

INTRODUCTION TO DARKROOM PHOTOGRAPHY

Description:

This course in black and white photography is designed for beginning photographers who want to learn how to use a 35mm camera, develop film, and print pictures. This course includes light control, exposure, Depth of field, action, and composition. 35mm SLR cameras are highly recommended for this course. Instamatic, automatic cameras, digital cameras and camera phones are not acceptable. The school provides chemicals for processing and printing. This course requires a Lab fee.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Identify the film process, darkroom developing and using an entirely manual 35 mm film camera
- Recognize the use of light and time and how they relate to one another
- Understand the use of composition in order to create a dynamic and exciting scene
- Be able to think critically about their own and others' work

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.**
- Anchor Standard #2. Organize and develop artistic ideas and work.**
- Anchor Standard #3. Refine and complete artistic work.**
- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.**
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.**

Course Skill Objectives

Students will:

- Use the techniques being taught, developing a photo, dodge/burn, filters, double exposure and other unique methods to create an entirely exciting
- Use a variety of tools and techniques to successfully create a darkroom photograph

	<p>Anchor Standard #6. Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	
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<u>Units</u>	<u>Essential Questions</u>	<u>Sample Assessments</u>
Unit 1 - Camera Function Unit 2 - Darkroom Basics Unit 3 - Processing Film Unit 4 - Observation and Design Unit 5 - History of Photography	<ul style="list-style-type: none"> ● What makes a good photograph? ● How do artists determine what resources and criteria are needed to formulate artistic investigations? ● How do artists and designers learn from trial and error? ● How do artists and designers care for and maintain materials, tools and equipment? ● How does making art attune people to their surroundings? ● What role does persistence play in revising, refining, and developing work? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection? ● How do artists and designers create works of art or design that effectively communicate? ● How do images influence our views of the world? ● How can the viewer "read" a work of art as text? ● How does art help us understand the lives of people of different times, places, and cultures? 	<ul style="list-style-type: none"> ● Take light meter reading off of subject while manipulating F-stop and Shutter Speed ● Focus on subject ● Load, rewind and unload film ● Change lens ● Film removal and rewinding ● Processing film ● Critiquing Negatives ● Test Strip ● Contact Sheet ● Photographic Print ● Photo grams ● Birds Eye Worms Eye ● Letters in Nature ● Trickery ● Action Photos ● Depth of Field Photos ● Photo History Reports ● Group Critiques ● Independent Assessment sheets ● View and critique relevant films and videos about photography ● Mid- term, Final Exams and quizzes

Pacing Guide for Darkroom

1st Marking Period

2nd Marking Period

Month 1

Month 2

Month 3

Month 4

Month 5

Unit 1

Unit 2

Unit 3

Unit 4, 5, 6, 7, etc.

Observation & Design

Lesson Plans:

Birds Eye/Worms Eye, Portraits, Letters in Nature,
Action, Silhouettes, Trick, Depth of Field, Free Shoot,
Narrative Project

Camera Function

Darkroom Basics
Learning the
Darkroom and
Photograms

Processing Film
“Free Shoot Project”

1 week

1 week

1 week

17 weeks - 2 weeks per project

Unit 1 – Camera Function

Unit Objectives

Students will be able to:

- Understand the modes and functions of the camera
- Explore the history of the camera and traditional photography
- Identify good composition using the viewfinder

Skill Objectives

Students will:

- Students will be able to identify and understand the light meter of a film camera
- Students will understand the shutter speed and f-stops and other manual camera controls
- Students will learn how to properly focus the camera for exposure
- Students will understand how to frame a scene for an interesting composition

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work</p>	<p>Presenting Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<p>Responding Anchor Standard 7: Perceive and analyze artistic work.</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art</p>
<p><u>Enduring Understandings</u> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p><u>Essential Questions</u> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p>	<p><u>Enduring Understandings</u> Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.</p> <p><u>Essential Questions</u> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Investigate, compare, and contrast methods for preserving and protecting art.</p>	<p><u>Enduring Understandings</u> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Take light meter reading off of subject while manipulating F-stop and Shutter Speed • Focus on subject • Load, rewind and unload film • Change lens 	<ul style="list-style-type: none"> • Critique and display of student's first assignment - Free Shoot 	<ul style="list-style-type: none"> • Discuss how lighting affects the mood and composition of your camera settings • Effect of lighting 	<ul style="list-style-type: none"> • Students are the photographer for their own life! They can express a story, feelings and show an event unfold in their community

Unit 2 – Darkroom Basics - Photograms

Unit Objectives

Students will be able to:

- Recognize emulsion side of photo paper.
- Understand the use of enlargers in the photo making process.
- Understand how light and time work together to make a properly exposed print

Skill Objectives

Students will:

- Manipulate enlarger.
- Place negative in negative holder.
- Place paper in easel.
- Make a contact sheet, test strip and finished print.
- Use darkroom equipment and chemicals

<p>Creating</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work</p> <p>Anchor Standard 3: Refine and complete artistic work</p>	<p>Presenting</p> <p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>	<p>Responding</p> <p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	<p>Connecting</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art</p>
<p><u>Enduring Understandings</u> Creativity and innovative thinking are essential life skills that can be developed</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p>	<p><u>Enduring Understandings</u> Visual imagery influences understanding of and responses to the world</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Analyze how responses to art develop over time based on knowledge of</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to</p>

