

Syllabus: Visual Arts Specialty: Photography: Beginning

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Course Description: The first course in the Photography pathway introduces students to multicultural concepts in the history of photography, aesthetics, criticism and studio associated with analog and digital photography. Emphasis will be upon experiential or “hands on” exploration and mastery of analog (film based) and digital photography aligned with the North Carolina Essential Standards for the visual arts Beginning level. Completion of this course will enable the participant to move toward the next sequential course in the Photography pathway: Intermediate.

Prerequisite: Beginning Visual Art, Open Mind and great work ethic!

Suggested Grade Level: Open to grades 9-12

Materials and equipment required: Students need a three ring binder with notebook paper and pencil. Students must have access to a digital camera for weekly shooting assignments. Our work in film and the darkroom will require 35 mm camera/materials. There is a photo kit that includes 35 mm camera, 2 rolls of film, processing chemicals, and archival storage sheets for film and prints. The kit cost is \$55.00. If students have access to a 35 mm camera, please bring in for teacher approval and then the cost of materials is \$35.00. Financial concerns will not stop a student from the Analog work for class. We will work with all of our students to ensure full participation in all aspects of the course.

Course Components: Beginning Photography utilizes a standards based learning and assessment model. The emphasis is upon exploration of standards to achieve learning outcomes that demonstrate mastery of the standards. This method allows for students to explore, experiment, apply, assess their learning, revise/revisit learning outcomes and ultimately articulate their understanding of standard concepts, ideas, techniques, processes etc This method encourages students to embrace mistakes as a part of the learning process that informs and assists in achieving mastery. Components will be ***In Progress Learning & Final Projects***. ***In Progress Learning*** will be assessed utilizing single point rubrics (sample single point rubric) that allow students to cite specifically from their learning process. It will reflect a “Developing” status or “Mastery” status. We will utilize the information to inform further instruction and/or movement toward ***Final Project***. Students will need to complete and apply ALL ***In Progress Learning*** to a Final Project. The ***Final Project*** will utilize the Single Point Rubric model with assigned point values to the Mastery Level of the Standards. In summary, ***In Progress Learning*** will show green completion checkmarks in the Powerschool gradebook and ***Final Projects*** will have point assessment values. Students will have a digital copy of all single point rubrics as communication to parents/guardians of learning progress. Please do not hesitate to contact me regarding the Standards based grading method utilized for this course. In addition, students will create and maintain sketchbooks as well as engage in Seminar to explore Art in context of a Visual Culture and explore how global perspectives impact how we value Visual Culture.

Assessments weights are as follows:

*Fieldbook/Fieldwork 20%

*Seminar/Quizzes 20%

*Final Projects 60%

Grading Scale:

A Superior 100-90 B Good 89-80 C Average 79-70 D Poor 69-60 F Failing 59 - 0

Shooting Homework: Students will be required to complete weekly digital shooting assignments on time. In order to learn photography, students must actually shoot photographic imagery! This cannot be done during class instructional time. That time is allotted for instruction in digital imaging, darkroom processes, aesthetic discourse, criticism, etc.

Projects/Homework: Students are expected to complete weekly sketchbook assignments. Students are expected

to work on artworks outside of class time if they do not complete during course allotted time. Students will adhere to the following High School Policy: Students who fail to complete an assignment by the due date will still be allowed to complete the work up to 3 days after the assignment is due. Anything turned in after the 3rd day **will not be accepted**.

Day(s) Late	Grade Impact
1 Day	-10%
2 Days	-20%
3 Days	-40%
After 3 Days	Student will receive a 0

Make-up work: Students are responsible for inquiring about missed work via my website and in person. Students with excused absences will have a reasonable amount of time allotted in order to make-up work. Students who miss work due to administrative concerns, field trips, or other reasonable event will be held to the aforementioned policy. Those students with unexcused absences will not be allowed to make-up work.

Attendance Policy: Students must adhere to the school attendance policy outlined in the CCS district handbook.

Tardy Policy: In accordance with CCHS policy, students are expected to arrive on time and prepared for class. Please refer to the CCHS student Handbook for additional information regarding the Tardy Policy

Tutoring/Enrichment: **Thursdays** during powertime.

Exam Policy: Students with an A average do not have a limit on EXCUSED absences.

Students with a B average have a limit of two EXCUSED absences.

If a student has ANY UNEXCUSED absences(this applies to an A and a B), they will not be exempted from their exam (District and Teacher Made Only)

Student Conduct: Students are required to follow all policies outlined in the handbook, art room policies and the CCHS Honor Code. Students are responsible for the studio and should comport themselves in a professional and respectful manner. Students attending field trips and/or educational events are held to CCHS code of conduct. Classroom Teacher Tiered Responses: Minor Offenses will be handled in the classroom and documented in Educator's Handbook as a classroom infraction for the first three occurrences for **most offenses**. Major Offenses and fourth/future occurrences will be a referral to an administrator in the Educator's Handbook.

Classroom policies & media usage: Students are allowed cell phones for teacher initiated learning and for independent music entertainment during studio time. Students MUST have an established playlist to utilize this option. Earphones/earbuds are to be used ONLY during the aforementioned Studio time. Students who do not follow classroom policies on media usage will receive 1 verbal warning and then continued issues will result in the cell phone taken for the remainder of class and call home to discuss media usage. The cell phone WILL be returned at the end of class. Students may utilize only one earbud while listening to music. No media or earbuds will be utilized during instruction. Please refer to the linked [Classroom Policies](#) for detailed information on the policies/procedures essential to an equitable and productive studio community.

