

# INTRODUCTION TO DIGITAL PHOTOGRAPHY

**Description:**

Introduction to Digital Photography will explore electronic imaging through the use of digital cameras, scanners and printers while incorporating the elements of art and principles of design. The course will cover basic technical information relating to the appropriate hardware and software used in electronic imaging. Additionally, students will be introduced to professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. A digital camera and an appropriate media card are required. Limited school cameras are available for loan. This course requires a Lab fee.

## COURSE OVERVIEW

**Course Goals**

Students will be able to:

- Understand the difference between traditional and digital photography.
- Understand the significance of traditional photography.
- Understand the timeline of historical techniques.
- Recognize various works of Master Photographers.
- Understand how photography has impacted our lives.
- Understand how digital technology has made photography more accessible to the masses.
- Relate traditional photographic concepts to digital image making.
- Understand the various functions of the digital camera
- Understand how the various functions of the digital camera are used to create different photographic effects.

**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 composition, contrast, clarity and center of interest.
- Apply the elements of art and the principles of design to photography.
- utilize the various functions of the digital camera in order to create a work of art that complies to what they are trying to achieve
- use composition, contrast, clarity and center of interest and apply the elements of art and the principles of design to digital photography
- use the various hardware associated with the digital camera properly such as: computer, scanner, projectors, printers, media cards and flash drive
- students will use appropriate technology to create digital files utilizing specifically Photoshop and Lightroom

<ul style="list-style-type: none"> <li>• Differentiate between an SLR camera and a Point and Shoot Camera</li> <li>• Recognize the use of research, storage and organizational options for digital files.</li> <li>• Understand the value of organization.</li> <li>• Share images across various platforms.</li> <li>• Recognize the differences among available manipulative software programs.</li> <li>• Understand the various filters and manipulative techniques.</li> <li>• Recognize alternative manipulative methods.</li> <li>• Understand the functions of available printers.</li> </ul>	<p><b>Anchor Standard #6. Convey meaning through the presentation of artistic work</b></p> <p><b>Anchor Standard #7. Perceive and analyze artistic work.</b></p> <p><b>Anchor Standard #8. Interpret intent and meaning in artistic work.</b></p> <p><b>Anchor Standard #9. Apply criteria to evaluate artistic work.</b></p> <p><b>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</b></p> <p><b>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b></p>	<ul style="list-style-type: none"> <li>• Students will use various digital tools to store and share their image.</li> <li>• Create organize and save a digital photographic library.</li> <li>• Apply elements of art and principles of design to photography.</li> <li>• Transfer digital files across various electronic platforms.</li> <li>• Access digital files quickly and efficiently.</li> <li>• Use image editing software.</li> <li>• Connect, transfer and color manage photographs for successful output of images. Integrate scanned images into photographs. control size and output of images.</li> </ul>
<p><b><u>Units</u></b></p> <p>Unit 1 - <a href="#">Introduction to Photography</a>  Unit 2 - <a href="#">Use of the Digital Camera</a>  Unit 3 - <a href="#">Digital Organization</a>  Unit 4 - <a href="#">Digital Manipulation</a></p>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do images influence our views of the world?</li> <li>• How does art help us understand the lives of people of different times, places, and cultures?</li> <li>• How does knowing the contexts histories, and traditions of art forms help us create works of art and design?</li> <li>• How does making art attune people to their surroundings?</li> <li>• What methods and processes are considered when preparing artwork for presentation or preservation?</li> </ul>	<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Research Project/Worksheet</li> <li>• History of Traditional Photography</li> <li>• Research Project-History of Digital Photography</li> <li>• Master Photographer/Inspiration Project</li> <li>• Shutter Speed/Stop Action Examples (SS-1000)</li> <li>• Shutter Speed – Slow Shutter Speed Sample</li> <li>• F-Stop/Aperture (2.8) Sample -Bokeh Effect (Shallow Depth)</li> <li>• F-Stop/Aperture (22) -Wide Range of Depth</li> <li>• Bulb Setting</li> </ul>

	<ul style="list-style-type: none"> <li>• What criteria, methods, and processes are used to select work for preservation or presentation?</li> <li>• What factors prevent or encourage people to take creative risks?</li> <li>• What responsibilities come with the freedom to create?</li> <li>• How does refining artwork affect its meaning to the viewer?</li> </ul>	<ul style="list-style-type: none"> <li>• Camera Control Checklist</li> <li>• Digital Collage</li> <li>• Photo Montage (Swap Faces)</li> <li>• Scanned Imaging/Digital Photograms</li> <li>• Magazine Cover (Use of Multiple Adobe Products) <ul style="list-style-type: none"> <li>- Adjustment Tool Exercise</li> </ul> </li> <li>• Tool Use Checklist</li> <li>• Individual Exhibition of Artwork/Public Speaking</li> <li>• Class Critique</li> </ul>
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Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1 Introduction to Photography  2 weeks	Unit 2 Use of the Digital Camera  4weeks	Unit 3 Digital Organization  4 weeks	Unit 4 Digital Manipulation  10 weeks	

## Unit 1 – Introduction to Digital Photography

### Unit Objectives

Students will be able to:

- Understand the difference between traditional and digital photography.
- Understand the significance of traditional photography.
- Understand the timeline of historical techniques.
- Recognize various works of Master Photographers.
- Understand how photography has impacted our lives.
- Understand how digital technology has made photography more accessible to the masses.
- Relate traditional photographic concepts to digital image making.

