12
- 3.5.1 Present photographs that communicate cross-cultural or universal themes from literature and history.
  - 3.5.1.1 Identify cross-cultural or universal themes within select pieces of literature or historical texts.
  - 3.5.1.2 Select and analyze a piece of literature or an historical event in terms of cross-cultural or universal themes.
  - 3.5.1.3 Create a photograph to express the cross-cultural or universal themes.
- 3.5.2 Introduce emerging technologies to create a critical awareness of the ever changing nature and purpose of photographic arts.
  - 3.5.2.1 Research and report on current and emerging technologies in relation to photographic arts.
  - 3.5.2.2 Use technology to manipulate the truth in a photographic image to examine the impact of falsified images.
  - 3.5.2.3 Understand the legal and ethical obligations of photographers (e.g. copyright, privacy, defamation).
- 3.5.3. Review psychological content found in photographs.
  - 3.5.3.1 Identify and explain the compositional and technical elements within a photograph that provide psychological meaning.

- 3.5.3.2 Create a photographic image demonstrating the compositional and technical elements that provide a psychological meaning.
- 3.5.4 Demonstrate the purpose of portfolios in presenting and marketing a photographer's work.
  - 3.5.4.1 Prepare a portfolio of photographs using appropriate formatting for a specific audience or purpose.
- 3.5.5 Present current workflow practices for digital and analog photography
  - 3.5.5.1 Demonstrate knowledge of appropriate image management including archiving of images, storage of images and supplies

#### **4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:**

- 4.1 Lecture
- 4.2 Demonstration of photographic methods, techniques, and genres
- 4.3 Field trips
- 4.4 Guest speakers
- 4.5 Photography projects and lab work
- 4.6 Opportunity to build reading and writing skills
- 4.7 Opportunity to build basic math skills
- 4.8 Opportunity to build basic experimentation skills
- 4.9 Computer technology and instruction in industry standard photographic software
- 4.10 Demonstration and field work with photographic equipment

#### **5. EVALUATION OF STUDENT PROGRESS:**

- 5.1 Photographic portfolio of lab work/project work
- 5.2 Class written assignments
- 5.3 Tests and quizzes
- 5.4 Classroom participation
- 5.5 Display of photographic unit projects

#### **6. TIME ESTIMATES:**

An introduction to photography would call for some structured experiences, with time for individual photo explorations of interest to each student. The basic components are interwoven through the activities; the elements and principles of design, for example, would be considered daily, as might be safety, printing, or photographers and their work.

- 6.1 Orientation – one week
- 6.2 Safety – one week
- 6.3 Intro to dark room – two weeks
- 6.4 Shutter speeds/camera parts – one week
- 6.5 Intro to digital imaging and workflow (processing procedures) – one week
- 6.6 Unit explorations – 29 weeks
  - a. art elements and principles – four weeks
  - b. aesthetic valuing – four weeks
  - c. photographers and their work – three weeks

- d. digital processing – two weeks
  - e. digital manipulation – two weeks
  - f. history of photography – two weeks
  - g. printing the positive – four weeks
  - h. print presentation of work – two weeks
  - i. lighting – two weeks
  - j. legal and ethical considerations and responsibilities – one week
  - k. cultural connections – two weeks
  - l. special techniques – one week
- 6.7 Career opportunities and pathways – one week

## **7. INSTRUCTIONAL MATERIALS:**

- 7.1 District adopted textbooks and supplementary materials that comply with the California Education Code
- 7.2 Teacher prepared materials
- 7.3 Charts, models, and multimedia that comply with the California Education Code
- 7.4 Technology and tools
  - a. cameras (film AND digital)
  - b. printers
  - c. computers
  - d. software
  - e. darkroom equipment
  - f. consumable materials such as chemistry, film, inks, papers, etc.
  - g. internet access
- 7.5 Outside speakers from industry
- 7.6 Environmentally appropriate disposal of all hazardous materials

## **8. EXPECTATIONS FOR TEACHERS:**

- 8.1 Instructors will continue with professional development to be current with changes in the photography industry
- 8.2 Instructors will provide a safe working/learning environment for all students.

### **Sample Lesson Plan (using backward planning model)**

#### **Standard to be taught:**

A 1.2.0 Creative Expression

Standard 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video)

#### **Assessment:**

- 1. Student will demonstrate proper editing techniques resulting in the removal of an unwanted element from a digital image

#### **Teaching Strategies:**

1. Lecture
2. Demonstration of editing technique
3. Guided practice

**Student Activity:**

1. Using layers and clone stamp tool to remove an unwanted element
2. Submit final product for assessment

**Resources:**

1. Source image
2. Computer
3. Photoshop software
4. Photo Printer
5. Print supplies

**Committee Members:**

Melinda Hall	Director of Curriculum & Instruction	Curriculum & Instruction
Joanne Durkee	Director of Adult Education	Adult Education
Spoogmai Habibi	Curriculum Specialist	Curriculum & Instruction
Jen Kennedy	Photography Teacher	College Park High School
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Liz Abbott	Photography Teacher	Clayton Valley High School
Rachel Hallquist	Photography Teacher	Northgate High School
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Carolyn Moore	Photography Teacher	Ygnacio Valley High School