

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

FINE ART PHOTOGRAPHY

DATE: February 2007

SUBJECT AREA: Visual and Performing Arts

PROPOSED GRADE LEVEL (S): 10-12

COURSE LENGTH: 1 Year

GRADING: A-F

NUM OF CREDITS: 5 per Semester

PREREQUISITES: A foundation art class such as Introduction to Art, Drawing and Painting or Art for New Media is strongly recommended prior to enrollment in this course.

COURSE DESCRIPTION:

Fine Art Photography is a visual art class; emphasis is on approaching the world of photography as a means of artistic expression. Students will study the masters of traditional and digital photography and learn to understand and evaluate photography as a creative art form. Through photography and the creative process, students will explore the elements of art, principles of design, composition, digital photography equipment, digital darkroom techniques, lighting, and a variety of methods, techniques, and processes used in fine art photography.

GENERAL GOALS AND OBJECTIVES:

- Students will read about, write about, talk about, and reflect upon fine art photography in order to gain fluency, skills, and a deeper understanding of the history and future of the art form.
- Students will work independently and collaboratively to create artistically.
- Students will analyze the roles, functions, and development of photography through time and its connections to other art disciplines.
- Students will develop creative skills in problem solving, communication, and time management.
- Students will learn about career possibilities related to photography.
- Students will compare and contrast fine art photograph with other art forms.
- Students will study the history of photography, important styles, techniques and movements, and the traditional and non-traditional photographers who have had an impact on the art form.
- Students will approach the world of photography as a means of artistic expression (this is different than "photojournalism" or taking "snapshots.")
- Students will learn the vocabulary of art and photography in order to write about, read about and discuss art works with fellow students.
- Students will focus on art fundamentals in order to create successful photographic artworks.
- Students will understand exposure, metering, aperture and shutter speed, and how a single lens reflex camera works.
- Students learn to use digital darkroom techniques that are currently replacing traditional darkroom methods.

STUDENT READING COMPONENT:

Students will be assigned readings from a variety of sources including magazines, textbook, and Internet articles. Students will be required to follow written instructions on projects.

STUDENT WRITING COMPONENT:

- Students will describe, analyze, critique, and write about professional and student fine art photography in essays and a research paper (description, observation, analysis, persuasive).
- Students will reflect on the creative process and problem solving techniques used in creative photography (reflective).
- Students will compare and contrast, as well as analyze the methods of famous photographers and the influence of technology on art form (informative).
- Students will keep an ongoing journal/scrapbook of ideas views and project possibilities.

STUDENT ORAL COMPONENT:

- Students will present oral reports and participate in class/small group discussions about their own work and the work of others.
- Students will present their projects to the class with an explanation of the process and an evaluation of the end result.
- Students will orally respond to artwork and discuss their evaluation of the artist's intent using vocabulary and terms appropriate to art.

DETAILED UNITS OF INSTRUCTION:

Textbooks: Photography, 8th edition by Barbara London and John Upton
Complete Digital Photography, 3rd Edition by Ben Long

Week 1

Unit One: Learning to Really See Photography

- Art elements, principles of design, art vocabulary, color theory, composition, and framing
- Ethics of Photography

Week 2-3

Unit Two: Masters of Photography

- History of photography
- Fine art vs. photojournalism vs. snapshot

Week 4

Unit Three: Photographical Techniques and Methods

- Understanding exposure, lighting, depth of field, aperture, shutter speed, and ISO

Week 5-6

Unit Four: The Digital Darkroom

- Image Editing Software
- Ethics of Digital Imaging
- File Management, Display and Printing

Week 7

Unit Five: Understanding the Art of Photography

- Concentration on Art Fundamentals—revisit art vocabulary, principals, and elements of art
- Imogene Cunningham, Tina Modotti, Paul Outerbridge, Karl Blossfeldt, Paul Strand, Edward Weston, Minor White

Week 8

Unit Six: Secrets for Successful Photographs

- Concentration on Photographing Concepts—camera techniques, composition, framing, viewpoint, lighting
- William Eggleston, Jacques-Henri Lartique, Clarence John Laughlin, Joel Meyerowitz, W. Eugene Smith, Gary Winogrand