Studio Attire/Hats: Students may wear hats in class!!! Hoods over the head are not permitted in class or in school. We are working in a studio environment with a variety of materials. Please do not wear clothes that could be damaged by materials such as darkroom chemicals, paint, etc. Please be advised that the recommendation is for closed toe shoes. Students may opt to bring in an apron or extra shirt to be worn as protection over clothing.

Course Information:

All course information will be on the Google Classroom for Beginning Visual Art. Parents/Guardians/Students need to utilize the Google Classroom to access unit plans, assignments, rubrics and resources. Parents/Guardians should verify email address in Powerschool to ensure they receive an invitation to the Google Classroom. I encourage students and parents to reach out to me with any questions and concerns. I will do my utmost to address those

questions/concerns in a timely manner.

Objectives:

NC Essential Standards for Beginning Level:

Visual Literacy

B.V.1 Use the language of visual arts to communicate effectively.

Clarifying Objectives

B.V.1.1 Use art vocabulary when discussing art and artistic styles.

B.V.1.2 Apply the Elements of Art and Principles of Design to create art.

B.V.1.3 Classify art according to specified styles.

B.V.1.4 Recognize how Elements of Art and Principles of Design are used in art.

B.V.2 Apply creative and critical thinking skills to artistic expression.

Clarifying Objectives

B.V.2.1 Understand the role of planning in solving artistic problems.

B.V.2.2 Understand the relationships between sensory awareness and artistic expression.

B.V.2.3 Create personal, symbolic expression as a means of communication (original, visual language).

B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

Clarifying Objectives

B.V.3.1 Understand the appropriate and safe use of tools, media, and equipment.

B.V.3.2 Use a variety of media, including 2-D, 3-D, and digital, to produce art.

B.V.3.3 Exemplify characteristics of different artistic processes.

Contextual Relevancy

B.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

Clarifying Objectives

B.CX.1.1 Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.

B.CX.1.2 Explain how art influences historical perspectives on society.

B.CX.1.3 Understand how art is used to document human experience.

B.CX.1.4 Interpret art in terms of cultural and ethnic context.

B.CX.1.5 Explain the effect of the geographic location and physical environment on the media and subject matter of art.

B.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

Clarifying Objectives

B.CX.2.1 Analyze the contribution of art to the design of consumable goods, products, and services, both historical and contemporary.

B.CX.2.2 Recognize the interdisciplinary knowledge used in the creation of art.

B.CX.2.3 Analyze the collaborative process in the creation of art.

B.CX.2.4 Analyze the role of art in creating digital images, technological products, and design.

Critical Response

B.CR.1 Use critical analysis to generate responses to a variety of prompts.

Clarifying Objectives

B.CR.1.1 Understand the art criticism process.

B.CR.1.2 Use teacher-generated criteria to evaluate personal art.

☐ **Course schedule: Schedule is flexible and subject to change**

Digital:

*Week #1: Bring it on! your choice

*Week #2-3: Pixlr tool introductions & Basics exercises

*Week #3: DSLR cameras & Basic Photography tips

- *Week #4: Field Work: Food (commercial photography/lighting)
- *Week #5 Imaging Work: Product advertisements
- *Week #5: Field work: Line: Expressive line compositions
- *Week #6: Imaging Work: Abstract compositions: Song rhythmic interpretations
- *Week #6: Field work: Constructed scenes & tilt shift photography
- *Week #7: Imaging Work: Working with Layers and Filters,
- *Week #7: Field Work: Scale & Landscapes Unity/Harmony
- *Week #8: Imaging Work: Analogous, Monochromatic and Complementary Cubist landscapes
- *Week #8: Field Work: Proportion, Scale and Viewpoint
- *Week # 9: Imaging Work: Welcome to the funhouse! Circus proportions/scale and viewpoints! (using distort/bloat tools)
- *Week #9: Field Work: Movement
- *Week #10: Imaging Work: Movement amalgams
- *Week #10: Field Work: Body parts, plant parts, machine & architectural part
- *Week #11: Imaging Work: Mandalas (using Rhythm)
- *Week #11: Field Work: machine parts/found objects to create sci fi landscape
- *Week #12: Imaging work: Science Fiction Digital Collages (creating and using digital brushes)
- *Week #12: Field Work: Textures and Patterns and Portraits
- *Week #13: Texture/Pattern portraits influenced by Klimt
- *Week #13: Field Work: Portraits without faces (multiple exposures metering different parts of face for different exposures)
- *Week #14: Imaging work: edit and finalize portraits using color picker tool and color replace tool to give expressive color
- *Week #14: Field Work: Shooting final thematic portfolio
- *Week #15-16: Imaging Work: using all Pixlr Editor skills, create portfolio of 5-7 final works
- *Digital Imaging Unit #16: Edit hands and feet portraits with contrast lighting
- *Digital Shooting Unit #16: shoot imagery necessary for Digital Pixlr Final project exemplifying mastery of Pixlr

Analog:

- *Analog Unit #1: Pinhole cameras & basic darkroom process
- *Analog Unit #2: Photograms
- *Analog Unit #3: Film & Exposure/Camera Parts & Exposure Bracketing with Film #1: Story of Me
- *Analog Unit #4: Enlarger Parts & operations, Contact Sheets, Printing in the Darkroom, Burn & Dodge=
- *Analog Unit #6: Intro to Photojournalism
- *Analog Unit #7: Film
- *Analog Unit #8: Darkroom & printing of Norfolk trip & mounting Photo Essays

Final Exam: Final Exam is 20% of overall final course grade

Course Syllabus and Expectations Agreement

Please acknowledge receipt and understanding of the course syllabus and expectations by signing below and returning detached portion:

Student Name: _____

Parent/Guardian signature: _____

Preferred Method of Contact #1_____

Preferred Method of Contact #2_____