Oroville Union High School District
Course Description

Course Title:	Digital Photography II
Aeries Course #:	658A
CBEDS #:	2820
Course Length:	One Year
Type of Credit(s):	VAPA
A-G Approved:	No
Approval Date:	No
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Digital Photography I
Includes Hands-on Lab Activities:	Yes
Grade Level(s):	11-12
Primary Textbook(s):	CS3 Photoshop in a Classroom
Supplemental Materials:	Exploring Photography Textbook and Worksheets by Richard and Robert Walker, Goodheart-Wilcox Company, Inc.
Digital Resources:	The American Photography: A Century of Images Video Series by PBS Home Video Chosen Lessons from CTE Online http://www.cteonline.org/

Course Overview

This course provides an opportunity to build and refine a high-quality, advanced portfolio in the student's area of photographic interest. The emphasis in both course one and two is the application of digital media in photography. Students continue to experiment with manual settings and digital manipulation using Adobe Photoshop and Creative Suite applications. Student projects emphasize the elements of art and principles of design while creating original, creative, and communicative photographic works. Skill-building in composition, lighting, and portraiture through the use of the camera's eye will continue. Students will research and apply historical and cultural contributions of photographic masters, past and present in their own work.

Career opportunities and preparation in the field of photography will also be included as part of the curriculum. This course culminates with a portfolio and public art exhibition of student work.

Please attach a copy of all standards that apply to this course.

Board Approval Date: 2/13/19

Visual Arts Standards
Approved January 2019

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
1.1 Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Questions: 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?
Process Component: Imagine, Plan, Make

Prof.VA:Cr1.1	Acc.VA:Cr1.1	Adv.VA:Cr1.1
Use multiple approaches to begin creative endeavors.	Individually or **collaboratively** formulate new creative problems based on student's existing **artwork**.	Visualize and hypothesize to generate plans for ideas and directions for creating **art** and **design** that can affect social change.

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
1.2 Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
Essential Questions: How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
Process Component: Imagine, Plan, Make

Prof.VA:Cr1.2	Acc.VA:Cr1.2	Adv.VA:Cr1.2
Shape an **artistic investigation** of an aspect of present day life using a contemporary practice of **art** or **design**.	Choose from a range of **materials** and methods of traditional and **contemporary artistic practices** to plan works of **art** and **design**.	Choose from a range of **materials** and methods of traditional and **contemporary artistic practices**, following or breaking established conventions, to plan the making of multiple works of **art** and **design** based on a theme, idea, or **concept**.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
2.1 Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Essential Questions: 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?
Process Component: Investigate

Prof.VA:Cr2.1	Acc.VA:Cr2.1	Adv.VA:Cr2.1
Engage in making a work of **art** or **design** without having a preconceived plan.	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen **art** form.	Experiment, plan, and make multiple works of **art** and **design** that explore a personally meaningful theme, idea, or **concept**.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
2.2 Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Questions: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?
Process Component: Investigate

Prof.VA:Cr2.2	Acc.VA:Cr2.2	Adv.VA:Cr2.2
Explain how traditional and nontraditional **materials** may impact human health and the environment and demonstrate safe handling of **materials**, tools, and equipment.	Demonstrate awareness of ethical implications of making and distributing creative work.	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.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
2.3 Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Questions: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that communicate effectively?
Process Component: Investigate

Prof.VA:Cr2.3	Acc.VA:Cr2.3	Adv.VA:Cr2.3
Collaboratively develop a proposal for an installation, **artwork**, or space **design** that transforms the perception and experience of a particular place.	Redesign an object, system, place, or **design** in response to contemporary issues.	Demonstrate in works of **art** or **design** how visual and **material culture** defines, shapes, enhances, inhibits, and/or empowers people's lives.