Week 9

Unit Seven: The Self Portrait

- Self-portrait as signature, as projection, as self-study, and as fantasy
- Lee Friedlander, Cindy Sherman, Man Ray, Martin Fuchs, Eileen Brady Nelson

Week 10

Unit Eight: The Portrait

- Capturing the essence of your subject
- Posing, lighting, exposure and metering, viewpoint
- Diane Arbus, Margaret Bourke-White, Dorothea Lange, Lisette Model, Arnold Newman, Lothar Wolleh

Week 12-13

Unit Nine: Sequential Art/Triptych

- Storytelling through a series of photographs
- Graham Flint, Nigel Poor, Mark Klett, Laurent Pinsard, Steve Kahn, Janica Yoder

Week 14

Unit Ten: Word and Image

- Ideas and Concepts in Photography
- Making a visual statement
- Jim Goldberg, Jeff Wolin

Week 15

Unit Eleven: Surrealism and Fantasy

- Ideas and Concepts, continued
- Exploring the subconscious and unconscious through photography
- Robert Parke Harrison, Man Ray, Bill Brandt, Manuel Alvarez Bravo, Clarence John Laughlin, Frederick Sommer, Jerry Uelsman

Week 16 Unit Twelve: Time and Motion Studies

- Ambient and low light
- Shutter speed and techniques to capture motion
- Eadweard Muybridge, Henri Cartier-Bresson, Lothar Wolleh

Week 17-18

Unit Thirteen: Final Project

- Student knowledge and experience culminates in a student chosen final project

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Artistic Perception

1. To introduce students to the elements and principles of art and photography.
2. To build on student's experiences in using the elements and principles to create personal, technically proficient works of photography.
3. To introduce students to the vocabulary and selected aspects of art and photography through a variety of photographic techniques and assignments.
4. To compare and discuss how fine art photography, commercial photography, and photographic journalism differ.

Creative Expression

1. To solve problems by creatively applying the elements and principles of design to photographic works of art.
2. To provide instruction and practice in the safe and effective use of photographic methods and techniques.
3. To develop students' responsibility for organizing their own work, as well as maintaining shared tools and materials in the classroom workspace.

Historical and Cultural Context

1. To familiarize students with significant historical developments of photography and art through studio projects based on a variety of creative techniques.
2. To familiarize students with the work of important twentieth century photographers and art movements.

Aesthetic Valuing

1. To give students the vocabulary to evaluate and reflect on their works and those of their peers in writing or presentation.
2. To provide on-going opportunities for, and instruction in, analyzing and evaluating work in various art and digital media according to aesthetic theories and conventions of art criticism.

Connections, Relations, and Applications

1. To continue the exploration and development of visual ideas in a series of outside-of-class sketchbook assignments.
2. To explore various career fields in the area of art and photography through research projects, studio exercises, and presentations.
3. In written reflection and discussion, students will speculate on the nature and function of photography due to changing technology and culture.

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** Able to apply their knowledge of history, culture, and design to solve open-ended projects. Students will be able to revise and reflect on their ideas and solutions and explore career options related to art and photography.
- **Effective Communicators:** Able to successfully communicate ideas and emotions through an understanding of the visual elements of design. Students will utilize knowledge of art history and design to discuss design solutions and critique student work. Students will present portfolios and develop presentations.
- **Quality Producers/Performers:** Able to demonstrate the creative ability and technical skills to produce solutions to specific design problems, presentations, and portfolios.

- **Constructive Thinkers**: Using acquired technical skills to creatively solve design problems and reflect upon the characteristics and merits of their work and the work of others. Students will use their knowledge to analyze other design solutions using the strategies of art criticism. Students will gather and evaluate information from written and Internet resources on photographers and historical periods.
- **Collaborative Workers**: Able to work together to create solutions for group projects. Students will participate in group critiques of student projects. Students will participate in class discussions on aesthetics.
- **Responsible Citizens**: Who maintain classroom equipment and materials. Students will be responsible for supporting peers and commenting appropriately on their work.

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**