

ADVANCED PHOTOGRAPHY

Description:

In this semester course, students will continue to develop their knowledge of photography while being introduced to to other Adobe creative software programs, such as Illustrator. Knowledge of various creative programs combined with traditional and digital photographic techniques, will give students the ability to create powerful, sophisticated visual images with depth and impact.

Students will create an abbreviated portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of one semester. Portfolios include works of art and design, process documentation, and written information, preparing them for the AP- 2D Art and Design course.

A digital camera and an appropriate media card are required. Limited school cameras are available for loan. This course requires a Lab fee.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.
- Use a variety of photographic processes to create photographs with emotional content.
- Use higher order thinking skills to create and communicate messages using digital imagery.
- Create and exhibit a thematic body of work
- Articulate, in writing, information about one's work.

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Course Skill Objectives

Students will:

- Generate possibilities for investigation (abbreviated concentration/portfolio.)
- Make works of art and design that demonstrate synthesis of materials, processes, and ideas.
- Create a thematic abbreviated body of work
- Present works of art and design for viewer interpretation (not assessed).
- Experiment with alternative
- Processes,
- Use studio lighting and flash.
- Use a variety of digital media, equipment and software to create art.
- Use a variety of software solutions and social media platforms to communicate information.

	<p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	
<p><u>Units</u></p> <p>Unit 1 – Investigate materials, process and ideas.</p> <p>Unit 2 – Merging Traditional and Modern Photographic Processes</p> <p>Unit 3 – Make Art and Design with a focus (Abbreviated Investigation)</p> <p>Unit 4 – Multimedia</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • What conditions, attitudes and behaviors support creativity and innovative thinking? • What informs why, how, and what artists and designers make? • How do artists and designers make works of art and design? 	<p><u>Sample Assessments</u></p> <ul style="list-style-type: none"> • Montage • Alternative print-making • Gold Leaf Transfer • Reverse Prints • Photoshop manipulations • Scanning and combining images • Digital photo portfolio • Class Critiques • Portfolio Presentation • Visual Displays

	<ul style="list-style-type: none"> • Why and how do artists and designers present their work to viewers? • How does engaging in creating art enrich people's lives? • How do Artists and Designers learn from Trial and Error? • What Factors prevent or encourage people to take creative risks? • What is the value in engaging in art criticism? 	
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Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1 Investigate materials, process and ideas. 3 weeks	Unit 2 Merging Traditional and Modern Photographic Processes 5 weeks	Unit 3 Make Art and Design with a Focus (Abbreviated Investigation) 10 weeks	Unit 4 Multimedia 2 weeks	

Unit 1 – Investigate Materials, Processes and Ideas

Unit Objectives

Students will be able to:

- Document experiences to generate possibilities for making art and design.
- Document examples of how inquiry guides sustained investigation through art and design.
- Document investigation of viewers' interpretations of art and design.
- Document how works of art and design relate to art and design traditions.
- Document evaluation of art and design.
- Document selection of materials, processes, and ideas to investigate.

Skill Objectives

Students will:

- Generate possibilities for investigation (not assessed).
- Describe how inquiry guides investigation through art and design (not assessed).
- Describe how materials, processes, and ideas in art and design relate to context (not assessed).
- Interpret works of art and design based on materials, processes, and ideas used (not assessed).
- Investigate materials, processes, and ideas (not assessed).

<p>Creating</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>	<p>Presenting</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding</p> <p>Anchor Standard 7: Perceive and analyze artistic work</p>	<p>Connecting</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p><u>Essential Questions</u> How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p><u>Process Components</u> 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.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom?</p> <p>What criteria, methods, and processes are used to select work for preservation or presentation?</p> <p>Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><u>Process Components</u> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>	<p><u>Enduring Understandings</u> 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.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p> <p><u>Process Components</u> Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • A sustained investigation demonstrating skillful synthesis of materials, processes and ideas. • Portraits, Photography, Figure Studies, Computer Generated Art, Character Development, Abstract Compositions. 	<ul style="list-style-type: none"> • Artwork to be included in the portfolio to be submitted to the College Board containing a sustained investigation of the student's choice. 	<ul style="list-style-type: none"> • Written and visual evidence of questions inquiry that further the sustained investigation. 	<ul style="list-style-type: none"> • Application of personal knowledge and experiences to the creation of the sustained investigation of pieces of artwork.

