

Photo 1 Curriculum 2020

Course Description:

Photo 1 is a half year elective course designed to introduce students to the history and processes of analogue photography. The course offers a wide range of photo historical information combined with hands-on experiences. Students will learn how photography began through photo historical presentations and related projects that take place in class. In this half year course learners will explore every aspect of a contemporary darkroom. Using proper safety techniques, by the end of the semester they will have learned how to control enlargers, light sensitive photographic paper and chemistry. They will also learn how to operate cameras, understanding how light and time coexist in the medium to produce an image on film which they will then develop. Lastly students will learn how to edit and produce a body of work that shows a coherent and unique vision through lessons on how to present their finished work.

Unit 1: Introduction to Photography/ History and Processes

- 2: Organizing and developing ideas
- 3: Refining and completing projects
- 5: Selecting, analyzing and interpreting work.

Big Ideas: Course Objectives/Content Statement(s)

In order for students to understand how to use photography they must understand where the medium came from and its role in the history of the world as well as contemporary culture. Students will learn how, when and why photography was invented through photo historical presentations, visits to museums and research projects. The students will develop a well rounded knowledge of basic darkroom techniques, film and cameras through a series of hands-on lessons in the darkroom and outside of the classroom.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

<Add essential questions here.>

- How, when, where and why was photography invented?
- How does photography play a role in history as well as contemporary culture?
- How do time and light work in conjunction to produce an image?
- What are basic darkroom techniques?
- How does a manual/film camera operate?
- How can I produce images that allow me to express a unique point of view.

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Photography was invented because of a need to produce lasting images for science, art, math and society.
- Photographic images have always played a large role in shaping history and contemporary culture.
- Time and light are controlled by the photographer to produce an accurate recording of the world.
- Enlargers, photo paper and chemistry combine to produce images that turn negative to positive.
- Cameras are manipulated through focus and exposure to produce images that are unique to the photographer.

	<p>Projects/Post Assessment:</p> <p><i>Presentation of final pieces at the end of each project. One on one as well group active engagement with learners.</i></p> <p><i>Class discussion/critique of work.</i></p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Interdisciplinary Connections Students will learn proper photographic chemistry. The physics of light and how it is directly affected by its relationship to time. Photography's rich contribution to some of the most important moments in world history. • Technology Integration Students will learn every aspect of a contemporary darkroom, 35mm film and manual cameras. Youtube videos and DVDs on Photo History. Google classroom research assignments. • Media Literacy Integration Discussions concerning photography's role in history as well as contemporary society. Research assignments concerning contemporary photography and photographers. • Global Perspectives Students will view photography from a wide variety of cultures. Jacques Henri Lartigue, Louis Daguerre, James Van Der Zee, Julia Margaret Cameron, Dorothea Lange.
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p>	

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

Models & Figures																				
<table> <tr> <th colspan="3">Intervention Strategies</th></tr> <tr> <th>Accommodations</th><th>Interventions</th><th>Modifications</th></tr> <tr> <td>Allow for verbal responses</td><td>Multi-sensory techniques</td><td>Modified tasks/expectations</td></tr> <tr> <td>Repeat/confirm directions</td><td>Increase task structure (e.g. directions, checks for understanding, feedback</td><td>Differentiated materials</td></tr> <tr> <td>Permit response provided via computer or electronic device</td><td>Increase opportunities to engage in active academic responding</td><td>Individualized assessment tools based on student need</td></tr> <tr> <td>Audio Books</td><td>Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping</td><td>Modified assessment grading</td></tr> </table>			Intervention Strategies			Accommodations	Interventions	Modifications	Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
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<p align="center">Unit 2: Introduction to Film/Analogue Cameras</p> <p align="center">Anchor Standards</p> <p align="center">Standard 3 Refining and completing works.</p> <p align="center">Standard 4 Developing and refining techniques and models or steps needed to create works.</p> <p align="center">Standard 10 Interpreting intent and meaning.</p>																				
<p>Big Ideas: Course Objectives/Content Statement(s)</p> <p><i>Photographers must understand the relationship between time and light in order for them to be technically proficient at making images. Understanding of film and how to properly expose, process and turn negative into positive is essential knowledge in any photographers practice. Mastering these basic photographic concepts enables the learner to comfortably produce images that portray a unique point of view.</i></p>																				

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p><Add essential questions here.></p> <p>How does a camera work?</p> <p>What are aperture and shutter speed and how do they relate to each other?</p> <p>How is film processed?</p> <p>How do I turn a negative image into a positive?</p> <p>How does contrast control affect my final prints?</p>	<p>Understanding how to load and unload a roll of film from a camera and knowing it's predisposition to light sensitivity are essential to making successful photographs.</p> <p>Knowledge of the functions of a camera and how they affect each other enables learners the ability to further control the final image.</p> <p>Understanding how film is processed is essential in producing negatives that show a full range of contrast in the final print.</p> <p>How contrast controls produce different effects in the final image is the first step in darkroom mastery.</p>
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.2.8 Incorporate various art elements and principles in the creation of works of art</p> <p>1.2.8 Explore various media, technologies and processes in the production of two and three dimensional art.</p> <p><i>1.2.12. Perform various methods and techniques used in the production of works of art.</i></p> <p><i>1.2.12 Produce an original body of work in one or more mediums that demonstrates mastery of</i></p>	<p>Instructional Focus:</p> <p>Knowing the functions of a manual camera, lens operation, aperture and shutter control is essential to producing successful imagery.</p> <p>Loading and unloading rolls of film and understanding the process of film development are key components to making successful positive images.</p> <p>Students will be instructed in how to process and then enlarge film negatives into positives.</p> <p>They will then produce a series of imagery using a wide range of contrast controls to enhance their final prints.</p> <p>Learners are provided a manual camera with film and</p>

