

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## FINE ART PHOTOGRAPHY II

**DATE:** March, 2008

**SCHOOL:** Vista del Lago High School

**COURSE TITLE:** Fine Art Photography II

**SUBJECT AREA:** VAPA

**PROPOSED GRADE LEVEL(s):** 10-12

**COURSE LENGTH:** 1 Term/2 Semesters

**GRADING:** A-F

**NUMBER OF CREDITS:** 5/Semester

**PREREQUISITES:** Fine Art Photography I

### **COURSE DESCRIPTION:**

Advanced Fine Art Photography is designed for students who enjoyed their experience in the beginning Fine Art Photography class and would like to challenge themselves with a much more advanced study in the art of digital photography. As with Fine Art Photography, the emphasis is on approaching the world of photography as a means of artistic expression. Students who have nothing to "say" artistically will have a difficult time in this class. In this **ADVANCED** class, students will be concentrating on producing a "body of photography work" that represents their own artistic vision. Students will also be expected to advance their knowledge of the technical aspects of photography with the goal that the camera will eventually become such a natural tool for them that they can concentrate wholly on the art making process of 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 create a complete, coherent body of work accompanied by an artist's statement.
- Students will produce an artist's resume.
- 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.

### **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:**

### **Unit One: Contemporary Masters of Photography**

Fifty Photographers You Should Know

### **Unit Two: Technical Competencies**

Creative Zone Modes  
Exposure: ISO, Shutter Speed, Aperture  
Histograms and Exposure  
Metering and Exposure Compensation  
Focus  
Motion  
Lens and Focal Length  
Depth of Field  
Filters  
RAW and file Format  
Lighting  
Levels and Curves

### **Unit Three: Working as a Photographer**

Working with Focus  
Inspiration and Creativity—Where Does it Come From?  
Creating Cohesion in a Body of Work  
Writing an Artist's Statement

### **Unit Four: Defining Yourself as a Photographer**

Finding Your Audience  
Defining Your Voice  
Telling a Story  
Writing an Artist's Resume

## **THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT**

**EXAMS:** Language Arts

**LAB FEE, IF REQUIRED:** \$35.00 for take home materials

## **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.