### Skill Objectives

Students will:

- Use composition, contrast, clarity and center of interest.
- Apply the elements of art and the principles of design to photography

<p><b>Creating</b> <b>Anchor Standard:</b></p>	<p><b>Presenting</b> <b>Anchor Standard :</b></p>	<p><b>Responding</b> <b>Anchor Standard 7:</b> Perceive and analyze artistic work</p>	<p><b>Connecting</b> <b>Anchor Standard 11:</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p>
<p><b><u>Enduring Understandings</u></b></p> <p><b><u>Essential Questions</u></b></p> <p><b><u>Process Components</u></b> Investigate/Plan/Make</p>	<p><b><u>Enduring Understandings</u></b></p> <p><b><u>Essential Questions</u></b></p> <p><b><u>Process Components</u></b> Analyze, Select, Share</p>	<p><b><u>Enduring Understandings</u></b> Visual imagery influences understanding of and responses to the world.</p> <p><b><u>Essential Questions</u></b> How do images influence our views of the world?</p> <p><b><u>Process Components</u></b> Perceive, Analyze and Interpret</p> <p>Analyze how one's understanding of the world is affected by experiencing visual imagery.</p>	<p><b><u>Enduring Understandings</u></b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b><u>Essential Questions</u></b> How does art help us understand the lives of people of different times, places, and cultures?</p> <p><b><u>Process Components</u></b> 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"> <li>• Presentation of Inspiration Project</li> </ul>	<ul style="list-style-type: none"> <li>• Research Project/Worksheet</li> <li>• History of Traditional Photography</li> <li>• Research Project-History of Digital Photography</li> <li>• Master Photographer/Inspiration Project</li> </ul>

## Unit 2 – Use of the Digital Camera

### Unit Objectives

Students will be able to:

- Understand the various functions of the digital camera
- Understand how the various functions of the digital camera are used to create different photographic effects.
- Differentiate between an SLR camera and a Point and Shoot Camera

### Skill Objectives

Students will:

- Utilize the various functions of the digital camera in order to create a work of art that complies to what they are trying to achieve
- Use composition, contrast, clarity and center of interest and apply the elements of art and the principles of design to digital photography
- Use the various hardware associated with the digital camera properly such as: computer, scanner, projectors, printers, media cards and flash drive
- Students will use appropriate technology to create digital files utilizing specifically Photoshop and Light room
- Students will use various digital tools to store and share their image.



<p><b>Creating</b>  <b>Anchor Standard 1:</b>  Generate and conceptualize artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard:</b></p>	<p><b>Responding</b>  <b>Anchor Standard:</b></p>	<p><b>Connecting</b>  <b>Anchor Standard 10:</b>  Synthesize and relate knowledge and personal experiences to make art.</p>
<p><b><u>Enduring Understandings</u></b>  Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p><b><u>Essential Questions</u></b>  How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</p> <p><b><u>Process Components</u></b>  Investigate/Plan/Make</p> <p>Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.</p>	<p><b><u>Enduring Understandings</u></b></p> <p><b><u>Essential Questions</u></b></p> <p><b><u>Process Components</u></b>  Analyze, Select, Share</p>	<p><b><u>Enduring Understandings</u></b></p> <p><b><u>Essential Questions</u></b></p> <p><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p>	<p><b><u>Enduring Understandings</u></b>  Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b>  How does making art attune people to their surroundings?</p> <p><b><u>Process Components</u></b>  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"> <li>• Birds Eye Worms Eye Perspective Photography</li> <li>• Silhouettes</li> <li>• Shutter Speed/Stop Action Examples (SS-1000)</li> <li>• Shutter Speed – Slow Shutter Speed Sample</li> <li>• F-Stop/Aperture (2.8) Sample -Bokeh Effect (Shallow Depth)</li> <li>• F-Stop/Aperture (22) - Wide Range of Depth</li> <li>• Bulb Setting</li> <li>• Camera Control Checklist</li> </ul>			<ul style="list-style-type: none"> <li>• Eadweard Muybridge Photo History/Research Worksheets.</li> <li>• Master Photographer/Inspiration Project</li> </ul>

## Unit 3 – Digital Organization

### Unit Objectives

Students will be able to:

- Recognize the use of research, storage and organizational options for digital files.
- Understand the value of organization.
- Share images across various platforms.

