

**ACALANES UNION HIGH SCHOOL DISTRICT**  
**Visual and Performing Arts**  
**Subject Area**

**Adopted: 12/15/04**

<u>COURSE TITLE:</u>	Photography/Digital Design
<u>COURSE CODE</u>	V0918P
<u>GRADE LEVEL:</u>	10-12
<u>COURSE LENGTH:</u>	Year
<u>PREREQUISITE:</u>	None
<u>CREDIT:</u>	10 credits
<u>UC/CSU CREDIT:</u>	Meets Visual and Performing Arts "I" requirements
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 units of Visual and Performing Arts/Foreign Language/Career Tech requirements for graduation
<u>STANDARDS AND BENCHMARKS</u>	Visual and Performing Arts: 1.1-1.3, 1.5, 1.10, 2.1-2.8, 2.10, 2.11, 3.1- 3.4, 4.1-4.5, 4.7, 4.9, 4.10, 5.2, 5.3
<u>COURSE DESCRIPTION</u>	Photography/Digital Design is a college preparatory interdisciplinary approach to visual arts and the humanities. The class enables students to achieve an understanding and appreciation of artistic expression and to write and discuss with discrimination about photography as applied to themes in the humanities and history. Course work will emphasis student created photographic art works as well as analytical reading, writing, and critiques. Substantial outside reading and research on individual biographies of historic and contemporary photographers as well as written reviews of works of photographers will be required. Students will analyze photographic works through discussion or writing using the appropriate vocabulary for describing techniques and aesthetic qualities.
<u>COURSE GOALS</u>	Students will: <ol style="list-style-type: none"><li>1. Apply design principles to digital imaging and photography.</li><li>2. Create original photographs using a variety of media and technical processes. Display those photographs artistically.</li><li>3. Demonstrate knowledge of a variety of photographic principles and techniques.</li><li>4. Analyze, evaluate and respond to the intent purpose and technical proficiency of works of photography and make sound critical judgments about the quality and success of photographs.</li></ol>
<u>TEXTBOOK MATERIALS</u>	<u>Introduction to Photography</u> - Erin Dennis (Photo 1)
<u>TEACHER RESOURCES</u>	Photography and Museum site Web Sites Photography Books, Magazines, Videos, Guest speakers.

**Acalanes Union High School District  
Course Content and Performance Objectives  
Photography/Digital Design**

	<b>HSEE</b>	<b>Standards &amp; Benchmarks</b>	<b>Assessment</b>	<b>Timeline</b>
<b>Artistic Perception Component</b>				
1.0	N/A	1.0		15 % of class time
1.1		1.1	Personal Communication Constructed Response	
1.2		1.2	Constructed Response	
1.3		1.3	Personal Communication	
1.4		1.5	Personal Communication	
1.5		1.10	Constructed Response	

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<p>1.6 Use the “language of the visual arts” in written compositions and discussions to describe photographic principals.</p> <p><b>Creative Expression Component</b></p> <p><b>2.0 STUDENTS WILL CREATE ORIGINAL PHOTOGRAPHIC WORKS BY INTERPRETING AND INCORPORATING THOUGHTS, PERCEPTIONS AND IDEAS FROM THE HUMANITIES. STUDENTS WILL UNDERSTAND AND RESPECT ORIGINALITY OF OTHERS WORK. STUDENTS WILL DEVELOP VISUAL ARTS AND PHOTOGRAPHIC SKILLS AND INCREASE THEIR VISUAL LITERACY BY USING A VARIETY OF MEDIA AND TECHNICAL PROCESSES IN PHOTOGRAPHY</b></p> <p>2.1 Create original works of art effectively applying the elements of art and principles of design in art forms such as: drawings, ceramics, graphic arts, jewelry, painting, printmaking, sculpture, photography, film, video, computer graphics, animation or other digital art forms.</p> <ul style="list-style-type: none"> <li>▪ Build portfolios demonstrating knowledge of art elements and principles of design</li> </ul> <p>2.2 Demonstrate craftsmanship and technical skill when creating artworks in two-dimensions.</p> <ul style="list-style-type: none"> <li>▪ Refine knowledge of advanced image building tools such as scanning, Photoshop compositing.</li> </ul>	N/A	<p>1.4</p> <p>2.0</p> <p>2.1</p> <p>2.3</p>	<p>Constructed Response</p> <p>Constructed Response Performance Assessment</p> <p>Performance Assessment</p>	<p>60% of class time</p>

