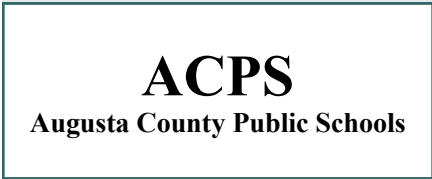


STUDENT LEARNING GOALS for Photography



The Student Will:

- Develop an understanding of the use of a digital camera and types of photography.
 - Develop artistic and cultural awareness, imagination, perception and skill.
 - Maintain a sketchbook and portfolios (standard and/or digital).
- Exhibit an understanding and use of terminology specific to photography and its processes.
 - Foster creativity, self expression, confidence, and discipline.
 - Utilize a strong work ethic and proper safety procedures.
 - Improve craftsmanship and problem solving abilities.

The Photography curriculum builds upon previous art learning and provides students with in-depth photography experiences. Photography will introduce students to camera skills, studio experiences, art history & cultural connections, art vocabulary, aesthetics and the process of art criticism.

Digital Photography



Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st century.

KNOWLEDGE- (Remembers)

- Describes
- Discovers
- Identifies
- Recognizes
- Uses

COMPREHENSION- (Understands)

- Classifies
- Compares
- Contrasts
- Defines
- Describes
- Explains
- Responds

APPLICATION- (Applies)

- Articulates
- Constructs
- Differentiates
- Demonstrates
- Discusses
- Engages
- Examines
- Explores

ANALYSIS- (Analyzes)

- Distinguishes
- Gathers
- Plans
- Reflects
- Researches
- Revises
- Speculates

EVALUATION- (Evaluates)

- Critiques
- Justifies
- Judges
- Refines

CREATION- (Creates)

- Arranges
- Assembles
- Designs
- Expresses
- Synthesizes

Essentials of the Curriculum

Art SOL Connections (Based on Art II: Intermediate)

Visual Communication and Production	Cultural Context and Art History	Judgment and Criticism	Aesthetics
<p><input type="checkbox"/> Maintain a sketchbook/visual journal (2.1)</p> <p><input type="checkbox"/> Maintain a portfolio (2.2)</p> <p><input type="checkbox"/> Understand and use Elements and Principles of Design (2.3)</p> <p><input type="checkbox"/> Create Effective Compositions</p> <p><input type="checkbox"/> Use technology as an artistic tool (2.4)</p> <p><input type="checkbox"/> Increase proficiency and craftsmanship in an expanded range of photographic types, techniques and range of media. (2.5):</p> <p style="margin-left: 20px;">*color theory (2.5) *originality (2.7) *visual problem solving (2.7) *characteristics of a series or sequence (2.10) *composition *abstract and non-objective art *landscape *still life *positive/negative space *portrait *self-portrait *panoramic *macro *action *alternative surface processes *dark room processes *personal expression</p> <p><input type="checkbox"/> Use historical subject matter and symbols as inspiration (2.6)</p> <p><input type="checkbox"/> Use ethical procedures and adhere to copyright laws (2.8)</p> <p><input type="checkbox"/> Prepare and display works of art (2.9)</p>	<p><input type="checkbox"/> Identify artists and visual art resources within the community (2.11)</p> <p><input type="checkbox"/> Describe and discuss, in writing and orally, art related careers (2.12)</p> <p><input type="checkbox"/> Identify specific developments in art history (2.13)</p> <p><input type="checkbox"/> Use appropriate art vocabulary to discuss works of art (2.14)</p> <p><input type="checkbox"/> Use historical context to identify and differentiate art from a variety of cultures and periods in history (2.15, 2.16)</p> <p><input type="checkbox"/> Discuss works of art in terms of:</p> <p style="margin-left: 20px;">*societal influences (2.17) *context/meaning (2.18) *symbolism (2.19) *media and formal choices *cultural connections *subject matter *communication</p> <p><input type="checkbox"/> Further describe mass media influence on:</p> <p style="margin-left: 20px;">*preference *perception *communication</p>	<p><input type="checkbox"/> Employ expanded art vocabulary in art criticism (2.20)</p> <p><input type="checkbox"/> Use expanded vocabulary to assess personal artwork (2.21)</p> <p><input type="checkbox"/> Interpret and compare historical references in art, orally and in writing (2.22)</p> <p><input type="checkbox"/> Identify and analyze characteristics of art (2.23)</p> <p><input type="checkbox"/> Participate in oral and written critiques (2.24)</p> <p><input type="checkbox"/> Describe how the perception of quality in works of art has changed over time (2.25)</p>	<p><input type="checkbox"/> Compare and contrast aesthetic ideals throughout history (2.26)</p> <p><input type="checkbox"/> Discuss how responses to the natural environment differ from the man-made (2.27)</p> <p><input type="checkbox"/> Reflect on and analyze personal responses to works of art (2.28)</p> <p><input type="checkbox"/> Use expanded vocabulary to support personal opinions (2.29)</p> <p><input type="checkbox"/> Describe, refine and organize personal ideas about aesthetic qualities (2.30)</p> <p><input type="checkbox"/> Research and investigate intentions of specific works (2.31)</p> <p><input type="checkbox"/> View art from a variety of aesthetic points of view (2.32)</p>
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <h3 style="text-align: center;"><u>Functions for Artmaking:</u></h3> <ul style="list-style-type: none"> *Personal *Social *Spiritual *Physical *Educational </div>			

Art Across the Curriculum: The following are examples of how art will connect knowledge within and across the disciplines.

