

Photography – Grades 10-12
District 2853

Month	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
1 Week	· Competent 35mm Camera Handling	<p>Analysis and Interpretation</p> <ul style="list-style-type: none"> - Ability - Benchmarks #3, #4 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1a, #1b, #1f <p>Creation and Performance</p> <ul style="list-style-type: none"> - Ability - Benchmarks #1, #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1a, #1c, #1f 	<ul style="list-style-type: none"> · Proficient at operating a 35 mm camera · Understand how to expose film correctly and produce negatives 	<ul style="list-style-type: none"> · Written evaluations · Demonstration · Video notes
6 Weeks	· Light, Film and Exposure	<p>Analysis and Interpretation</p> <ul style="list-style-type: none"> - Ability - Benchmarks #1, #4 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmark #3 <p>Creation and Performance</p> <ul style="list-style-type: none"> - Ability - Benchmarks #1, #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1a, #1c, #1f 	<ul style="list-style-type: none"> · Understand the relationship between correctly exposed negatives and quality prints · Critical exposure decisions when shooting · Correctly expose film using its cameras light meter for reading 	<ul style="list-style-type: none"> · Written evaluations · Shooting performance · Observation
Last 5 Weeks of First Quarter	· Film Processing	<p>Analysis and Interpretation</p> <ul style="list-style-type: none"> - Ability - Benchmark #1 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1c, #1f 	<ul style="list-style-type: none"> · Will process black and white film · Will correctly mix darkroom chemistry · Students will evaluate the contrast and chemistry of negatives and control · Development times · Students will identify developing mistakes and correct them 	<ul style="list-style-type: none"> · Written evaluation · Negative portfolio · Demonstrate processing film
Through First 9 Weeks	<ul style="list-style-type: none"> · Flash Photography · Composition 	<p>Analysis and Interpretation</p> <ul style="list-style-type: none"> - Ability - Benchmarks #3, #4 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1a, #1b, #1c <p>Creation and Performance</p> <ul style="list-style-type: none"> - Ability - Benchmarks #1, #2, #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1a, #1b, #1c, #1f 	<ul style="list-style-type: none"> · Properly expose film when shooting with flash in low light situations · Use of correct flash for picture being taken · Use of basic rules of composition · Plan photos in advance and visualize possible photos before shooting · How to compose photo through view finder 	<ul style="list-style-type: none"> · Written evaluation · Shooting performance · Video notes (composition) · Observation

Second 9 Weeks	Black and White Printing	<p>Analysis and Interpretation</p> <ul style="list-style-type: none"> - Ability - Benchmarks #1, #3, #4 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1c, #1f, #3 <p>Creation and Performance</p> <ul style="list-style-type: none"> - Ability - Benchmarks #1, #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1f 	<ul style="list-style-type: none"> · Recognize good photos · Determine the negative quality · Students will learn how to correctly use an enlarger · Students will learn how to control print contrast through techniques of burning, dodging and filters · Students will understand the chemical processes of printing and learn to utilize · Printing controls 	<ul style="list-style-type: none"> · Written evaluation · Printing performance (assignments) · Demonstration by observation
2 Weeks	Work Display Final Project	<p>Analysis and Interpretation</p> <ul style="list-style-type: none"> - Ability - Benchmarks #1, #3, #4 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1a, #1b, #1f, #2, #3 <p>Creation and Performance</p> <ul style="list-style-type: none"> - Ability - Benchmarks #1, #2, #3, #4 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1a, #1b, #1f 	<ul style="list-style-type: none"> · Knowledge of mat cutting · Students will produce two types of mats · Ability to see a variety of activities assortment with film and cameras · To see different opportunities for careers in photography · Display prints 	<ul style="list-style-type: none"> · Demonstrate matting - 2 works · Written evaluation · Display work in Media Center · Final project

ANALYSIS AND INTERPRETATION

A student shall demonstrate the "ability" to:

- #1 Select criteria for evaluating visual art works;
- #2 Analyze and interpret visual art through its historical, cultural, or social context;
- #3 Support personal reactions to visual art works using the components of visual arts; and
- #4 Articulate informed evaluations of visual art works using selected criteria.

A student shall demonstrate an "understanding" of:

- #1 How a synthesis of the components of visual arts is used to define a work in visual art:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles (for example, repetition, contrast, or balance);
 - c. vocabulary;
 - d. styles (for example, abstract or impressionist);
 - e. structures (for example, two dimensional or three dimensional); and
 - f. technical skills (for example, selecting and using tools and techniques of the medium);
- #2 The similarities and differences among the structures and styles within visual arts;
- #3 How the selection of criteria affects criticism of a work in visual arts; and
- #4 The connections between visual arts and other disciplines outside the arts (for example, mathematics, science, or history).

CREATION AND PERFORMANCE

A student shall demonstrate the "ability" to:

- #1 Use artistic processes to create a single, complex work or multiple works in visual arts;
- #2 Generate and clarify artistic intent for work in visual art;
- #3 Make decisions based on artistic intent;
- #4 Make choices based on analysis of audience and occasion for work in visual art; and
- #5 Revise visual art work using multiple sources of critique and feedback.

A student shall demonstrate an "understanding" of:

- #1 The integration of components of visual arts:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles (for example, repetition, contrast, or balance);
 - c. vocabulary;
 - d. styles (for example, abstract or impressionist);
 - e. structures (for example, two dimensional or three dimensional); and
 - f. technical skills (for example, selecting and using tools and techniques of the medium);
- and
- #2 The cultural, historical, or social contexts that influence creation of visual art.