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	HSEE	Standards & Benchmarks	Assessment	Timeline
2.3 Demonstrate skill in the manipulation of digital imagery.		2.4	Performance Assessment	
2.4 Create artwork demonstrating a wide variety of compositional devices.		2.5	Performance Assessment	
2.5 Demonstrate how to solve artistic problems in unique and expressive ways. <ul style="list-style-type: none"> <li>▪ Analyze composition</li> </ul>		2.6	Performance Assessment	
2.6 Create a photographic piece that expresses social issue. <ul style="list-style-type: none"> <li>▪ Explore emotional and psychological content</li> </ul>		2.7	Performance Assessment	
2.7 Use the manipulation of digital imagery to create an original artwork that communicates an idea.		2.8	Performance Assessment	
2.8 Combine and synthesize different subject areas, themes, images, and visual metaphors. <ul style="list-style-type: none"> <li>▪ Use more advanced software in advanced photo</li> </ul>		2.10	Performance Assessment	
2.9 Select work and presents it appropriately in an exhibit.		2.11	Performance Assessment	
<b>Historical and Cultural Context Component</b>				
3.0 THROUGH THE STUDY OF PHOTOGRAPHY FROM A VARIETY OF CULTURES, STUDENTS WILL GAIN AN UNDERSTANDING AND APPRECIATION OF THE CREATIVE EXPRESSION OF PEOPLE ACROSS TIME AND PLACE. THEY WILL LEARN THE ROLE AND SOCIAL CONTEXT OF PHOTOGRAPHERS AS JOUR-	N/A	3.0		10% of class time

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	HSEE	Standards & Benchmarks	Assessment	Timeline
<p><b>NALISTS AND VISUAL ARTISTS AND THE SIGNIFICANCE PHOTOGRAPHY HAS PLAYED IN HISTORY AND WITHIN THE CONTEXT OF WORLD CULTURE.</b></p> <p>3.1 Identify styles in World and American art and discusses the diverse social, economic, and political developments reflected in the artworks examined.</p> <p>3.2 Identify the roles and influence of new technologies on contemporary artwork (video/photo only).</p> <p>3.3 Identify historical or contemporary artists who have achieved regional, national, or international recognition and discuss ways that their work reflects, plays a role in, and influences present-day culture.</p> <p>3.4 Identify trends in the visual arts and able to discuss the diverse issues of time, place, and cultural influence reflected in selected artwork.</p> <p><b>Aesthetic Valuing Component</b></p> <p><b>4.0 STUDENTS WILL ANALYZE, EVALUATE, SYNTHESIZE AND RESPOND TO THE INTENT PURPOSE AND TECHNICAL PROFICIENCY OF WORKS OF PHOTOGRAPHY. EXPRESSING RESPONSES THROUGH DISCUSSION AND WRITTEN FORMS, STUDENTS WILL MAKE SOUND CRITICAL JUDGMENTS ABOUT THE QUALITY AND SUCCESS OF PHOTOGRAPHIC ARTWORKS.</b></p> <p>4.1 Identify intentions of those creating contemporary artworks.</p>		<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>4.0</p> <p>4.1</p>	<p>Personal Communication</p> <p>Personal Communication</p> <p>Personal Communication</p> <p>Personal Communication</p> <p>Constructed Response</p>	<p>10% of class time</p>

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	HSEE	Standards & Benchmarks	Assessment	Timeline
4.2 Respond to a variety of works of art and discuss or write about his or her interpretations of the artists' intentions.		4.2	Constructed Response	
4.3 Express his or her ideas about art and gives reasons for preferences in works of art.		4.3	Constructed Response	
4.4 Formulate and support a position regarding the aesthetic value of a specific work of art, then changes and/or defends the position after weighing the views of others.		4.4	Constructed Response	
4.5 Articulate the process and rationale for refining and reworking one of their own artwork in order to bring it to completion.		4.5	Constructed Response	
4.6 Compare the ways that the meaning of specific artwork has changed over time.		4.7	Constructed Response	
4.7 Use criteria for making judgments and identify the difference between preference and judgment.		4.9	Constructed Response	
4.8 Develop a written criterion for the selection of a body of his own work (portfolio) that represents significant achievements.		4.10	Constructed Response	
<b>5.0 STUDENTS APPLY WHAT THEY LEARN IN VISUAL ARTS ACROSS SUBJECT AREAS AND BEYOND THE CLASSROOM. THEY DEVELOP VISUAL LITERACY AND COMPETENCIES IN PROBLEM SOLVING, COMMUNICATION, AND MANAGEMENT OF TIME AND RESOURCES. THEY LEARN ABOUT CAREERS IN AND RELATED TO THE VISUAL ARTS.</b>	N/A	5.0		5% of class time

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	<b>HSEE</b>	<b>Standards &amp; Benchmarks</b>	<b>Assessment</b>	<b>Timeline</b>
5.1. Learn diverse ways in which visual arts can communicate the same idea.		5.2	Performance Assessment	
5.2. Explore careers in the visual arts.		5.3	Personal Communication	

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**TEACHING STRATEGIES AND PROCEDURE:**

Direct instruction, modeling demonstrations, group discussion and presentation,  
Reading, annotating, outlining  
Critiques of works of photography  
Exhibitions and competitions.  
Self-directed collaborative learning

**GRADING GUIDELINES:**

Tests /Finals/Written Work	15%
Performance Projects	75%
Critiques	10%