

## Through the Lens 2

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**Students will apply the elements learned in Through the Lens 1 to formulate an individual voice and personal style through the Photography and/or Video medium. This will be a self-paced course where students will propose a personalized learning path, document and reflect on their progress and publish their work for public display.**

**Grade breakdown:** Your grade will be based on weekly projects, photos, edits, class participation, research projects, tests, and your portfolio. The portfolio will be ongoing and recorded on the Fairview Blogs.

1. **Photo and Video Projects : -50%** - The projects will focus on inclusion of the skills, tools and techniques learned in class related to Photography and Filmmaking
2. **Research Projects/Homework/Examinations: -25%** - Students will learn about artists from different period, movements and nationalities.
3. **Portfolio - 25%** - Digital Portfolio Entries and Display.

**Grading:** Assignments will be graded by the following criteria:

- Work turned in on time.
- Work follows guidelines given for that particular assignment.
- Work shows creativity and meaningful thought.
- Work demonstrates tools and techniques learned and their application to create meaningful art.
- All work will be graded based off of the following rubric:

Art Rubric	Poor	Fair	Good
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<b>Elements of Photo/ Video</b>	<b>Poor</b> Student completed the minimum, and/or artwork was not completed. The work does not demonstrate the necessary techniques, elements and criteria for assignment.	<b>Fair</b> Student completed the minimum and demonstrated the necessary techniques, elements and criteria for assignment.	<b>Good</b> Student completed more than the minimum, demonstrated the necessary techniques, elements and criteria for assignment.
<b>Creativity</b>	<b>Poor</b> The student work lacked sincere originality.	<b>Fair</b> The student work demonstrated originality.	<b>Good</b> The student work demonstrated a unique level of originality.
<b>Effort/Skill</b>	<b>Poor</b> Student did not finish their work in a satisfactory manner, and their work reflected a lack of understanding.	<b>Fair</b> Student completed their art work at an average manner, and showed average understanding of the theme.	<b>Good</b> Student showed an above average effort on finishing the artwork. Work is outstanding and shows a deep understanding of the theme.
<b>Class Participation</b>	<b>Poor</b> Student communicates few, if any comments during class discussions.	<b>Fair</b> Student engages in answering questions in a sporadic manner.	<b>Good</b> Student continually answers questions and shares his/her feelings about the subject on an above average level.
<b>Following Guidelines</b>	<b>Poor</b> Student turns in work late or not at all. Student shows little to no responsibility of cleaning up their space in a timely manner.	<b>Fair</b> Student turns in work semi-regularly. Shows average responsibility but needs to perform it in a timely manner.	<b>Good</b> Student shows outstanding responsibility of cleaning up in a timely manner and turning in artwork on time.

## COURSE STANDARDS

(Cognitive and Creative Learning Processes)

**HS BEGINNING**

## **PERCEIVING/KNOWING**

- 1PE Examine and articulate the effects of context on visual imagery.
- 2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
- 3PE Identify the relationship between community or cultural values and trends in visual art.
- 4PE Identify the factors that influence the work of individual artists.
- 5PE Describe the role of technology as a visual art medium.
- 6PE Describe the decisions made in the design of everyday objects.

## **PRODUCING/PERFORMING**

- 1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
- 2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
- 3PR Explore multiple solutions to visual art problems through preparatory work.
- 4PR Establish the appropriate levels of craftsmanship when completing artworks.
- 5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
- 6PR Identify and apply visual literacy as a means to create images that are personally expressive.

## **RESPONDING/REFLECTING**

- 1RE Explore various methods of art criticism in responding to artworks.
- 2RE Identify assessment practices to manage, monitor and document their learning.
- 3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
- 4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.
- 5RE Identify and explain one or more theories of aesthetics and visual culture.
- 6RE Identify various venues for viewing works of art.
- 7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.