

Glendale Unified School District

High School

September 1, 2020

Department: Career Technical Education

Course Title: Honors Digital Photography 3-4

Course Code: 2247V/2248V

Grade Level(s): 10-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved

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

Course Credits: 10

Recommended

Prerequisite: C or better in Digital Photography 1-2

This course is a recommended prerequisite for AP Studio Arts

Recommended

Textbook: Focus on Photography, ISBN 10: 0-87192-721-7

The Visual Experience, ISBN: 978-08719-2627-2

Course Overview: Honors Digital Photography 3-4 is the concentrator course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. This course is designed for advanced photography students who wish to push their creative potential by exploring and experimenting with the ideas and practices of 21st century art. Students will focus on the connections between conceptual and technical aspects of their photographic practice and develop personal themes. Emphasis is placed on understanding of concept and technique, critique processes, evaluation utilizing the Elements and Principle of Art Making, research of art historical figures, and professional practice. In addition to creating

portfolio artworks, all assignments throughout the course will require students to analyze, critique, and discuss the meaning and purpose of various artworks and how the artists employ the elements of art and principles of design to communicate meaning. The course will culminate with the completion of a digital and physical portfolio of artwork, artist statement, and resume.

First Semester-Course Content

Unit 1: Tell Me A Story

(4-6 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 create a personal narrative. Students will use language and the prior knowledge learned in Photo 1-2, including 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. to create a photo essay. Students will learn how editing and sequencing images creates meaning.
- B. Students will create a photo narrative in 5-7 images. Students will be required to use photography as a tool to convey larger concepts and production ideas in the form of visual storytelling. Students will write an artist statement and present their work for critique. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 2: Investigation

(4-6 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2; A1.3; A1.7; A2.3; A2.4; A3.4; A5.6; A8.4

- A. Research is the foundation for creating meaningful photographic projects. Students will learn a variety of research techniques and apply them to their project. Students will examine the historic and current cultural aspects of their chosen theme and apply what they have learned to a series of photographs (7-10 images).
- B. Students will choose a personal theme to research and create a body of work based on the concepts and techniques learned during the process of independent research.

Students will analyze and prioritize their images by focusing on technical and aesthetic qualities and use Photoshop to edit their images. Students will write an artist statement and present their work for critique. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 3: **Connection**

(4-6 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 thematic body of work that connects their work to contemporary cultural issues. Students will write an artist statement on the connections between the conceptual and technical aspects of their artwork and the historic and current cultural understanding of their chosen theme. Students will analyze and prioritize their images by focusing on technical and aesthetic qualities and use Photoshop to edit their images. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 4: **Website Portfolio**

(2-3 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway Standards
A1.2; A1.3; A1.7; A2.3; A2.4; A2.6; A3.4; A5.6; A8.4

- A. Students will receive an overview of the different programs available for creating an online portfolio (Google Slides, Weebly, WordPress for tech savvy students, etc.) Lecture presentation and student research will investigate the many types of offerings and organization techniques employed in artists websites. Discussions will center around analysis of user-friendly effectiveness, consistency, flow, clarity of artists voice. Students will choose several models as guidelines and select a program to create an online portfolio. Students will also learn about display, photography and documentation of art work.

- B. Students will gather all art work from present, and past art classes, or self-generated works. With individual and peer assessment, students will choose a minimum of 10 works of art to begin an online portfolio. All work will be professionally photographed and manipulated to upload onto the chosen format. Students will organize the images into a unifying flow, and draft and upload a personal artist's statement to complete the narrative. Project based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work.

Second Semester-Course Content

Unit 5: Identity

(4-6 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway Standards A1.2; A1.3; A1.7; A2.3; A2.4; A2.6; A3.4; A5.6; A8.4

- A. Students will study historic and contemporary photographic self-portraits that challenge our concept of traditional portraiture. Through visual motivation and lecture, students will analyze how artists have effectively applied the elements and principals of design to examine the idea of personal identity.
- B. Using student driven choice of materials, students will create a photographic artwork that examines their identity. Students will write an artist statement on the connections between the conceptual and technical aspects of their artwork and the historic and current cultural understanding of portraiture. Students will analyze and prioritize their images by focusing on technical and aesthetic qualities and use Photoshop to edit their images. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion

Unit 6: Personal Theme

(4-6 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. In this unit students will focus on their personal artistic practice and identify a personal theme that runs throughout their work and practice. Students will use brainstorming exercises and research to further examine their theme and create photographic images that create a completed thematic portfolio of 15 images.

- B. Students will complete a process of brainstorming that will lead them to their personal theme. Students will gather all prior work that focuses on their personal theme and create new work to “complete” the body of work. Students will write an artist statement explaining their personal theme, including conceptual and technical aspects as well as cultural and personal connections. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 7: **Alternative Processes**

(2-3 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway Standards A1.7, A2.5, A4.6 & A8.2, A8.4

- A. Students will be introduced to a variety of alternative processes, both digital and analog, that they can choose to investigate for this unit. Students will work independently to master the process they have selected. Students will use research skills to write an artist statement about their work that includes a history of the process and its cultural connections.
- B. Students will be introduced to the history of alternative processes and their technical aspects. Students will research the process of their choice and create a work of art using that process in a contemporary way. Students will present their work to the class and give a short demonstration on the process. A rubric will be used for assessing craftsmanship and conceptual clarity.

Unit 8: **Portfolio Presentation**

(4-5 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway Standards A1.2; A1.3; A1.7; A2.3; A2.4; A2.6; A3.4; A5.6; A8.4

- A. Students will discuss the advantages and limitations of digital and physical portfolios. Discussion will focus on the photographer’s presence as a professional. Students will receive a review of the different programs available for creating an online portfolio. Students will update their websites created at the close of semester one and create a physical portfolio of 15-20 photographic images.
- B. Students will edit 15-20 photographic images to represent themselves as a photographer. Students will organize the images into a unifying flow, and draft and an updated personal artist’s statement and resume to complete the narrative.

Project based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work.