methods and techniques

given the opportunity to explore the world with analogue technology exposing an entire roll of film.

Students work to develop their rolls and produce a series of “work” prints.

Work prints are edited and final enlargements are produced.

Images are mounted and presented for class discussion and critique.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or

Sample Assessments:

Weekly grades for classwork critique and time on task.

Written reflection and research.

Presentation of final pieces.

Projects/Post Assessment:

Students learn the functions of a camera and film to produce images that display a unique vision.

Learners enhance their darkroom knowledge and broaden the range of techniques available to them.

Work should be display ready.

Instructional Strategies

- **Interdisciplinary Connections**

Students learn basic physics of light and how to control it through the manipulation of quantity and time.

The investigation of their immediate surroundings and magnifying their environment through the lens of a camera.

- **Technology Integration** Students will learn every 35mm film and manual cameras. Youtube videos and DVDs on Photo History. Google

		partners	<p>classroom research assignments.</p> <ul style="list-style-type: none"> Media Literacy Integration Discussions concerning photography's role in popular culture and how images are used to define people products and ideas. Viewing work from contemporary film photographers. Global Perspectives Students will view photography from a wide variety of cultures. Manuel Alvarez Bravo, Gordon Parks, Ansel Adams, Diane Arbus, Robert Frank, Margaret Bourke White.
Manipulatives	Graphic Organizers	In triads or small groups	
Pictures	Tables	In a whole group	
Illustrations, diagrams & drawings	Graphs	Using cooperative group	
Magazines & Newspapers	Timelines	Structures	
Physical activities	Number lines	Internet / Software support	
Videos & Film		In the home language	
Broadcasts		With mentors	
Models & Figures			
Intervention Strategies			
Accommodations	Interventions	Modifications	
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory	Modified assessment grading	

	guides, and semantic mapping		

Recommended Texts:

Teacher Resources:

The Negative - Ansel Adams

The Photographers Handbook - John Hedgecoe

Keepers of the Light - William Crawford

Photography - Upton and Upton

Suggested Student Texts:

<Insert titles of teacher resources and student texts in categories above.>

Unit 3 The Photographic Assignment Anchor Standard 4 Developing and refining techniques and models or steps needed to create products. Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Big Ideas: <i>Course Objectives/Content Statement(s)</i> <i>Photography serves many purposes, whether to describe a person or product, convey an idea or describe a place or historical event, understanding each genre enables learners to discover their own vision within the medium.</i>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<Add essential questions here.> What is a portrait photograph? What is a landscape photography? How can a photograph or photographs tell a story? How can I use photography to portray a specific idea or concept? How do photographers develop their vision and style?	Understanding the various means of making images enables learners to develop their own unique vision. Exploring your environment and the people that inhabit it leads to better understanding the wider culture. Knowing how to manipulate media to portray an idea or

	<p>tell a story is now more important than ever as we are bombarded by mass amounts of imagers each day. We rely on photographs to explain events and determine what is fact of fiction in society.</p> <p>Developing your own style enables the learner to express themselves in a unique manner that has the ability to reach a large audience.</p>
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<Add essential questions here.> What is a portrait photograph? What is a landscape photography? How can a photograph or photographs tell a story? How can I use photography to portray a specific idea or concept?	Understanding the various means of making images enables learners to develop their own unique vision. Exploring your environment and the people that inhabit it leads to better understanding the wider culture.

<p>How do photographers develop their vision and style?</p>	<p>Knowing how to manipulate media to portray an idea or tell a story is now more important than ever as we are bombarded by mass amounts of images each day. We rely on photographs to explain events and determine what is fact or fiction in society.</p> <p>Developing your own style enables the learner to express themselves in a unique manner that has the ability to reach a large audience.</p>
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.2.8 Incorporate various art elements and principles in the creation of works of art</p> <p>1.2.8 Explore various media, technologies and processes in the production of two and three dimensional art.</p> <p>1.2.12 Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.</p> <p><i>1.2.12. Perform various methods and techniques used in the production of works of art.</i></p> <p><i>1.2.12 Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques</i></p> <p><i>1.3.12 Compare and contrast innovative applications of the elements of art and principles of design. 2. Analyze how a literary, musical,</i></p>	<p>Instructional Focus:</p> <p>Shadow and Light, students will expose an entire roll of film with their focus being on light and shadow. Emphasis on type and quality of light and its effects on the photographer's environment.</p> <p>Landscape Photography - students are introduced to the idea of landscape and its traditions in art and photography. Produce an entire roll depicting various landscapes in their immediate environment.</p> <p>Portrait Photography - students are introduced to the idea of photographing people and how different cultures view images. Students produce a roll of film using a variety of portrait techniques and subjects.</p> <p>Photographic Stories - students are taught how images are used to tell a story, portray an idea or depict a moment in history. Learners expose a roll of film telling a story of some personal meaning.</p>

theatrical, and/or dance composition can provide inspiration for a work of art.