### Skill Objectives

Students will:

- Create organize and save a digital photographic library.
- Apply elements of art and principles of design to photography.
- Transfer digital files across various electronic platforms.
- Access digital files quickly and efficiently.

<p><b>Creating</b> <b>Anchor Standard:</b></p>	<p><b>Presenting</b> <b>Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation. <b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation.</p>	<p><b>Responding</b> <b>Anchor Standard:</b></p>	<p><b>Connecting</b> <b>Anchor Standard:</b></p>
<p><b><u>Enduring Understandings</u></b></p> <p><b><u>Essential Questions</u></b></p> <p><b><u>Process Components</u></b> Investigate/Plan/Make</p>	<p><b><u>Enduring Understandings</u></b> 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>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><b><u>Essential Questions</u></b> 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>	<p><b><u>Enduring Understandings</u></b></p> <p><b><u>Essential Questions</u></b></p> <p><b><u>Process Components</u></b> Perceive, Analyze and Interpret</p>	<p><b><u>Enduring Understandings</u></b></p> <p><b><u>Essential Questions</u></b></p> <p><b><u>Process Components</u></b> Synthesize, Relate</p>

	<p><b><u>Process Components</u></b> Analyze, Select, Share</p> <p>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p>		
<p><b><u>Sample Performance Assessments</u></b></p>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Digital Portfolio</li> <li>• Designated Folder for digital files</li> <li>• File Organization Checklist</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p>	<p><b><u>Sample Performance Assessments</u></b></p>

## Unit 4 – Digital Manipulation

### Unit Objectives

Students will be able to:

- Recognize the differences among available manipulative software programs.
- Understand the various filters and manipulative techniques.
- Recognize alternative manipulative methods.
- Understand the functions of available printers.

### Skill Objectives

Students will:

- Use image editing software.
- Connect, transfer and color manage photographs for successful output of images.
- Integrate scanned images into photographs.
- Control size and output of images.

<p><b>Creating</b>  <b>Anchor Standard 1:</b>  Generate and conceptualize artistic ideas and work.  <b>Anchor Standard 2:</b>  Organize and develop artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 5:</b>  Develop and refine artistic techniques and work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard :</b></p>	<p><b>Connecting</b>  <b>Anchor Standard:</b></p>
<p><b><u>Enduring Understandings</u></b>  Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p><b><u>Essential Questions</u></b>  What factors prevent or encourage people to take creative risks?</p> <p>What responsibilities come with the freedom to create?</p> <p><b><u>Process Components</u></b>  Investigate/Plan/Make</p> <p>Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p>	<p><b><u>Enduring Understandings</u></b>  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><b><u>Essential Questions</u></b>  How does refining artwork affect its meaning to the viewer?</p> <p><b><u>Process Components</u></b>  Analyze, Select, Share</p> <p>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>	<p><b><u>Enduring Understandings</u></b></p> <p><b><u>Essential Questions</u></b></p> <p><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p>	<p><b><u>Enduring Understandings</u></b></p> <p><b><u>Essential Questions</u></b></p> <p><b><u>Process Components</u></b>  Synthesize, Relate</p>

<p>Demonstrate awareness of ethical implications of making and distributing creative work.</p>			
<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Digital Collage</li> <li>• Photo Montage (Swap Faces)</li> <li>• Scanned Imaging/Digital Photograms</li> <li>• Magazine Cover (Use of Multiple Adobe Products)</li> <li>• Adjustment Tool Exercise</li> <li>• Tool Use Checklist</li> <li>• Exit Portfolio Slideshow/Checklist</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Individual Exhibition of Artwork</li> <li>• Public Speaking Checklist</li> <li>• Class Critique</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p>	<p><b><u>Sample Performance Assessments</u></b></p>



# INTRODUCTION TO 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
<b>DIRECTIONS, REQUIREMENTS &amp; CRAFTSMANSHIP</b> <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.
<b>USE OF VISUAL ELEMENTS &amp; PRINCIPLES</b> <i>CREATE</i> <i>Organize and develop artistic ideas and work.</i> <b>CRITICAL AND CREATIVE THINKING</b>	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.
<b>SKILLS OF PROGRAM &amp; TECHNIQUES</b> <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.
<b>CONNECTING, CREATIVITY &amp; ORIGINALITY</b> <i>CONNECTING</i> <i>Synthesize and relate knowledge and personal experiences to make art.</i> <b>CRITICAL AND CREATIVE THINKING</b>	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.
<b>FINAL PRESENTATION OF SUMMATIVE WORK AND THE ABILITY TO ARTICULATE MEANING BEHIND IDEA AND ARTWORK.</b> <i>PRESENT</i> <i>Select, analyze, and interpret artistic work for presentation.</i> <b>COMMUNICATE AND COLLABORATE</b>	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+  
19,18. A  
17. A-

16. B+  
15, 14. B  
13. B-

12. C+  
11, 10 C  
9. C-

8. D+  
7, 6. D  
5. D-

4, 3, 2, 1. F