FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline

DATE: August 2010 **SCHOOL: VDLHS**

COURSE TITLE: ROP Digital Imaging **SUBJECT AREA: VAPA/CTE**

PROPOSED GRADE LEVEL (S): 10-12 **COURSE LENGTH: 2 Semesters**

GRADING: A-F **NUMBER OF CREDITS: 10**

PREREQUISITES:
Fine Art Photography 1 & 2 highly recommended

COURSE DESCRIPTION:

This course is for the 11th or 12th student who has successfully passed Beginning and Advanced Photography and would like to be challenged with a much more advanced study in the *art* of digital imaging.

In ROP Digital Imaging, students will be assigned advanced photography problems to solve that will lead to a greater understanding of photography as artistic expression. Students will master technical skills, and advanced digital imaging and editing skills for digital darkroom competency. Students will also have opportunities for career exploration and job shadowing. For the final project students will concentrate on producing a portfolio and artist statement that represents their own artistic vision.

GENERAL GOALS AND OBJECTIVES:

- Students will read about, write about, talk about, and reflect upon 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 and digital imaging.
- Students will create a complete, coherent body of work accompanied by an artist's statement.
- Students will compare and contrast photography with other art forms and methods of communication.

- Students will approach the world of photography as a means of expression.
- 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 will become competent in advanced image editing skills.

STUDENT READING COMPONENT:

- Textbook: Photography by Barbara London
- Students will be assigned readings from a variety of sources including magazines, textbook, and internet articles. Students will be required to follow written instructions and online tutorials for 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:

***Ongoing Artist Journal* during each unit:**

Students collect photographic images from magazines and publications weekly and respond to composition and design, as well pre and post production techniques.

Projects

A. Research Project: *Careers Education and Careers in Photography*

You will chose a category, do extensive research and prepare a PowerPoint presentation in order to instruct your classmates about opportunities and careers in photography. You will need to have an insightful and thorough presentation that covers all aspects of your area. Your presentation should include necessary education and training, any professional organizations or associations, career trends, short bios on 3 or 4 successful photographers in this area and 10 outstanding images to serve as examples of this type of photography

***A. Mastering Your DSLR:* Peer Lesson**

In order to review what was learned in Beginning and Advanced Photography, students will become an expert on one area of technical skill related to digital SLRs and will teach that skill to their peers. Depending on the topic given, a PowerPoint presentation, a hands-on demonstration, handouts, a lecture and quiz, and/or other strategies may be the appropriate way(s) to teach the material. Topics will include essential skills and knowledge needed to be successful in digital imaging.

B. **Portraiture: *My Life/My School***

In this assignment, students will understand that photographic artists make deliberate choices using conceptual and formal elements to communicate an idea, feeling, or spirit in environmental portraits. This understanding will then help them make thoughtful, expressive photographs rather than snapshots that convey information in an accidental, often superficial way. Students will focus on natural lighting techniques, as well as posing and composition essentials.

C. Photojournalism

- Night Photography—City Lights
- Storytelling (Life Photographers) *Urban Nature*
- War Photography
- Street Photography (Dianne Arbus)

D. Studio Photography

- Portrait
  Students will learn essential skills for posing and lighting single subjects, groups, adults, children, even pets. Students will experiment with one, two and three lighting set-ups in order to learn Broad, Short, Rembrandt, Glamour and Rim lighting.
- Product/Still Life

E. Fine Art and Illustrative Photography, *Express Yourself!*

In this unit, students will have several options for creating fine art and illustrative images. Projects are designed to expand their digital editing skills as well as their creative potential.

- Scanner Collage
- Fairytale, Maggie Taylor
- Infrared Landscape
- Small Planet
- Unstitched Panorama (Hockney)

F. Publishing and Advertising:

- Fashion Photography
- Sports Photography
- Landscape Photography
- Book or CD Cover

Field Trips and Off Campus Assignments

Students are required to independently visit a museum or art gallery to view a photography exhibit during the second semester. There will also be opportunities to visit local art galleries during Second Saturday events.

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

LAB FEE, IF REQUIRED:

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 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.