CREATING—Anchor Standard 3: Refine and complete artistic work.
Enduring Understanding: Artists and designers develop excellence through practice and constructive critique to reflect on, revise, and refine work over time.
Essential Questions: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
Process Component: Reflect, Refine, Revise

Prof.VA:Cr3	Acc.VA:Cr3	Adv.VA:Cr3
Apply **relevant criteria** from traditional and contemporary **cultural contexts** to examine, reflect on, and plan revisions for works of **art** and **design** in progress.	Engage in constructive **critique** with peers, then reflect on, reengage, revise, and refine works of **art** and **design** in response to personal artistic vision.	Reflect on, re-engage, revise, and refine works of **art** or **design** considering relevant traditional and **contemporary criteria** as well as personal artistic vision.

PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Questions: 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?
Process Component: Select, Analyze

Prof.VA:Pr4	Acc.VA:Pr4	Adv.VA:Pr4
Analyze, select, and **curate** artifacts and/or **artworks** for presentation and **preservation**.	Analyze, select, and **critique** personal **artwork** for a collection or **portfolio** presentation.	**Critique**, justify, and present choices in the process of analyzing, selecting, **curating**, and presenting **artwork** for a specific exhibit or event.

PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: 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.
Essential Questions: What methods, processes and criteria are considered when preparing artwork for presentation, preservation, portfolio, or collection? How does assessing choices for presentation affect its meaning to the viewer?
Process Component: Prepare

Prof.VA:Pr5	Acc.VA:Pr5	Adv.VA:Pr5
Analyze and evaluate the reasons and ways an exhibition is presented.	Evaluate, select, and apply methods or processes appropriate to display **artwork** in a specific place.	Investigate, compare, and contrast methods and processes for **preserving**, presenting, and protecting a variety of **art** works.

PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks that are collected, preserved, or presented, cultivate appreciation and understanding?
Process Component: Present

Prof.VA:Pr6	Acc.VA:Pr6	Adv.VA:Pr6
Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Make, explain, and justify connections between artists or **artwork** and social, cultural, and political history.	**Curate** a collection of objects, artifacts, or **artwork** to impact the viewer's understanding of social, cultural, and/or political experiences.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work
7.1 Enduring Understanding: 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.
Essential Questions: 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?
Process Component: Perceive

Prof.VA:Re7.1	Acc.VA:Re7.1	Adv.VA:Re7.1
Hypothesize ways in which **art** influences perception and understanding of human experiences.	Recognize and describe personal aesthetic and empathetic responses to the natural world and **constructed environments**.	Analyze how responses to **art** develop over time based on knowledge of and experience with **art** and life.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work.
7.2 Enduring Understanding: Visual imagery influences understanding of and responses to the world.
Essential Questions: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
Process Component: Perceive, Analyze

Prof.VA:Re7.2	Acc.VA:Re7.2	Adv.VA:Re7.2
Analyze how one's understanding of the world is affected by experiencing **visual imagery**.	Evaluate the effectiveness of an **image** or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual **images** attributed to a particular type of **art**, timeframe, or culture.

RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual arts vocabularies help us understand and interpret works of art?
Process Component: Interpret

Prof.VA:Re8	Acc.VA:Re8	Adv.VA:Re8
Interpret an **artwork** or collection of works, supported by relevant and sufficient evidence found in the work and its various **contexts**.	Identify types of contextual information useful in the process of constructing interpretations of an **artwork** or collection of works.	Analyze differing interpretations of an **artwork** or collection of works in order to select and defend a plausible critical analysis.

RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work.
Enduring Understanding: People evaluate art based on various criteria.
Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
Process Component: Evaluate

Prof.VA:Re9	Acc.VA:Re9	Adv.VA:Re9
Establish **relevant criteria** in order to evaluate a work of **art** or collection of works.	Determine the relevance of **criteria** used by others to evaluate a work of **art** or collection of works.	Construct evaluations of a work of **art** or collection of works based on differing sets of **criteria**.

CONNECTING—Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Questions: 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 artmaking?
Process Component: Synthesize

Prof.VA:Cn10	Acc.VA:Cn10	Adv.VA:Cn10
Document the process of developing early stage ideas to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.	Synthesize knowledge of social, cultural, historical, and personal life with **art-making approaches** to create meaningful works of **art** or **design**.

CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
Process Component: Relate

Prof.VA:Cn11	**Acc.VA:Cn11**	**Adv.VA:Cn11**
Describe how knowledge of culture, traditions, and history may influence personal responses to **art**.	Compare uses of **art** in a variety of societal, cultural, and historical **contexts** and make connections to uses of **art** in contemporary, local and global **contexts**.	Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Media Arts Standards
Approved January 2019

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.
Essential Questions: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
Process Component: Conceive

Prof.MA:Cr1	Acc.MA:Cr1	Adv.MA:Cr1
Use identified **generative methods** to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	Strategically utilize **generative methods** to formulate multiple ideas, and refine artistic goals to increase originality in media arts creation processes.	Integrate **aesthetic principles** with a variety of **generative methods** to fluently form original ideas, solutions, and innovations in media arts creation processes.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: Media artists plan, organize, and develop creative ideas and models into process structures that can effectively realize the artistic idea.
Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
Process Component: Develop

Prof.MA:Cr2	Acc.MA:Cr2	Adv.MA:Cr2
Apply aesthetic criteria in developing, and refining artistic ideas, plans, prototypes, and **production processes** for media arts productions, considering original inspirations, goals, and **presentation** context.	Apply a **personal aesthetic** in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, **constraints** of resources, and **presentation** context.	Integrate a sophisticated **personal aesthetic** and knowledge of **systems** processes in proposing, forming, and testing original artistic ideas, prototypes, and production frameworks, considering complex **constraints** of goals, time, resources, and personal limitations.

CREATING—Anchor Standard 3: Refine and complete artistic work.
Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.
Essential Questions: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists refine their work?
Process Component: Construct

Prof.MA:Cr3	Acc.MA:Cr3	Adv.MA:Cr3
a. Implement **production processes**, making artistically deliberate choices in content, technique, and style in media arts productions, demonstrating understanding of associated **aesthetic principles**, such as **emphasis** and **tone**.	a. Effectively implement **production processes**, artistically crafting and integrating content, technique and **stylistic conventions** in media arts productions, demonstrating understanding of associated **aesthetic principles**, such as consistency and **juxtaposition**.	a. Synthesize content, processes, and **components** to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated **aesthetic principles**, such as **hybridization**.
b. Refine media artworks, honing aesthetic quality and stylistic elements towards intentional expression and purpose.	b. Refine and elaborate aesthetic elements and technical **components** to intentionally form impactful expressions in media artworks for specific purposes, audiences and **contexts**.	b. Intentionally and consistently refine and elaborate elements and **components** to form impactful expressions in media artworks, directed at specific purposes, audiences, and **contexts**.

PRODUCING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.
Essential Question: How are complex media arts experiences constructed?
Process Component: Integrate

Prof.MA:Pr4	Acc.MA:Pr4	Adv.MA:Pr4
Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as **experiential design**.	Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic consistency, such as **transmedia productions**.	Synthesize various arts, media arts forms, and academic content into unified media arts productions that retain artistic fidelity across platforms, such as **transdisciplinary productions**.

PRODUCING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.
Essential Questions: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
Process Component: Practice

Prof.MA:Pr5	Acc.MA:Pr5	Adv.MA:Pr5
a. Demonstrate progression in artistic, design, technical, and **soft skills**, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.	a. Demonstrate effective command of artistic, design, technical and **soft skills** in managing and producing media artworks.	a. Employ mastered artistic, design, technical, and **soft skills** in managing and producing media artworks.
b. Develop and refine a determined range of creative and innovative abilities, such as applications of tools, risk taking and **design thinking**, in addressing identified challenges and **constraints** within and through media arts productions.	b. Demonstrate creative, and innovative abilities, such as **resisting closure** and **responsive use of failure**, to effectively address sophisticated challenges within and through media arts productions.	b. Fluently employ creativity and innovation in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.

