

Glendale Unified School

High School

April 16, 2019

(Revised Course Title Board Approved: September 1, 2020)

Department: Career Technical Education

Course Title: Digital Photography Foundations 1-2 (Revised)

Course Code: 2200V/2201V

Grade Level(s): 9-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved

(Y/N, Subject): Pending, "f" Visual & Performing Arts

Course Credits: 10

Recommended

Prerequisite: This course is a recommended prerequisite for Honors Digital Photography 3-4

Recommended

Textbook: [Focus on Photography](#), ISBN 10: 0-87192-721-7
[The Visual Experience](#), ISBN: 978-08719-2627-2

Course Overview: Digital Photography Foundations 1-2 is the introductory course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. This course will introduce the student to Photography as an artistic medium for personal expression as well as a commercial medium. The basic use of DSLR (digital single lens reflex) cameras, digital darkroom (Photoshop & Lightroom editing), and digital imaging will be taught. Composition, communication, and critical thinking will be combined with continual self and class evaluation. Students will be exposed to historical and cultural uses of photography with the goal of incorporating these concepts into their own work. Students will explore careers in photography performing these roles. Students will complete this course with the key technological skills appropriate for occupations in the

arts industry. Students will prepare a portfolio of their original works for college application, job application and/or personal collection.

First Semester-Course Content

Unit 1: Elements/Principles of Art and Design

(4 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts

Pathway Standards A1.2; A1.3; A1.6 & A2.3

- A. Photography is a visual language that is applicable to all visual art areas. In this unit students will use photography to explore the elements of art/principles of design. Students will use vocabulary associated with the use of value, line, texture, shape, balance, movement, repetition, contrast, etc. Students will learn how the manipulation of these elements/principles in art can create meaning and support expression. This unit focuses on establishing visual proficiency for illustrating concepts that are applicable to a variety of art and design fields.
- B. Students will create photographs of a variety of subjects that demonstrate a basic understanding of the elements of art/principles of design. Students will be introduced to Photoshop as an editing software and a basic workflow. Students will also be required to use photography as a tool to convey larger concepts and production ideas in the form of visual storytelling. Students will describe, analyze and critique an historical photograph. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 2: Light & Motion

(4 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts

Pathway Standards A1.2; A1.3; A1.6 & A4.3

- A. Shutter Speed and Aperture are the foundations for creating photographs. In this unit students will learn the functions of camera technology and how light is used to create and manipulate photographic imagery.
- B. Students will be introduced to the functions of DSLR cameras and create photographs that show motion using a variety of shutter speeds and the proper coordinating aperture. Students will analyze and prioritize their images by focusing on technical and aesthetic qualities and use Photoshop to edit their images. Students will describe, analyze and critique photographs of motion

throughout history and technological developments in photography equipment. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 3: **Aperture and Point of View**

(4 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A2.6, A2.7, & A2.9

- A. This unit establishes the framework needed for students to compose and communicate conceptual ideas using photographic imagery. Compositional rules and visual vocabulary will allow students to determine artistic intent and facilitate the development of individual artistic style and voice. Students will be able to identify and design content for specific audiences while considering how historical and cultural elements affect message and meaning.
- B. Students will develop a body of work that expresses the concept of the symbolic self- portrait, incorporates the rule of thirds and uses aperture to distinguish focal point. Students will analyze and prioritize their images by focusing on technical and aesthetic qualities and use Photoshop to edit their images. Students will describe, analyze and critique conceptual portraiture. Students will interpret the symbolic self-portraits made by their peers and critique their use of visual language. Students will learn to utilize a variety of communication methods and persuasive techniques while utilizing critique methods to reflect upon their processes.

Unit 4: **Color**

(4 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A1.2, A2.3 & A4.4

- A. This unit focuses on the use of color in digital photography. Using their knowledge of basic elements of art, students will delve deeper into color theory and the ways in which light and color can be manipulated to achieve artistic effects and enhance meaning.
- B. Students will analyze how color can affect the aesthetic value of an image and develop a body of work that uses color as visual language. Students will analyze and prioritize their images by focusing on technical and aesthetic qualities and use Photoshop to edit their images that best communicate their interpretation of the project. Students will use academic vocabulary to describe, analyze, and

critique the photographs made by their peers, focusing on their use of color and visual language.

Unit 5: **Advertising/Hobby poster**

(4 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts

Pathway Standards A1.3, A2.9 & A2.9

- A. This unit focuses on bringing all that the student has learned up to this final, 1st semester project. This process encourages students to carefully consider and articulate the choices they make in their own development as artists and thinkers.
- B. This assignment has the student compile a series of photos, of their favorite hobby, that demonstrate this learned knowledge. A rubric will be used for assessing proficiency and students will participate in verbal critique with peer input.

Second Semester-Course Content

Unit 6: **Portraiture**

(5 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts

Pathway Standards A1.2; A1.3; A1.9 & A2.2

- A. This unit focuses on how to operate as a freelance portrait photographer.
Students will learn about business and copyright law in relation to photography. Students will also learn about the different styles of portraiture, the history of portraiture, and lighting techniques specific to portraiture.
- B. Students will go through the process of creating a freelance business and branding their business by creating business cards, letterhead, and a website. Students will have a friend or family member “hire” them for studio and environmental portraits that they will edit and create prints. Students will describe, analyze and critique historical and contemporary portraiture. A rubric will be used for assessing proficiency and students will participate in verbal critique with peer input.

Unit 7: **Photojournalism**

(4 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A21., A2.3, A3.3, & A5.7

- A. Building on prior knowledge regarding documentary photography, students will learn about the role of the photojournalist in our society. Students will learn the language of journalism and approaches to creating photo essays. Students will analyze and critique the various ways they have used photographs, text, and design elements to convey their story.
- B. Students will analyze current newspaper article layouts, use of photography, angle, and level of information. Acting as journalist and photojournalist, students focus on an event, location, or person, and create a newspaper article that communicates a story using photographs and text. In mid-critique and final critique students will act as editor and proof their fellow student's articles in preparation for press, giving feedback on strengths and weaknesses using the unit vocabulary. A rubric will be used for assessing proficiency and students will participate in verbal critique with peer input

Unit 8: **Appropriation/Montage**

(3 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A1.7, A2.5, A4.6 & A8.4

- A. Students will learn about various techniques for conceptualizing and creating singular images out of multiple sources. Students will learn about the history of photo manipulation, montage, and appropriation. Students will learn about current laws regarding Usage and the Artist's Right to Collage.
- B. Students will sketch their design ideas and previsualize their projects. Students will use Photoshop to create photomontages using appropriated and original imagery to create a surrealistic narrative. A rubric will be used for assessing proficiency and students will participate in verbal critique with peer input.

Unit 9: **Conceptual Art**

(6 weeks)

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STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A1.2; A1. A2.6, A2.8, A2.9, A4.6 & A5.2

- A. This unit focuses on artmaking where the concept or idea involved in the work take precedence over traditional aesthetic and material concerns. Students will learn about the history of Conceptual Art and look at the work of contemporary conceptual photographers.

- B. Students will complete a process of brainstorming that will lead them to an essential question. Students will create a conceptual project based on their essential question. Students will present their project to the class and answer questions from their peers and teacher. A rubric will be used for assessing proficiency.