COURSE TITLE: Photography II A/B

COURSE NUMBERS: 3295 / 3296

DEPARTMENT: Visual and Performing Arts

PREREQUISITE: Recommend - Photography I A/B

LENGTH OF COURSE: One Year

SEMESTER PERIOD OF CREDITS: 5 per semester

GRADE LEVEL(S): 10-12

DATE ADOPTED: June 18, 2003

Meets EUHSD Elective Credit or Fine Arts/CTE Requirement

MEETS UC “f” ADMISSION REQUIREMENTS


COURSE DESCRIPTION: Photo II is designed for the serious photographer who wants to refine the quality of the pictures taken and processed. Students explore advancements in digital photography, including shooting digital, scanning negatives, manipulating images, enhancing photos, restoration, and printing with photo quality inkjet printers. Exposure is given a high priority. Important photographers, who have impact on the field, are studied. Copy work is learned. Medium and large format cameras are used. Possible careers in, or related to, photography are examined. Students are given, as much as possible, a choice to work in the areas of photojournalism, commercial, digital, or experimental photography.

5/21/12
### COURSE UNITS/TOPICS

**AND**

### ALLOCATED INSTRUCTIONAL TIME

**PHOTOGRAPHY II**

<table>
<thead>
<tr>
<th>I.</th>
<th>Photojournalism</th>
<th>6 weeks</th>
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<tbody>
<tr>
<td>II.</td>
<td>Creative Seeing</td>
<td>3 weeks</td>
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<tr>
<td>III.</td>
<td>Using A Tripod</td>
<td>1 week</td>
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<tr>
<td>IV.</td>
<td>Filters</td>
<td>2 weeks</td>
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<tr>
<td>V.</td>
<td>Color Theory</td>
<td>3 weeks</td>
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<tr>
<td>VI.</td>
<td>Photographers</td>
<td>2 weeks</td>
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<tr>
<td>VII.</td>
<td>Other Format Cameras</td>
<td>1 week</td>
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<tr>
<td>VIII.</td>
<td>Digital Photography</td>
<td>8 weeks</td>
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<tr>
<td>IX.</td>
<td>Experimental Photo Techniques</td>
<td>7 weeks</td>
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<tr>
<td>X.</td>
<td>Careers</td>
<td>2 weeks</td>
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### VISUAL AND PERFORMING ARTS COURSE OF STUDY

#### PHOTOGRAPHY II

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<thead>
<tr>
<th>STATE STANDARDS</th>
<th>SUGGESTED CORE CONNECTIONS</th>
<th>SUGGESTED RESOURCES TECHNOLOGY LINKS</th>
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<tbody>
<tr>
<td>1.0 ARTISTIC PERCEPTION: <em>Processing, analyzing, and responding to sensory information through the language and skills unique to photography</em></td>
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**Students perceive and respond to photographic works from nature, culture, events, and the environment. They use the photographic vocabulary of the visual arts to express their observations.**

* I. Photojournalism  
II. Creative Seeing  
VI. Photographers  
VIII. Digital Photography  
IX. Experimental Photo Techniques

1.1 Students identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of photography, including their own.

1.1.1 Students will photograph and analyze their own photo story that reflects the culture or social aspects around our environment.

Display of student photojournalistic work

1.2 Students describe the principles of design as used in works of photography, focusing on dominance and subordination.

1.2.1 Students will analyze their own work to see how to improve the content and composition.

www.wjea.com/photography-rubric.htm-5k  
Photography rubric

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<tr>
<td><strong>1.3 Students research and analyze the work of a photographer and write about the photographer’s distinctive style and his/her contribution to society.</strong></td>
<td>1.3.1 Students will know the significant impact several photographers had on photography.</td>
<td>Search the Internet on photographers such as Henri Cartier Bresson, Robert Capa, or Margaret Burke White</td>
<td>Discuss and share orally their knowledge of photographers. Make an oral presentation of a written report.</td>
</tr>
<tr>
<td><strong>1.4 Students analyze and describe how the composition of a photograph is affected by the use of a particular principle of design.</strong></td>
<td>1.4.1 Students will observe and study experimental techniques used to create photographs that reflect creative principles and design.</td>
<td>Search the library for books or use the Internet.</td>
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</table>
| **1.5 Students analyze the materials used by a given photographer and describe how its use influences the meaning of the work.** | 1.5.1 Students will study the contrast of different photographers’ techniques that have been used over time. | *Life Library of Photography*  
Library  
Videos  
Internet | |
| **1.6 Students compare and contrast similar styles of photography done in electronic media with those done in traditional visual arts materials.** | 1.6.1 Students will scan their own negative and manipulate on a computer and compare those results with what they were able to do in the darkroom. | Photo software such as Adobe Photoshop  
Digital camera | Finished photo will be printed on a computer with good photo quality paper and then graded using a rubric. |

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## 2.0 CREATIVE EXPRESSION: Creating, performing, and participating in photography

**Students apply artistic and photographic processes and skills, using a variety of new media, including digital technology and experimental techniques to communicate meaning and intent in original photographic work.**

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<tr>
<th>I. Photojournalism</th>
<th>II. Creative Seeing</th>
<th>III. Using a Tripod</th>
<th>VIII. Digital Photography</th>
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### 2.1 Students solve a photography problem that involves the effective use of the elements of art and the principles of design.

| 2.1.1 Students will understand when it is necessary to use a tripod and then compose a picture using a slow shutter speed to create an unusual and unique landscape or seascape. | Students develop negative Contact sheets will be assessed reflecting assignment |

### 2.2 Students prepare a portfolio of photography that reflects refined craftsmanship and technical skills.

| 2.2.1 Students will gather examples of the different types of photography learned and present them in a portfolio suitable for a job interview related to photographic careers. | Internet PowerPoint presentation Finished portfolio presentation Self, peer, and teacher critiques using a rubric |

### 2.3 Students develop and refine skills in the manipulation of digital imagery (either still or video).

| 2.3.1 Students will take a scanned negative and create three different creative renditions, using the editing tools available in Adobe Photoshop. | Adobe Photoshop and a digital scanner Graded on three finished photos or a PowerPoint show |

