

# Photo 2 Curriculum 2020

## Length of Course: Semester/Year

### Course Description:

Photo 2 can be taken as a full-year or half-year elective. This class should be taken after the Photo 1 prerequisite, and is the second course in a sequence of three. In this course, students will experience the full range of an analogue darkroom and a series of in-depth prolonged photographic assignments. Students will also be introduced to book making and tasked to think sequentially in order to present their chosen theme in a cohesive manner. Each photographic assignment is accompanied by a corresponding presentation concerning the specific technique or processes role in the history of photography. Students who stay for the full year are introduced to Adobe Photoshop and given an introduction to digital image making and manipulation. From the course, students can move on to Advanced Photography or Computer Graphics.

### Unit 1: Re-Introduction to Film and Darkroom Processes

#### Full Year and Semester Students

#### Anchor Standards:

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

#### Big Ideas: Course Objectives/Content Statement(s)

*This unit serves as a re-introduction: for some students it has been a while since they were enrolled in a photography class. In some cases, it may be the course of the summer but in other situations it could be as long as a year since students have developed a roll of film or made a print in the darkroom. The course concludes with a project consisting of nine different analogue prints that are mounted and presented.*

#### Essential Questions

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

- How is film loaded in a camera and how does it get processed into a negative?
- How does light and the ability to control it affect the outcome of my images?
- How do I enlarge a negative to make a positive?
- What do contrast controls do to my prints?
- How many different ways can I portray the same image?

#### Enduring Understandings

*What will students understand about the big ideas?*

#### **Students will understand that:**

Understanding the proper exposure, development and printing of negatives enables the learner to freely express their intentions.

Exploring different methods and techniques is a large part of any photographer's development. It affords them the opportunity to experiment and expand upon already-established processes.

#### Areas of Focus: Proficiencies

#### Examples, Outcomes, Assessments

<b>(Progress Indicators)</b>	
<p><b>Students will:</b>  <i>1.2.12 Perform various methods and techniques in the production of art.</i>  <i>1.3.12 Compare and contrast innovative applications of the elements and principles of art.</i>  <i>1.4.12 Provide examples of how critique may affect the creation and or modification of an existing or new work of art.</i>  <i>1.5.12 Compare and contrast historical periods through photography.</i></p>	<p><b>Instructional Focus:</b>  <b><i>The Portrait and Studio Lighting -</i></b>  Each student has their portrait made in class in a typical studio setting using various lighting techniques.</p> <p><b><i>The Print -</i></b>  Students are re-introduced to film processing and basic darkroom techniques.</p> <p><b><i>Ring Around -</i></b>  Students are introduced to various alternative printing methods and tasked with making nine different versions with the same image.</p> <p><b><i>Print Finishing -</i></b>  Students are re-introduced to print finishing and the mounting process.</p> <p><b><i>Finished Ring Around -</i></b>  Students present their nine prints (all mounted together on the same board) for final presentation and exhibition.</p> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● <i>Weekly grades for time on task.</i></li> <li>● <i>Presentation of finished pieces.</i></li> <li>● <i>Participation in class critiques and group discussions.</i></li> </ul> <p><b>Projects/Post Assessment:</b></p> <ul style="list-style-type: none"> <li>● <i>Students adapt and react to new ideas enabling them to further explore the methods and techniques introduced.</i></li> <li>● <i>Students produce a final piece where they are tasked with the decisions of layout, editing and presentation.</i></li> </ul> <p><b>Instructional Strategies</b>  <b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● Learners are constantly engaging with physics and chemistry in these assignments as they are main aspects in their control.</li> </ul>

	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>• Students will learn how to use photographic studio lighting and how to control light intensity and direction.</li> <li>• Google Classroom assignments concerning research into various techniques.</li> <li>• YouTube videos on the history of the processes introduced.</li> </ul> <p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li>• Art careers such as Picture Editor, Assignment Editor, Studio Assistant.</li> <li>• Discussions concerning how the media and mass culture use imagery.</li> </ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>• In-depth look at portraiture from many different cultures and how various societies view images of people: Richard Avedon, Gordon Parks, Coreen Simpson, Carrie Mae Weems, Yosuke Yajima.</li> </ul>
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**Unit 2: Extending the Photographic Assignment/Bookmaking**  
**Full Year and Semester Students**

**Anchor Standards:**

- Standard 7: Perceiving and analyzing works.  
Standard 6: Conveying meaning through art.  
Standard 10: Interpreting intent and meaning.

**Big Ideas:** *Course Objectives/Content Statement(s)*

*Photographers must understand the full range of the medium in order to confidently produce images that portray their intention and have substance.*  
*Constant experimentation is an essential part of any photographic practice.*  
*Photographers must be able to think critically about their work.*

<p align="center"><b>Essential Questions</b></p> <p align="center"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center"><b>Enduring Understandings</b></p> <p align="center"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>• How does a camera obscura work?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the basic physics of</li> </ul>

<ul style="list-style-type: none"> <li>• How can you show depth and dimension on a flat plane?</li> <li>• How are books made?</li> <li>• How do I present a theme cohesively in order to accurately portray my original intention?</li> <li>• What happens when I photograph a photograph?</li> </ul>	<p>light and how it affects a photosensitive surface.</p> <ul style="list-style-type: none"> <li>• Students will explore the earliest methods of image making with a mechanical device.</li> <li>• Hands on-experience building their own camera.</li> <li>• How to break up a two-dimensional surface to create images that have depth and alter the perceived space.</li> <li>• Learners examine sequential thinking and how it applies to bookmaking.</li> </ul>
<p style="text-align: center;"><b>Areas of Focus: Proficiencies (Progress Indicators)</b></p>	<p style="text-align: center;"><b>Examples, Outcomes, Assessments</b></p>
<p><b>Students will:</b></p> <p><i>1.5.12 Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.</i></p> <p><i>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.</i></p> <p><i>1.5.12 Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.</i></p>	<p><b>Instructional Focus:</b></p> <p><b>Pinhole Camera -</b> Students are provided the materials to construct a working pinhole camera that they will use to produce a series of images.</p> <p><b>Pinhole Images -</b> Students are tasked to make the following types of images:</p> <ul style="list-style-type: none"> <li>• Portrait</li> <li>• Landscape</li> <li>• Still Life</li> <li>• Multiple Exposure</li> <li>• Extreme Angle</li> </ul> <p><b>More Than One -</b></p> <ul style="list-style-type: none"> <li>• Students are provided a camera and roll of film and tasked with photographing one scene from the same vantage point.</li> <li>• Creating an image of the entire area comprising as many pictures as possible from the single roll.</li> </ul> <p><b>Pictures of Pictures -</b> Students are tasked with creating a series of prints from one image of themselves then taking those prints out into the world and re-photographing them.</p> <p><b>Bookmaking -</b> Students are introduced to the art of bookmaking and tasked with producing a 10-page book of collaged</p>

images.

**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.

**Sample Assessments:**

- Weekly grades for classwork critique and time on task.
- Written reflection and research.
- Presentation of final pieces.
- Clear theme for book project and coherent followthrough to the finished piece.

**Projects/Post Assessment:**

- *Students choose the scene of their liking for the More Than One Project.*
- *Creating a theme that can follow through to 10 pages and a completed book enables students to think long term and plan ahead.*
- *Exposing a roll of film sequentially to produce a final piece that accurately depicts the students intention helps them to understand cause and effect.*
- *Work is always display-ready.*

**Instructional Strategies**

**Interdisciplinary Connections**

- Students learn to think sequentially in a narrative format in order to portray their intention.

**Technology Integration**

- Hands-on building of a working camera from pieces of paper, board and foil.
- Construction of a Camera Obscura in the classroom.
- YouTube videos and DVDs on Photo History.
- Google Classroom research assignments.

**Media Literacy Integration**

- Complete understanding of photography and its technical origins is essential to any photographers practice.
- Viewing work from contemporary film photographers.

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
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: Abe Morell, David Hockney, Georges Braques, Pablo Picasso, Sally Mann, Lee Friedlander, Nancy Breslin, Tomasz Cuncvir, Marcio Faustino.

### Recommended Texts:

#### Teacher Resources:

Hockney.com

Upton and Upton

The History of Photography

## Unit 3: Long-Term Projects/Introduction to Adobe Photoshop Full-Year Students Only

**Anchor Standards:**

Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

**Big Ideas:** *Course Objectives/Content Statement(s)*

*Now that students understand where photography came from they can appreciate more fully where it is going and how to combine analogue and digital technologies to create unique photographic works.*

*Photographers must constantly explore every area of their medium in order to have a richer understanding and appreciation for its rich history.*

**Essential Questions**

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

- How do I make a self portrait?
- How do I tell the story of an individual with images?
- How do I digitize my analogue photography?
- Why is it important to know how Photoshop works?
- How are digital images used in the media and culture as a whole?
- How did digital imaging change photography?

**Enduring Understandings**

*What will students understand about the big ideas?*

- The ability to tell a story or express an idea with images is critical to understanding how photography works in the world at large.
- Digital photography created a huge change in the world of photography and understanding what impact it has had enhances the student’s knowledge of the medium.
- Through photographing and investigation of the process, students create perceptions and awareness that adds to their experiences.

**Areas of Focus: Proficiencies  
(Progress Indicators)**

**Students will:**

1.2.12 Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.

1.3.12 Compare and contrast innovative

**Examples, Outcomes, Assessments**

**Instructional Focus:**

***Portrait Tableaux -***

- Students are tasked with creating a story of an individual illustrated with photographs.
- Students are then to make a self-portrait version.

applications of the elements of art and principles of design

1.4.12 Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one’s personal work and that of their peers, using positive commentary for critique.

1.4.1 2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

1.4.12 Examine the artwork from a variety of historical periods in both western and non-western culture(s).

**Studio Portraiture -**

- Students are introduced to studio settings for photography where light sources and outcomes are tightly controlled.

**Introduction to Adobe Photoshop and Digital Image -**

- Students learn the basics of digital imaging and Photoshop.

**Digital Ring Around -**

- Students are tasked with producing a final piece using one image digitally manipulated nine different ways.

**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.

**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.*
- *ustained investigation.*
- *Final work is always display ready.*

**Instructional Strategies**

**Interdisciplinary Connections**

- Students understand the need for digital imaging and how it plays a large role in our day to day lives.

**Technology Integration**

- Introduction to Adobe Photoshop and digital imaging.
- Google Classroom research assignments.

**Media Literacy Integration**

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		

- Complete understanding of how digital imaging has changed the nature of photography and how we as a society have varied views on the role of photography in culture.

### Global Perspectives

- Students will view photography from a wide variety of cultures: Cindy Sherman, Duane Michaels, James Nachtwey, Maggie Steber, Gilles Peress, Gordon Parks, Elliott Erwitt, Sally Mann.

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,	Modified assessment grading

	anticipatory guides, and semantic mapping	
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## Unit 4: Finalizing Projects and Further Digital Exploration

Full-Year Students Only

### Anchor Standards:

Standard 3: Refining and completing products.

Standard 8: Applying criteria to evaluate products.

### Big Ideas: Course Objectives/Content Statement(s)

- Photographers always have an easy time starting projects and commissions but finishing them in a way where their original intention is conveyed and the images have substance and meaning is one of the hardest parts of any artist's practice.
- Photographers must develop a critical eye throughout their process in order for their work to develop and adapt to a wide variety of environments and situations.

### Essential Questions

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

- How do photographers know when they have completed their projects?
- How can I combine digital and analogue photography to tell the story of an individual?
- How do photographers present their final works?
- How long does it normally take a photographer to complete an assignment?

### Enduring Understandings

*What will students understand about the big ideas?*

- Students will learn how to start and finish a longer term project where their theme is carried through and the ideas are clear and concise.
- How photographers present their work has changed drastically with the advent of digital imaging, knowledge of these various methods enables image makers to reach a larger audience.
- How photographers get assignments or commissions is essential to a full understanding of how the medium functions in the world at large.

### Areas of Focus: Proficiencies (Progress Indicators)

#### Students will:

1.5.12 Parallel historical events and artistic

### Examples, Outcomes, Assessments

#### Instructional Focus:

***Digital More Than One -***

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.

- Students are asked to photograph a single scene from one vantage point making a final image that shows the entire area made up of many individual pictures.
- Digital Collage -**
- Students are introduced to digital collage and gain the ability to create one image from many different pictures.
- Digital Collage Book -**
- Students create a themed book using ten different digital collages to convey their ideas.

**Presentation of the final portfolio.**

**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.

**Sample Assessments:**

- *Weekly grades for classwork, critique and time on task.*
- *Written research on a specific photographer.*
- *Presentation of final pieces.*
- *One on one and group interaction.*

**Projects/Post Assessment:**

- *Students learn studio lighting and digital imaging.*
- *Bookmaking and sequential thinking.*
- *Work is always display ready.*

**Instructional Strategies**

**Interdisciplinary Connections**

- Digital Imaging and understanding how it works enables students to enhance every aspect of their learning. Students are now ready to help with yearbook photography and layout.

**Technology Integration**

- Digital Imagine and Adobe Photoshop and Adobe Bridge. Youtube videos and DVDs on Photo History and Photographers.
- Google classroom research assignments.

**Media Literacy**

- Understanding digital imaging is essential to a complete knowledge of modern media.

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		

### Global Perspectives

- Students will view photography and publications from photographers across a wide spectrum of cultures.

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		
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## 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