

NEWPORT-MESA UNIFIED SCHOOL DISTRICT Course Description

PHOTOGRAPHY 1AB, 2AB, 3AB, 4AB

**(This course sequence is part of both the Fine Arts
and Industrial Technology Education content areas)**

Overview:

Photography 1AB is an introductory, entry-level course designed for all students. Some will use it to meet a graduation requirement in Fine Arts; some will discover their interest and talent levels are such that they will pursue their photographic studies in both high school and college, eventually becoming professionals.

Photography 2AB is a continuation course for students who have completed Photography 1AB. It is designed for students wishing to continue with photography as an elective. It is also designed to further train students who are thinking of pursuing photography as a career. Photography 2AB has both breadth and depth. It integrates critical thinking, planning, math, and decision-making skills. Successful completion of the course assures the student will have integrated critical thinking skills, planning skills, math skills, and decision-making skills. The student will develop a body of work that will enable authentic assessment of his/her achievement and contribute to his/her self-esteem.

Photography 3AB is a continuation course for students who have completed Photography 2AB. It is also designed to train students who are thinking of pursuing photography as a career in any capacity. Successful completion of Photography 3AB will insure that students enter college photography programs beyond the basic level or entry into the job market with saleable skills.

Photography 4AB is a continuation course for students who have completed Photography 3AB. It is primarily designed for serious students who plan a career in the field, whether as a commercial or fine artist. Successful completion of Photography 4AB will prepare the student to enter any college photography program at an advanced level.

The Photography 4 student will work in conjunction with Orange Coast College. The student will also have opportunities for apprenticeships and more advanced training in the local business community. The skills acquired in the first three years of photography—critical thinking, planning, math, and decision-making--will be further developed.

Course of Study Objectives:

The student will:

1. Given a single lens reflex 35mm camera, identify correctly all major parts and explain their functions; the student will explain the major differences between a manual SLR and a "point and shoot" twin lens camera.
2. Will explain the difference between Plus-X and Tn-X, recall both films' speeds, and explain under what conditions each would be preferred.
3. State the rule of BDE (Basic daylight, exposure, AKA "Sunny 16") and using it, will be able to test the accuracy of any camera's light meter. The student, also using the rule of BDE, will correctly expose his/her film.
4. Successfully develop exposed film, name the chemicals used and explain the developing process.
5. Print at least one contact/proof print and one enlargement using multigrade RC paper. The student will explain what RC paper is, and correctly identify prints produced both with and without contrast filters. Should his/her negatives require filters, the student will use them correctly. The student will identify a contact proof sheet when shown one and will produce at least one of his/her own. The student will make enlargements of various sizes (e.g., 2" x 3" to 11" x 14").
6. Correctly identify the four basic types of light given a set of photographs and will produce four of his/her own photographs, each one employing one of the four types of light (direct, diffused, directional diffused, back).
7. Demonstrate his/her understanding of how shutter speed affects an image by explaining the effect of various shutter speeds from slow to fast, naming the standard speeds in order (from B to 1.1000), and producing images that demonstrate understanding of various shutter speeds. Given an existing photograph, the student will explain how the shutter speed was used in creating the image.
8. Demonstrate understanding of how aperture affects an image by differentiating between an open and shut aperture (e.g., f/1.8 and /16). The student will explain how a photograph shot with both the lenses open and stopped down will look. The student will name the five stops common on the majority of lenses. The student will produce at least two images that demonstrate understanding of various apertures.
9. The student will demonstrate understanding of basic principles of composition and design. The student will identify tone, texture, line, pattern, shape, and framing in published photographs, his/her own work, and the work of peers. Given photographs, the student will explain how each uses the rule of thirds.
10. Demonstrate understanding of available light by producing photographs shot in available light. The student will produce photographs shot at night and while using a shutter speed of B.
11. Correctly expose film using an on-camera flash by selecting the correct shutter speed and aperture for the type of film used, while shooting with an on-camera flash.

12. Produce various types of portraits (environmental and studio; formal and informal) using various types of lighting. The student will produce studio portraits using both continuous burning (tungsten) light and off-camera strobes. The student will use a flash meter correctly.
13. Demonstrate competence in handling alternative darkroom processes by producing either a print made using litho film, a bas relief, or a solarization. The student will explain the process used to peers.
14. Prepare at least one photograph for display by drymounting it.
15. Understand and demonstrate the safe and appropriate use of tools, equipment, materials and chemicals used in photography.
16. Explore careers available in the field of photography and practice employability skills. Students will demonstrate skills such as positive attitude, honesty, self-discipline, time management, leadership, team work, critical thinking, problem solving, effective speaking, writing, and listening.
17. Build a functional pinhole camera by finding or building a light-tight box (e.g., a shoe box, an oatmeal container). S/he will pierce one end with a needle, load the "camera" in the darkroom with film or paper, make an exposure in sunlight, and develop the resulting image.
18. Recognize at least one photogram by the artist Man Ray, and make his/her own photogram using self-selected objects to make an autobiographical statement.
19. Demonstrate a comprehensive understanding by creating an original advertisement, album cover, or photographic essay. The student will design, shoot, print, and paste up/assemble the product of his/her choice. The student will present his final product to his peers.
20. In order to consider the ethical concerns of being a photographer, the student will study the work of public photographers (like Diane Arbus). The student will photograph twenty people s/he does not know, after first asking for and receiving their permission to do so. The student will make a proof sheet of his/her roll and one print.