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<td>2.4 Students review and refine observational photographic skills.</td>
<td>2.4.1 Students will use different lenses or equipment and use different shooting angles to start creating photographs instead of simply taking them.</td>
<td>Adobe Photoshop</td>
<td>Teacher monitoring of students working</td>
</tr>
<tr>
<td>2.5 Students create an expressive composition focusing on dominance and subordination.</td>
<td>2.5.1 Students will use traditional photo techniques or digital manipulation to create experimental photographs that reflect proper use of composition.</td>
<td>Adobe Photoshop</td>
<td>Student and teacher critiques based on a rubric</td>
</tr>
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<td>2.6 Students create photographic artwork that addresses a social issue.</td>
<td>2.6.1 Students will pick one day and shoot photos around the clock, depicting a particular social issue.</td>
<td></td>
<td>Developed contact sheet</td>
</tr>
<tr>
<td>3.0 HISTORICAL AND CULTURAL CONTEXT: Understanding photography in relation to history and culture. Students analyze the role and development of photography in past and present cultures reflecting the environment throughout the world, noting human diversity as it relates to photography and photographers.</td>
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<td></td>
<td>I. Photojournalism</td>
<td>Life Library of Photography</td>
<td>Oral discussion with class</td>
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<td></td>
<td>VI. Photographers</td>
<td>Internet</td>
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<td>VII. Other Format Cameras</td>
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<tr>
<td>3.1 Students identify similarities and differences in the purposes of photography created in selected cultures.</td>
<td>3.1.1 Students will choose two photographers of different cultures and examine their works to see how their photographs are influenced by their society.</td>
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<td>3.2 Students identify and describe the role and influence of new technologies on contemporary photography.</td>
<td>3.2.1 Students will analyze digital cameras and scanners to see how they have changed the way photographers approach their medium.</td>
<td></td>
<td>Oral discussion with class and teacher</td>
</tr>
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<td>3.3 Students identify and describe trends in the visual arts and discuss how the diverse issues of time, place, and cultural influences are reflected in selected artworks.</td>
<td>3.3.1 Students will identify different camera formats that have been used throughout the world during various periods of time.</td>
<td></td>
<td>Identification of formats from viewing pictures of various time periods</td>
</tr>
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<td>3.4 Students discuss the purpose of photography in selected contemporary cultures.</td>
<td>3.4.1 Students will research photojournalists or the news media to see how their photography has been used to educate and document cultures.</td>
<td>Internet</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>CNN or like news program on television</td>
<td></td>
</tr>
<tr>
<td>4.0 AESTHETIC VALUING: Responding to, analyzing, and making judgments about works in photography and the visual arts. Students analyze, assess, and derive meaning from photographic images, including their own, according to the elements of art, principles of design, and aesthetic qualities.</td>
<td>II. Creative Seeing</td>
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<td></td>
<td>IV. Use of Filters</td>
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<td>V. Color Theory</td>
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<td>VI. Photographers</td>
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<td>4.1 Students articulate how people’s personal beliefs, cultural traditions, and current social, economic, and political contexts influence the way they interpret the meaning or message in photography.</td>
<td>4.1.1 Students will critique the photography in National Geographic to implement their creative ability to see and recognize good forms of visual composition.</td>
<td>Issues and videos of National Geographic</td>
<td>150-word critique depicting at least two perspectives on the composition in National Geographic magazines and books</td>
</tr>
<tr>
<td>4.2 Students compare the ways in which the meaning of specific photographic work has been affected over time because of changes in interpretation and context.</td>
<td>4.2.1 Students will analyze the use of color and its implication and dominance with regards to how it changes throughout time and cultures.</td>
<td>Adobe Photoshop for digital imaging</td>
<td>Collaborative group discussion</td>
</tr>
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<td>4.3 Students formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after weighting the views of others.</td>
<td>4.3.1 Students will select and research the works of a photographer and write a comprehensive report about how the photographer might have interpreted the work.</td>
<td>Library  Photo books  Internet</td>
<td>Evaluate comprehensive report using a rubric</td>
</tr>
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<td>4.4 Students articulate the process and rationale for refining and reworking one of their own photographic works.</td>
<td>4.4.1 Students will choose one of their photographs and critique the lighting and contrast in the photo then analyze how a particular color filter could enhance or set an</td>
<td></td>
<td>Oral critique done with other classmates facilitated by teacher</td>
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4.5 Students employ the conventions of art criticism in writing and speaking about photographic works.

4.5.1 Students will write an analysis of their early work compared to their most recent photographs to determine how their ability to see creatively has developed.

Written analysis; peer and teacher evaluated

### 5.0 CONNECTIONS, RELATIONS, AND APPLICATIONS: Connecting and applying what is learned in photography to other art forms and subject areas and to careers

**Students apply what they have learned in photography across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources which contribute to lifelong learning and career skills. They learn about careers in and related to photography and visual arts.**

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<th>V.</th>
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<th>IX.</th>
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<td>Color Theory</td>
<td>Digital</td>
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<td><strong>5.1 Students produce an advertising campaign for a school or community activity that involves photography.</strong></td>
<td>5.1.1 Students will shoot with color film and take pictures around campus to show how the faculty, staff, and students use school colors to represent their school spirit.</td>
<td>Colored photos in PowerPoint or a slide (show) presentation form</td>
<td></td>
</tr>
<tr>
<td><strong>5.2 Students create a photographic art that communicates a cross-cultural or universal theme taken from literature or history.</strong></td>
<td>5.2.1 Students will reproduce a favorite historical photograph using a unique darkroom or digital experimental technique.</td>
<td>Internet</td>
<td>Copied photo depicted with manipulation</td>
</tr>
<tr>
<td><strong>5.3 Students compare and contrast the ways in which different media (television, newspapers, magazines) cover the same photography or art exhibition.</strong></td>
<td>5.3.1 Students will choose a photographic topic and decide how they would present information about that topic depending on their photographic career path.</td>
<td>Internet</td>
<td>Oral presentation</td>
</tr>
<tr>
<td><strong>5.4 Students demonstrate an understanding of the various skills of a photographer, artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthete).</strong></td>
<td>5.4.1 Students will choose their favorite type of photography they learned over the year and then research careers relating to this type of photography and finally choose an educational institution that would train them for that career.</td>
<td>Life Library of Photography</td>
<td>Oral presentation on their research</td>
</tr>
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PHOTOGRAPHY IIA ASSIGNMENTS

You may do any of these assignments in color slides if you wish. They may be processed outside. Shoot several slides for each assignment, but turn in only the best shot for your grade and critique. Color printing will be done from slides shot during IB or IIA. Always be thinking about possible Del Mar Fair photos. A completed data sheet with contact(s) attached must be turned in with each assignment. NO CONTACT, NO GRADE.

1. 5 x 7 of self

2. Photojournalism—A Day in the Life of Escondido
   2c. Contact sheet - test strip for black
   2p. 8 x 10 mounted print

3. Emphasis - three objects in a picture (i.e. stream, mountain, & forest or horse, fence, & barn)
   3e1. Object 1 shown as the main subject
   3e2. Object 2 shown as the main subject
   3e3. Object 3 shown as the main subject

4. Mood or theme (power, mystery, peace, hope, change, permanence, etc.)

5. Creative seeing - use all and any techniques learned to be creative in shooting some common shots - shoot any 2 of these examples or choose your own:
   5l. Landscape
   5w. Water scene - seascape or related water activity
   5r. Reflection shot
   5c. Cultural - historic old buildings, ships, planes, monuments, or museums
   5s. Sunsets
   5p. Parks - Sea World, Zoo, Animal Park, Balboa, or amusement parks

6. Using a tripod
   6r. Running water (slow shutter speed)
   6n. Night (shot usually looks best if shot in color slides)

7. Filters
   7f. Filters used to control black and white film
   7c. Creative use of filters
   7v. Vignette – use filter on camera or do in the enlarger

8. Color printing
   8a. Color print number 1
   8b. Color print number 2

Other topics to be discussed during the semester include:
   Photographers
   4 x 5 View Camera

DON'T FORGET DEL MAR PICTURES

PHOTOGRAPHY IIB ASSIGNMENTS

Assignments are broken up into 5 sections. Students will choose any 12 assignments they want to shoot from any of the sections. You must choose at least 1 from all sections. Students are encouraged to enter projects in the Del Mar Fair or other exhibitions from work done throughout the year.

* Refers to “Course Units/Topic”
SECTION A
STUDIO WORK - ADVERTISING
1. Still life
2. Glass
3. Record or magazine
4. Magazine ad
5. Fashion portrait
6. Free choice studio
7. Copy work

SECTION B
PHOTOJOURNALISM
1. Ecology
2. Study and relaxation
3. Self-portrait
4. Message of your own
5. News story picture
6. Sign with double meaning
7. Political message
8. Aerial

SECTION C
EXPERIMENTAL TECHNIQUES
1. High contrast negative print
2. High contrast positive print
3. Tone line
4. Posterization
5. Bas relief
6. Sabattier effects (solarization)
7. Multiple exposures
8. Panorama
9. Photo story
10. Printing in
11. Toning
12. Texture screens
13. Infra red (B & W or color)
14. Other experimental

SECTION D
DIGITAL PHOTOGRAPHY
1. Shooting with a digital camera
2. Scanning negatives, slides, or prints
3. Printing with photo quality inkjets
4. Retouching
5. Altering images
6. Layering

SECTION C
OTHER FORMAT CAMERAS
1. Medium format
2. 4 x 5 cameras
3. APS

DEL MAR FAIR AND OTHER EXHIBITIONS
Black & White
Color
Experimental
Photo journalism
Digital
Restoration
Photo manipulation

CAREERS
Look up information about a photographic career opportunity. Include job description, type of work to be done, and starting and maximum salary the job might attain. You will give an oral presentation of this information.

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