Unit 2 – Merging Traditional and Modern Photographic Processes

Unit Objectives

Students will be able to:

- Combine traditional and digital photography techniques and processes.

Skill Objectives

Students will:

- Expand and experiment with SLR and DSLR manual camera controls.
- Use advanced alternative techniques.
- Experiment with various lenses and camera accessories
- Operate and use studio lighting and flash.

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Studio portraiture • Reverse printing • Montage • Alternative print-making • Sepia Tone • Xerox Transfer • Gold Leaf Transfer • Color Tinting • Non-Traditional Portraits/Photograms • Reverse Prints • Solarization • Selective developing 		<ul style="list-style-type: none"> • Critique and Compare Traditional Black and White Prints vs. Digital Prints and the Printing Processes. 	<ul style="list-style-type: none"> • Projects based on inspiration by researching master artists. • Photo History Research Project on master photographers such as but not limited to, Scott Mutter and Jerry Uelsmann

Unit 3 - Make Art and Design

Unit Objectives

Students will be able to:

- Formulate questions that guide a sustained investigation through art and design.
- Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions.
- Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions.
- Make works of art and design that demonstrate synthesis of materials, processes, and ideas.
- Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.

Skill Objectives

Students will:

- Formulate questions that guide a sustained investigation through art and design.
- Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions.
- Make works of art and design that demonstrate synthesis of materials, processes, and ideas.
- Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.

<p>Creating</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding</p> <p>Anchor Standard 7: Perceive and analyze artistic work.</p>	<p>Connecting</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u> Artists and designers experiment with forms, structures, materials, concepts, media and art making approaches.</p> <p><u>Essential Questions</u> How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> 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?</p> <p><u>Process Components</u> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>	<p><u>Enduring Understandings</u> Visual imagery influences understanding and responses to the world.</p> <p><u>Essential Questions</u> What is an image?</p> <p>Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • A sustained investigation demonstrating skillful synthesis of materials, processes and ideas. • Portraits, Photography, Figure Studies, Computer Generated Art, Character Development, Abstract compositions. 	<ul style="list-style-type: none"> • Digital portfolio presentation 	<ul style="list-style-type: none"> • Class Critiques • Portfolio Presentation • Exhibition of Artwork 	<ul style="list-style-type: none"> • Sketchbook presentation and Process portfolios based on student inquisition and exploration. <p>(proof of connecting through investigation)</p>

Unit 4 – Multimedia

Unit Objectives

Students will be able to:

- Understand how multi-media is used to communicate.
- Engage in an investigative process by developing a detailed plan to address the challenges and by using a variety of appropriate resources.
- Organize information to support a claim or assertion in a style appropriate to purpose, audience, and task.
- The student transforms existing ideas and knowledge into new ideas, products, and processes.
- The student weighs evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.
- The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.

Skill Objectives

Students will:

- Create a Digital Presentation/Portfolio
- Experiment with sculptural art-making combining various media including photographs to create finished work of art.
- Create Artwork specifically designed to be viewed on a digital platform

Creating Anchor Standard 3: Refine and complete artistic work.	Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	Responding Anchor Standard 8: Interpret intent and meaning in artistic work.	Connecting Anchor Standard:
<p><u>Enduring Understandings</u> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> What criteria, methods, and processes are used to select work for preservation or presentation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>	<p><u>Enduring Understandings</u> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><u>Essential Questions</u> What is the value of engaging in the process of art criticism?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Photographic GIF • Photographic Storyboard • Digital Presentation • Photo/Video Presentation for Social Media Platform 	<ul style="list-style-type: none"> • Digital portfolio presentation to classmates and teacher. 	<ul style="list-style-type: none"> • Group Critiques • Independent Portfolio Assessment • Projects or Worksheets. • Quizzes, Midterm 	