Career Readiness, Life Literacies, and Key Skills Practices:

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- Attend to financial well-being.
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- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Sample Assessments:

*Weekly grades for classwork critique and time on task.
Written reflection and research.
Research assignments.
Presentation of final pieces.
One on one and group interaction.*

Projects/Post Assessment:

*Students identify different types of images and how they play a role in history and mass culture.
Rubrics for individual projects.
Sustained investigation.*

Instructional Strategies

- Interdisciplinary Connections

Students understand how different cultures view photographic images. Exploring a photographers environment and the people that inhabit furthers understanding of the larger culture.

- Technology Integration Youtube videos and DVDs on Photo History and Photographers.. Google classroom research assignments.

- Media Literacy Integration Introduce concepts of photography's role in mass media, history and the culture at large. We depend on images for facts.

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

- Global Perspectives

Students will view photography from a wide variety of cultures. Richard Avedon, Helen Levitt, Maggie Steber, Mark Peterson, Andre Wager, Ruddy Royce, Victor Blue, Diane Arbus.

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Unit 4 Presentation/Final Portfolio Anchor Standard 3 Refining and completing products. Anchor Standard 8 Applying criteria to evaluate products.
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Big Ideas: <i>Course Objectives/Content Statement(s)</i> <i>Photographers must edit and present their work through ongoing critical analysis to evaluate meaning and intention. In order for a photographer to further their vision they must present their work to a larger audience in order to assess if their goals are achieved.</i>

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
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<Add essential questions here.> How do photographers develop their own personal style? How do photographers get their work in front of a large audience? How do different cultures and societies value photographic images? How are images used to portray and idea or sell a product? How do photographers know if their ideas are being understood?	Photographers develop excellence in their craft through a constant practice of self assessment and critique. Artists and photographers display their works to a larger audience in many different manners in order to assess meaning. Art criticism is essential to understanding how various cultures value images.
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Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
Students will: 1.5.12 Parallel historical events and artistic development found in dance, music, theater, and visual art. 1.5.12. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art. 1.5.12 Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times. 1.5.12. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.	Instructional Focus: We live in a society where we are bombarded by images everyday. Give examples of how images are used in mass media to convey a specific idea. Periodical group and one on one critiques of the edit for the final portfolio. Exploration of photographers who have produced a body of work over a long period of time in order to explore how an artists visions is refined. Presentation of the final portfolio.

<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none">• Act as a responsible and contributing community member and employee.• Attend to financial well-being.• Consider the environmental, social, and economic impacts of decisions.• Demonstrate creativity and innovation.• Utilize critical thinking to make sense of problems and persevere in solving them.• Model integrity, ethical leadership, and effective management.• Plan education and career paths aligned to personal goals.• Use technology to enhance productivity, increase collaboration, and communicate effectively.• Work productively in teams while using cultural/global competence.	<p>Sample Assessments:</p> <p><i>Weekly grades for classwork, critique and time on task.</i></p> <p><i>Written research on a specific photographer.</i></p> <p><i>Presentation of final pieces.</i></p> <p><i>One on one and group interaction.</i></p> <p>Projects/Post Assessment:</p> <p><i>Students identify different types of images and how they play a role in history and mass culture.</i></p> <p><i>Rubrics for individual projects.</i></p> <p><i>Sustained investigation.</i></p> <p>Instructional Strategies</p> <ul style="list-style-type: none">• Interdisciplinary Connections <p>Developing critical thinking skills and learning how to evaluate work leads to a well rounded artist/photographer.</p> <p>Independent research.</p> <p>Art/Photography and how it is use in culture and society.</p> <ul style="list-style-type: none">• Technology Integration Youtube videos and DVDs on Photo History and Photographers..• Google classroom research assignments. <ul style="list-style-type: none">• Media Literacy Understanding criticism helps learner understand many views of a single

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic	In triands or small

	Organizers	groups	<p>subject. Opening them to more tolerance of different ideas.</p> <ul style="list-style-type: none"> Global Perspectives <p>Students will view photography from a wide variety of cultures. Bruce Davidson, Graciela Iturbide, Mary Ellen Mark, Gilles Peress, Ron Haviv..</p>
Pictures	Tables	In a whole group	
Illustrations, diagrams & drawings	Graphs	Using cooperative group	
Magazines & Newspapers	Timelines	Structures	
Physical activities	Number lines	Internet / Software support	
Videos & Film		In the home language	
Broadcasts		With mentors	
Models & Figures			
Intervention Strategies			
Accommodations	Interventions	Modifications	
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

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Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading