

INTERMEDIATE PHOTOGRAPHY

Description:

Intermediate Photography is a course that requires previous knowledge of either SLR manual film cameras, DSLR (Digital) cameras or both. This course is an advanced course that merges darkroom and digital processes, offering a greater range of imagery, allowing each student to communicate and express themselves using visual language. Students will benefit from increased exposure and use of professional software including Adobe Photoshop, InDesign, Illustrator and other applicable software programs. This course requires a Lab fee.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Understand various available photographic techniques.
- Understand and analyze constructivism in art.
- Understand the value of technology as it relates to art.
- Research the history of photographic processes.
- Understand how original photographic images can be altered.
- Understand how multi- media is used to communicate.
- Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.

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:

- Technically enhance photos.
- Use alternative black and white photographic processes.
- Research, analyze and write about master photographers and art work.
- Expand on technical skills and become more creative.
- Explore a multitude of creative options and combine/integrate various artistic techniques.
- Become critical thinkers by experimenting with construction and collage techniques.
- Scan and manipulate original photographs to create alternative digital images.
- Effectively use digital filters to create different photographic effects.
- Experiment with alternative

	<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>	<p>chemical processes such as sepia tone to manipulate final prints.</p> <ul style="list-style-type: none"> • Manipulate black and white prints using techniques such as solarization, painting with developer, using various paper and filters.
<p><u>Units</u></p> <p>Unit 1 - Photographic Techniques and Composition.</p> <p>Unit 2 - Photographic Collage and Montage</p> <p>Unit 3 - Digital Technology</p> <p>Unit 4 - Alternative Processes</p> <p>Unit 5 - Multimedia</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do images influence our views of the world? • How does art help us understand the lives of people of different times, places, and cultures? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • How does making art attune people to their surroundings? • What methods and processes are considered when preparing artwork for presentation or preservation? • What criteria, methods, and processes are used to select work for preservation or presentation? 	<p><u>Sample Assessments</u></p> <ul style="list-style-type: none"> • Portraits • Documentary Photography • Landscapes • Projects based on inspiration of Master Artists. • Montage • Collage • Darkroom Image Manipulations • Photo Retouching • Photo Manipulation • Image quality adjustment • Digital layers and Tool Use Checklist • Xerox Transfer • Gold Leaf Transfer • Color Tinting

	<ul style="list-style-type: none">• What factors prevent or encourage people to take creative risks?• What responsibilities come with the freedom to create?• How does refining artwork affect its meaning to the viewer?	<ul style="list-style-type: none">• Photograms• Reverse Prints• Selective developing• Photo Retouching• Exhibiting understanding of digital layers.• GIF• Photographic Storyboard• Digital Presentation• Photo/Video Presentation for Social Media Platform
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Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1 Photographic Techniques and Composition 3 weeks	Unit 2 Photo Collage and Montage 3 weeks	Unit 3 Digital Technology and Alternative Approaches 4 weeks	Unit 4 and Unit 5 Alternative Processes and Multimedia 10 weeks	

Unit 1 – Photographic Techniques and Composition

Unit Objectives

Students will be able to:

- Understand various photographic techniques.
- Use camera controls to shoot with intent.

Skill Objectives

Students will:

- Technically enhance photos.
- Combine traditional black and white photographic processes with digital process.
- Create multi-layered, sophisticated digital and traditional imagery.
- Research, analyze and write about master photographers and art work.
- Explore a multitude of creative options and combine various artistic techniques.

<p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting Anchor Standard:</p>	<p>Responding Anchor Standard:</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 shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Use multiple approaches to begin creative endeavors.</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Analyze, Select, Share</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Perceive, Analyze and Interpret</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?</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>

<p>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>			
<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Studio Portraits/Lighting • Self Portraits • Documentary Photography • Landscapes 	<p><u>Sample Performance Assessments</u></p>	<p><u>Sample Performance Assessments</u></p>	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Projects based on inspiration by researching master artists.

Unit 2 – Photographic Collage/Montage

Unit Objectives

Students will be able to:

- Understand and analyze constructivism in art.

Skill Objectives

Students will:

- Expand on technical skills and become more creative.
- Become more creative by experimenting with construction and collage techniques.
- Combine Traditional and Digital Photographic Montage Techniques.

<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:</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 balance experimentation and safety, freedom and responsibility while developing and creating artwork.</p> <p><u>Essential Questions</u> How do artists and designers determine whether a particular direction in their work is effective?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</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> How does refining artwork affect its meaning to the viewer?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Analyze and evaluate the reasons and ways an exhibition is presented.</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Perceive, Analyze and Interpret</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 making art attune people to their surroundings?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Document the process of developing ideas from early stages to fully elaborated ideas.</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"> • Montage • Collage • Darkroom Image Manipulations • David Hockney Inspired Project • Photo Merge Technique • Elongation Technique 	<ul style="list-style-type: none"> • Students will present completed project printed and matted for class critique. 		<ul style="list-style-type: none"> • Research Inspiration project based on master artist such as David Hockney

Unit 3 – Digital Technology

Unit Objectives

Students will be able to:

- Understand the value of technology as it relates to art.
- Understand how to transform a traditional photograph and further explore it using digital options.
- Demonstrate the knowledge of combining traditional and digital media.

Skill Objectives

Students will:

- Scan and manipulate original photographs to create alternative digital images.
- Use digital filters to create different photographic effects.
- Effectively use state of the art Design Software to create finished works of art.
- Use state of the art digital cameras, computers and digital accessories to create or enhance works of art.

<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:</p>	<p>Connecting Anchor Standard:</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 and designers create works of art or design that effectively communicate?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</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 criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</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"> • Photo Retouching • Photo Manipulation • Image quality adjustment • Exhibiting understanding of digital layers. 	<ul style="list-style-type: none"> • Create Photographic Print for exhibit/Presentation through use of digital technology (Camera, Computer, Software, Printer). 		

Unit 4 - Alternative Processes

Unit Objectives

Students will be able to:

- Research the history of photographic processes.
- Understand how traditional photographic images can be altered.
- Build on original photographic techniques, combined with modern techniques to create disruptive imagery.

Skill Objectives

Students will:

- Experiment with alternative chemical processes such as sepia tone to manipulate final prints.
- Experiment with Image Transferring
- Manipulate black and white prints using techniques such as solarization, selective painting with Developer, using various paper and filters.
- Use traditional and modern multi- media to formulate new ideas and products.

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting Anchor Standard:</p>	<p>Responding Anchor Standard 7: Perceive and analyze artistic work</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>
<p><u>Enduring Understandings</u> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p><u>Essential Questions</u> How do artists and designers create works of art or design that effectively communicate?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Analyze, Select, Share</p>	<p><u>Enduring Understandings</u> Visual imagery influences understanding of and responses to the world.</p> <p><u>Essential Questions</u> How do images influence our views of the world?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences</p>	<p><u>Enduring Understandings</u> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of people of different times, places, and cultures?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Describe how knowledge of culture, traditions, and history may influence personal responses to art.</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"> • Sepia Tone • Xerox Transfer • Gold Leaf Transfer • Color Tinting • Non-Traditional Portraits/Photo grams • Reverse Prints • Solarization • Selective developing 		<ul style="list-style-type: none"> • Group Critiques • Independent Assessment sheets 	<ul style="list-style-type: none"> • Photo History Reports • View and critique relevant films and videos about photography

Unit 5 - Multimedia

Unit Objectives

Students will be able to:

- Understand how multi-media is used to communicate.
- Engage in an investigative process by developing a detailed plan to address the challenges and by using a variety of appropriate resources.
- Organize information to support a claim or assertion in a style appropriate to purpose, audience, and task.
- The student transforms existing ideas and knowledge into new ideas, products, and processes.
- The student weighs evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.
- The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.

Skill Objectives

Students will:

- Create a Digital Presentation/Portfolio
- Experiment with sculptural art-making combining various media including photographs to create finished work of art.
- Create Artwork specifically designed to be viewed on a digital platform

<p>Creating Anchor Standard 3: Refine and complete artistic work</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	<p>Connecting Anchor Standard:</p>
<p><u>Enduring Understandings</u> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</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 criteria, methods, and processes are used to select work for preservation or presentation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>	<p><u>Enduring Understandings</u> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><u>Essential Questions</u> What is the value of engaging in the process of art criticism?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</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"> • Photographic GIF • Photographic Storyboard • Digital Presentation • Photo/Video Presentation for Social Media Platform 	<ul style="list-style-type: none"> • Digital portfolio presentation to classmates and teacher. 	<ul style="list-style-type: none"> • Group Critiques • Independent Portfolio Assessment • Projects or Worksheets. • Quizzes, Midterm 	

INTERMEDIATE PHOTOGRAPHY SAMPLE ASSESSMENT PACK

FAIRFIELD PUBLIC SCHOOLS **ART RUBRIC TEMPLATE** (ALLIGNED TO 2019 ART STANDARDS)

Outcomes	4 = ADVANCED	3 = PROFICIENT	2 = SATISFACTORY	1 = NEEDS IMPROVEMENT	0 = UNACCEPTABLE
DIRECTIONS, REQUIREMENTS & CRAFTSMANSHIP <i>CREATE</i> <i>Generate and conceptualize artistic ideas and work.</i>	Student followed directions exactly as stated. The artwork was completed with precision and patience.	Student followed most of the directions. With a little more effort, the work could have been outstanding; lacks the finishing touches.	Student followed some of the directions. The student showed adequate craftsmanship, but showed a limited precision and lack of patience.	Student did not follow the directions. The student showed below average craftsmanship, lack of pride in finished work.	No Attempt to complete project.
USE OF VISUAL ELEMENTS & PRINCIPLES <i>CREATE</i> <i>Organize and develop artistic ideas and work.</i> CRITICAL AND CREATIVE THINKING	The student showed an excellent awareness using multiple elements and principles of design; chose color scheme carefully, used space effectively.	The student applied principles of design while using one or more elements effectively; showed an awareness of filling the space adequately.	The student did the assignment adequately, yet it shows lack of the elements and principles of design and little evidence that an overall composition was planned.	The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art.	No Attempt to complete project.
SKILLS OF PROGRAM & TECHNIQUES <i>RESPOND</i> <i>Apply criteria to evaluate artistic work.</i>	The student had a clear understanding of the skills and concepts taught and used these skills combined with exceptional technique to complete project.	The student had good understanding of the skills and concept taught and used good techniques to complete project.	The student had some difficulty understanding the skills and concept taught and with assistance, used satisfactory skills to complete the project.	The student had a very difficult time understanding the skills and concepts taught and could not complete the project.	No Attempt to complete project.
CONNECTING, CREATIVITY & ORIGINALITY <i>CONNECTING</i> <i>Synthesize and relate knowledge and personal experiences to make art.</i> CRITICAL AND CREATIVE THINKING	The student explored several choices before selecting one; generating multiple ideas; tried unusual combinations or modifications of several ideas; made connections to previous knowledge; demonstrated understanding problem solving skills.	The student explored a few ideas before selecting one; or based his or her work on someone else's idea; made decisions after referring to one source; solved the problem in logical way.	The student tried an idea, creativity was adequate, but it lacked originality; substituted "symbols" for personal observation; might have "copied" work of another artist. Need a clearer of inspiration compared to directly copying.	The student fulfilled the assignment, but gave no evidence of trying anything unusual. Student was resistant to explore ideas and act on constructive suggestions. Additionally, the idea exhibited in this art has been recognized as another artist's original art.	No Attempt to complete project.
FINAL PRESENTATION OF SUMMATIVE WORK AND THE ABILITY TO ARTICULATE MEANING BEHIND IDEA AND ARTWORK. <i>PRESENT</i> <i>Select, analyze, and interpret artistic work for presentation.</i> COMMUNICATE AND COLLABORATE	The project was completed in the time provided. Student remained on task at all times, working diligently to achieve outstanding results. Student could defend actions and artwork had clear message with intent. Final presentation of work was clear, sophisticated and engaging.	The project was completed in the time provided. Student remained on task, working diligently to achieve good results. Student could defend most actions and artwork had a message with intent. Final presentation was thoughtful but could have been more engaging.	The project was completed in the time provided with help. Student had to be reminded to stay on task and worked to achieve satisfactory results. Student could defend some actions artwork had a mostly clear message. Final presentation was thoughtful but could have been more engaging.	The project was completed with very minimum effort. Students artwork did not have a clear message, the artist did not complete work with intent and the final presentation was not engaging.	No Attempt to complete project.

20. A+	16. B+	12. C+	8. D+	4. 3. 2. 1. F
19.18. A	15. 14. B	11. 10 C	7. 6. D	
17. A-	13. B-	9. C-	5. D-	