ADVANCED PHOTOGRAPHY SAMPLE ASSESSMENT PACK

FAIRFIELD PUBLIC SCHOOLS **ART RUBRIC TEMPLATE** (ALIGNING TO 2019 ART STANDARDS)

Outcomes	4 = ADVANCED	3 = PROFICIENT	2 = SATISFACTORY	1 = NEEDS IMPROVEMENT	0 = UNACCEPTABLE
DIRECTIONS, REQUIREMENTS & CRAFTSMANSHIP <i>CREATE</i> <i>Generate and conceptualize artistic ideas and work.</i>	Student followed directions exactly as stated. The artwork was completed with precision and patience.	Student followed most of the directions. With a little more effort, the work could have been outstanding; lacks the finishing touches.	Student followed some of the directions. The student showed adequate craftsmanship, but showed a limited precision and lack of patience.	Student did not follow the directions. The student showed below average craftsmanship, lack of pride in finished work.	No Attempt to complete project.
USE OF VISUAL ELEMENTS & PRINCIPLES <i>CREATE</i> <i>Organize and develop artistic ideas and work.</i> CRITICAL AND CREATIVE THINKING	The student showed an excellent awareness using multiple elements and principles of design; chose color scheme carefully, used space effectively.	The student applied principles of design while using one or more elements effectively; showed an awareness of filling the space adequately.	The student did the assignment adequately, yet it shows lack of the elements and principles of design and little evidence that an overall composition was planned.	The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art.	No Attempt to complete project.
SKILLS OF PROGRAM & TECHNIQUES <i>RESPOND</i> <i>Apply criteria to evaluate artistic work.</i>	The student had a clear understanding of the skills and concepts taught and used these skills combined with exceptional technique to complete project.	The student had good understanding of the skills and concept taught and used good techniques to complete project.	The student had some difficulty understanding the skills and concept taught and with assistance, used satisfactory skills to complete the project.	The student had a very difficult time understanding the skills and concepts taught and could not complete the project.	No Attempt to complete project.
CONNECTING, CREATIVITY & ORIGINALITY <i>CONNECTING</i> <i>Synthesize and relate knowledge and personal experiences to make art.</i> CRITICAL AND CREATIVE THINKING	The student explored several choices before selecting one; generating multiple ideas; tried unusual combinations or modifications of several ideas; made connections to previous knowledge; demonstrated understanding problem solving skills.	The student explored a few ideas before selecting one; or based his or her work on someone else's idea; made decisions after referring to one source; solved the problem in logical way.	The student tried an idea, creativity was adequate, but it lacked originality; substituted "symbols" for personal observation; might have "copied" work of another artist. Need a clearer of inspiration compared to directly copying.	The student fulfilled the assignment, but gave no evidence of trying anything unusual. Student was resistant to explore ideas and act on constructive suggestions. Additionally, the idea exhibited in this art has been recognized as another artist's original art.	No Attempt to complete project.
FINAL PRESENTATION OF SUMMATIVE WORK AND THE ABILITY TO ARTICULATE MEANING BEHIND IDEA AND ARTWORK. <i>PRESENT</i> <i>Select, analyze, and interpret artistic work for presentation.</i> COMMUNICATE AND COLLABORATE	The project was completed in the time provided. Student remained on task at all times, working diligently to achieve outstanding results. Student could defend actions and artwork had clear message with intent. Final presentation of work was clear, sophisticated and engaging.	The project was completed in the time provided. Student remained on task, working diligently to achieve good results. Student could defend most actions and artwork had a message with intent. Final presentation was thoughtful but could have been more engaging.	The project was completed in the time provided with help. Student had to be reminded to stay on task and worked to achieve satisfactory results. Student could defend some actions artwork had a mostly clear message. Final presentation was thoughtful but could have been more engaging.	The project was completed with very minimum effort. Students artwork did not have a clear message, the artist did not complete work with intent and the final presentation was not engaging.	No Attempt to complete project.

20. A+	16. B+	12. C+	8. D+	4. 3. 2. 1. F
19.18. A	15. 14. B	11. 10. C	7. 6. D	
17. A-	13. B-	9. C-	5. D-	