<p><u>Process Components</u> Investigate/Plan/Make</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. Investigate, compare, and contrast methods for preserving and protecting art</p>	<p>and experience with art and life. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>	<p>create meaningful works of art or design. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Test Strip • Contact Sheet • Photograms 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Photography techniques such as photograms, exposing paper to the light, and learning how the timer and light (enlarger) work together. Using these photography techniques to their improve quality of work and understanding of artistic methods 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Photogram or photographic print 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Art history assignment or presentation of an assigned artist • For example: Ansel Adams, Dorothea Lange, Margaret Bourke White • Students learn the historical relevance of photography in history and today

Unit 3 – Processing the Film – Free Shoot

Unit Objectives

Students will be able to:

- Process good quality, print ready negatives
- Research the history of the photographic image
- Choose their own subject matter or choose from a variety: pets, portraits, landscapes, friends or scenes around town

Skill Objectives

Students will:

- Rewind and remove film from camera.
- Load film and put into canisters in total darkness.
- Process film using developing chemicals.
- Dry film using drying cabinet.
- Cut negatives appropriately to fit in negative sleeve.

<p>Creating</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work</p> <p>Anchor Standard 3: Refine and complete artistic work</p>	<p>Presenting</p> <p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>	<p>Responding</p> <p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	<p>Connecting</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u> Creativity and innovative thinking are essential life skills that can be developed</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>	<p><u>Enduring Understandings</u> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>

<p><u>Process Components</u> Investigate/Plan/Make</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.</p>	<p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. Investigate, compare, and contrast methods for preserving and protecting art</p>	<p><u>Process Components</u> Analyze, Select, Share</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	<p><u>Process Components</u> Synthesize, Relate</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Film removal and rewinding • Processing film 	<ul style="list-style-type: none"> • Developing contact sheet and negatives for free shoot • Final print or two prints of the free shoot 	<ul style="list-style-type: none"> • Class critiques with the class as a whole • Verbal and written critiques • Collaborative critiques where students evaluate each other's work in smaller groups 	<ul style="list-style-type: none"> • Discovering how photography has emotional content • The artist must look for that emotional content when shooting • Light, composition and subject matter all are important when making art personal

Unit 4 – Observation & Design

Unit Objectives

Students will be able to:

- Recognize an interesting image.
- Recognize non-traditional subject matter.
- Sample Performance Assessments/Units:
 - 1.) Free Shoot
 - 2.) Birds Eye/Worms Eye
 - 3.) Depth of Field
 - 4.) Portraits
 - 5.) Action
 - 6.) Silhouettes
 - 7.) Double exposure or Sandwich negative
 - 8.) Narrative photography series

Skill Objectives

Students will:

- Use light and value as a compositional element.
- Use viewfinder to frame image.
- Create images with include emotional content.
- Take the assignment topics and create an entirely new interpretation that is personal and fun
- Consideration of light, composition and subject matter are critical for all lessons
- Experiment with various subject matter and darkroom effects

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<p>artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. Investigate, compare, and contrast methods for preserving and protecting art</p>	<p><u>Process Components</u> Analyze, Select, Share</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	<p><u>Process Components</u> Synthesize, Relate</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • 1.) Free Shoot • 2.) Birds Eye/Worms Eye • 3.) Depth of Field • 4.) Portraits • 5.) Action • 6.) Silhouettes • 7.) Double exposure or Sandwich negative • 8.) Narrative photography series 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Group Critiques • Independent Assessment sheets 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Class critiques with the class as a whole • Verbal and written critiques • Collaborative critiques where students evaluate each other's work in smaller groups 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Art History assignments with the artist that corresponds with the project

Unit 5 – History of Darkroom Photography

Unit Objectives

Students will be able to:

- Identify work of master photographers.
- Analyze and Critique historical and contemporary photographs.
- Find common characteristics between historical references and their own work.
- Recognize ethnic and cultural differences through analyzation of photos.

Skill Objectives

Students will:

- Answer questions based on research and analysis of the work of master photographers
- Students should have exceptional knowledge of the life and photography of their assigned photographer

<p>Creating</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work</p> <p>Anchor Standard 3: Refine and complete artistic work</p>	<p>Presenting</p> <p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>	<p>Responding</p> <p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	<p>Connecting</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art</p>
<p><u>Enduring Understandings</u> Creativity and innovative thinking are essential life skills that can be developed</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>	<p><u>Enduring Understandings</u> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>

<p><u>Process Components</u> Investigate/Plan/Make</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. Investigate, compare, and contrast methods for preserving and protecting art</p>	<p><u>Process Components</u> Analyze, Select, Share</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	<p><u>Process Components</u> Synthesize, Relate</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Art history paper or a PowerPoint about the artist 	<ul style="list-style-type: none"> • Students should have thorough knowledge and understanding of their assigned artist for their presentation • They should be able to identify and critique this artists' work 	<ul style="list-style-type: none"> • Group Critiques • Independent Assessment Projects or Worksheets. • Midterm, Final Exams and quizzes 	<ul style="list-style-type: none"> • Photo History Reports • View and critique relevant films and videos about photography