Additional Course of Study Objectives for Photography 2AB:

The student will:

21. Use successfully T-Max films.
22. Vary both normal exposure and development to affect various films' sensitivity.
23. Explain the difference between graded and polycontrast papers and give at least one situation when each might best be used.
24. Experiment with both sepia toner and Farmer's Reducer.
25. Demonstrate an understanding of camera lenses.
26. Demonstrate an understanding of on-camera close-up filters.
27. Produce at least one sports/action shot.

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28. Demonstrate an understanding of lighting ratios.
 29. Use both in-camera and hand-held light meters.
 30. Produce an image s/he has altered.
 31. Set a darkroom up correctly.
 32. Produce an in-camera double exposure.
 33. Produce prints of improved quality compared to his/her previous work, specifically in local control (i.e., burning and dodging).
 34. Correctly identify the three basic paper surfaces, (i.e., glossy, semi-matte, and matte) and explain when each is best used.
 35. Produce special effects through manipulating the temperature of the chemicals and/or water used in developing film.
 36. Produce a self-portrait employing either a single or a multiple image.
 37. Over-matte and frame one of his/her pieces.

Additional Course of Study Objectives for Photography 3AB:

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38. Produce images made with medium format cameras (single lens and twin lens, 35mm and 2 1/4).
 39. Experiment with various film developers (e.g., D-76, D-76 1:1, HC-110, Rodinal) to control granularity and contrast.
 40. Experiment with more sophisticated darkroom techniques than used previously (texture screen, artificial sky, "flashing", montage, multiple exposure).
 41. Produce an in-camera montage using mattes or a matte box.
 42. Shoot various subjects under various types of lighting situations while using different on-camera filters as appropriate.
 43. Identify the difference between resin coated (RC) paper and fiber paper and list the advantages and disadvantages of both.
 44. Use infra-red film and the appropriate on-camera filter.
 45. Define "characteristic curve" and label the curves for the most commonly used black and white films.
 46. Engage in controlled studio and field shooting situations using a medium format camera, tungsten light, and a soft box.
 47. Interview a professional in the field of photography.
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Additional Course of Study Objectives for Photography 4AB:

48. Use successfully a 4 x 5 view camera both in the studio and in the field.
49. Demonstrate an understanding of the zone system.
50. Demonstrate an understanding of sensitometry.
51. Produce a Cibachrome print.
52. Work with various color negative films, successfully matching the temperature of each film with the given light source.
53. Select a photograph from a magazine or book and duplicate it as exactly as possible.
54. Produce both high and low key photographs.
55. Describe the differences between condensor and diffusion enlargers, including cold light, and list the advantages/disadvantages of each.
56. Demonstrate an understanding of the chemistry involved in the photographic process.
57. Demonstrate an understanding of at least one aspect of the history of photography.
58. Continue his/her career exploration begun in Photography 3.
59. Prepare a portfolio.
60. Explain the advantages and disadvantages for photography majors of at least three California colleges.
61. Identify at least three professional organizations and publications.
62. Attend photography exhibitions and submit written critiques.

Student Activities:

- A. Use appropriate tools and equipment, read textual materials, watch videos and teacher demonstrations, utilize computer hardware, software and peripherals, complete paper and pencil exercises.
- B. Plan, organize, research, design, execute, construct and complete teacher assigned sketches, drawings, projects and models.
- C. Work both independently and in cooperative groups.
- D. Work toward an acceptable entry level industry standard in the quality of their work.
- E. Practice the scientific method of problem solving as related to final project development.
- F. Practice self and peer evaluation of class work.

- G. Develop, organize and maintain a portfolio of student work.

Teacher Activities:

- A. Conduct lectures, discussions, and demonstrations.
- B. Facilitate collaborative learning.
- C. Assign projects, monitor progress, advise, mentor, and evaluate completed work.
- D. Provide positive feedback and give appropriate credit for student work.
- E. Discuss portfolio content, advise, and evaluate student portfolios.
- F. Establish and maintain effective working relationships with business partners in related fields.

Suggested Instructional Materials:

TEXTBOOK:

Photography Today, Lou Jacobs Jr.

SUPPLEMENTARY MATERIALS:

Cameras, other photo equipment and supplies
Teacher handouts
Life/Time photography series
Various magazines (*Rolling Stone*, *Interview*, *Shots*, etc.)
Ralph Eugene Meatyard and other monographs (e.g., Ansel Adams, Leibowitz)
Diane Arbus; *Diane Arbus: Magazine Work*
Supplemental texts and reference materials as appropriate for project development.
Library collection and reference materials including multi-media and on-line sources.