PRODUCING—Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.
Essential Question: How does time, place, audience, and context affect presenting or performing choices for media artworks?
Process Component: Practice

Prof.MA:Pr6	Acc.MA:Pr6	Adv.MA:Pr6
Design the **presentation** of media artworks, considering the relationships of formats and **contexts**, and desired outcomes.	Design the effective **presentation** and promotion of media artworks for a variety of formats and **contexts**, such as local exhibits, mass **markets** and **virtual channels**.	Curate, design, and promote the **presentation** of media artworks for intentional impacts, through a variety of **contexts**, such as **markets** and venues.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work.
Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.
Essential Questions: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?
Process Component: Perceive

Prof.MA:Re7	Acc.MA:Re7	Adv.MA:Re7
a. Analyze and describe the qualities of and relationships between the **components**, content, and intentions of various media artworks.	a. Analyze and explain the qualities of and relationships between the **components**, form and content, aesthetics, intentions and **contexts** of a variety of media artworks.	a. Analyze and synthesize the qualities and relationships of the **components** and the audience impact in a variety of media artworks.
b. Analyze how a variety of media artworks **manage audience experience** and create intention through **multimodal perception**.	b. Analyze and explain how diverse media artworks **manage audience experience** and create intention and persuasion through **multimodal perception**.	b. Examine diverse media artworks, analyzing methods for **managing audience experience**, creating intention and persuasion through **multimodal perception**, and **systemic communications**.

RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work.
Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.
Essential Question: How do people relate to and interpret media artworks?
Process Component: Interpret

Prof.MA:Re8	Acc.MA:Re8	Adv.MA:Re8
Analyze the intent, **meanings**, and reception of a variety of media artworks, focusing on personal and cultural **contexts**.	Analyze the intent, **meanings**, and influence of a variety of media artworks, based on personal, societal, historical, and cultural **contexts**.	Analyze the intent, **meanings** and impacts of diverse media artworks, considering complex factors of **context** and bias.

RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work.
Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.
Essential Questions: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?
Process Component: Evaluate

Prof.MA:Re9	Acc.MA:Re9	Adv.MA:Re9
Evaluate media art works and **production processes** at decisive stages, using identified criteria, and considering **context** and artistic goals.	Form and apply defensible evaluations in the constructive and systematic critique of media artworks and **production processes**.	Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and **production processes**, considering complex goals and factors.

CONNECTING—Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Media artworks synthesize meaning and form cultural experience.
Essential Questions: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?
Process Component: Synthesize

Prof.MA:Cn10	Acc.MA:Cn10	Adv.MA:Cn10
a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as interests, research, and cultural experiences.	a. Synthesize internal and external resources to enhance the creation of compelling media artworks, such as cultural connections, introspection, independent research, and exemplary works.	a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
b. Explain and demonstrate the use of media artworks to expand **meaning** and knowledge, and create cultural experiences, such as learning and sharing through local and global networks.	b. Explain and demonstrate the use of media artworks to synthesize new **meaning** and knowledge, in addition to reflecting and forming cultural experiences, such as new connections between themes and ideas, and personal influence.	b. Demonstrate and expound on the use of media artworks to consummate new **meaning**, knowledge, and impactful cultural experiences.

CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.
Essential Questions: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?
Process Component: Relate

Prof.MA:Cn11	Acc.MA:Cn11	Adv.MA:Cn11
a. Demonstrate and explain how media artworks and ideas relate to various **contexts**, purposes, and values, such as social trends, power, equality, and personal/cultural identity.	a. Examine in depth and demonstrate the relationships of media arts ideas and works to various **contexts**, purposes, and values, such as **markets**, **systems**, propaganda, and truth.	a. Demonstrate the relationships of media arts ideas and works to personal and global **contexts**, purposes, and values, through relevant and impactful media artworks.
b. Critically evaluate and effectively interact with **legal**, **technological**, systemic, and **vocational contexts** of media arts, considering **civic values**, **media literacy**, social media, virtual environments, and **digital identity**.	b. Critically investigate and proactively interact with **legal**, **technological**, systemic, and **vocational contexts** of media arts, considering **civic values**, **media literacy**, **digital identity**, and artist/audience **interactivity**.	b. Critically investigate and strategically interact with **legal, technological**, systemic, cultural and **vocational contexts** of media arts considering the impacts upon individuals and the community.