- **Foreign Language**— Global artists, cultural awareness, vocabulary/pronunciation.
- **Language Arts**— Written/oral communication, sketchbook/journal, research, literature, verbal critiques.
- **Math**— Use of measuring tools, proportion/ratio, geometric shapes/forms, tessellations, architectural forms, percentages.
- **Performing Arts**— Music, drama, dance, film.
- **Science**— Color theory, anatomy (people, plants, animals), chemistry.
- **Social Studies**— Correlation between art and history, political art.

Ethical Procedures

Augusta County Public School art students are expected to perform honestly through the production of their own work and adhere to the ACPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary. Copying images is plagiarism and instructors will determine if it is beyond duplication.

Working with Exposure: combination of aperture and shutter speed that allows image to be neither too dark or too light.

Shutter Speed: adjusts the length of time that light enters the camera and controls the motion of the subject.

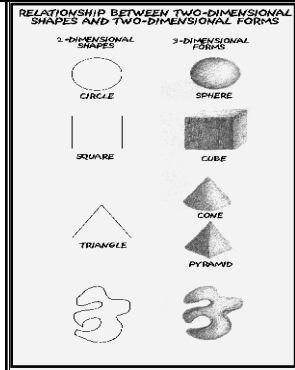
A fast shutter speed (1/500) freezes motion, a slow shutter speed (1/30) blurs motion.

Aperture: Controls the size of the lens opening and the amount of light that enters the camera which affects the depth of field.

A small aperture (f/16), more depth of field. A large aperture (f/4), less depth of field.

DESIGN

Elements	Principles
line	rhythm/
shape	movement
form	contrast
space	balance
value	pattern/
color	repetition
texture	emphasis
	unity



LIGHTING: affects the feeling of a photograph, creates shadows and direction.

Types of Light:

- Available Light: outdoors, indoors
- Flash
- Main light source (one dominant lamp)
- Simple Portrait Lighting

PERSPECTIVE:

Creating the illusion of depth on a 2-D surface.

Basic Perspective Techniques:

- Overlap** – objects in foreground cover part of objects in middle & background
- Placement** – objects in distance are closer to the horizon line
- Size** – objects in front are larger than those farther away
- Spacing** – objects appear closer together in the distance

Point of View:

A position from which the photograph is taken.

ART CRITICISM:

The Process of discussing and evaluating visual art.

Description – *What do you see?* List everything. Be objective, give only the facts. Include elements of design, size, media, title & artist's name.

Analysis – *How is the work organized?* Explain how

the artist used the Principles of Design to organize the Elements of Art.

Interpretation – *What is the message?* Give your thoughts on what the artist is trying to say. What makes you think this way?

Judgment – *Is the work successful?* Use personal preference and aesthetic reasoning to make this determination.

Aesthetics - A branch of philosophy concerned with the nature and value of art.

Aesthetic theories: How will you judge the success of a work of art?

- **Imitationalism** – Focus on realistic presentation.
- **Formalism** – Focus on formal qualities; Elements and Principles of Design.
- **Expressionism** – Focus on emotional responses, feelings, or moods.
- **Contextualism** – Focus on the content in which the artwork was created, or in which it is displayed.

COMPOSITION: Using the Principles of Design to effectively arrange the Elements in a work of art.

- Mentally plan how to use your **space**.
- **Emphasize** a particular part of the picture to establish a focal point.

Rule of Thirds: the lines and points of intersection represent places to position important visual elements or focal point.

Framing: use objects in the foreground to frame composition. Gives focus to the exact thing the photographer wants the viewer to see.

- Create **movement** by planning a path that leads the viewer's eye throughout the composition.

Leading Lines: generally imply motion and movement and suggest direction or orientation

- Use the entire **space**: fill the picture plane, let objects extend off the picture plane.

- Let the negative **space** become interesting **shapes**.

- **Balance shapes and forms** as well as **colors and values** in your picture.

- Use enough **variety of shapes, colors and textures** to be interesting

- Create **unity** by relating similar elements.

COLOR WHEEL

Saturation: intensity or purity of a color

Value- lightness or darkness of a color

Color Relationships:

Monochromatic– values of one color (a hue plus it's tints (+ white) and shades (+black).

Complementary– opposite colors on the color wheel

Analogous– any 3 colors next to each other on the color wheel

Triadic– any 3 colors equal distance from each other on the color wheel

