

**WHITTIER UNION HIGH SCHOOL DISTRICT**  
**Whittier, California**  
**Educational Services Division**

**Board Approved:**

**COURSE OF STUDY**

**Course Title: Digital Photography**

**Department: VAPA**

**Grade Level: 9-12**

**COURSE DESCRIPTION**

**CTE Industry Sector:** Arts Media & Entertainment

**Career Pathway:** Design, Visual, and Media Arts

**Career Pathway Occupations or Entry-Level Job Titles:** Photo Editor, Lifestyle Photographer, Commercial Photographer, Director of Photography

**CBEDS Code:** 7219

Length: One-year

Prerequisites for Enrollment: None

Type of Course: Meets VAPA or Practical Arts Graduation Requirement; Meets “f” Visual UC/CSU entrance requirements; Meets WUHSD computer literacy requirement for graduation

This course will give students an understanding of the fundamentals of photography and an understanding of the history that built its foundation. By studying the previous masters, as well as reading critical analysis of their work, students will be able to intelligently discuss the pros and cons of art. Instruction will focus on how cameras, composition, lighting, and editing all work together to create compelling imagery. Specifically, the class will cover photographic camera fundamentals such as camera types, exposure, lighting, compositional techniques and digital manipulation. This includes processes from the past, studio and field techniques, photojournalism, fashion photography, food photography, nature, wildlife and sports photography. Students will learn manipulation techniques using industry standard software, Adobe Photoshop CC and Lightroom. They will learn to use software to create photographic art and as a tool to enhance and touch up photographs.

**Course Hours:** 150 Hours

**Course Goals:** Digital Photography students will study the sensory, formal, expressive and aesthetic properties of photographic art and will closely examine the history and development of photography. Students will be able to link photography to other art forms and disciplines and will understand its applications to industry-related careers. Students will demonstrate an understanding of photographic equipment including cameras, specialized lighting, digital processes and editing software. Students will concentrate on the development of a distinctive personal style, will pursue individual interests, and learn to critically evaluate their work. Throughout the course, the students will study the history of photography and analyses of notable photographers. Students will be able to link photography to diverse disciplines and professions.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

**Student Objectives:**

- Demonstrate an understanding of the elements of photographic composition and development of a "photographic eye."
- Demonstrate competency using various features on the camera to have creative control of their photographs.
- Demonstrate knowledge of the history of photography.
- Be able to decide what type of lighting & lighting equipment to use in a given situation to produce optimum results.
- Demonstrate how the elements of art and principles of design alongside photographic composition can create a compelling photograph
- Understand how to use photo-editing software to improve the overall appearance of images
- Understand how the critical thinking, creativity, resource and time management skills learned in this course apply to other arts and to other career areas.

## Course Standards

### Industry Sector Anchor Standards

#### Arts Media & Entertainment

#### Knowledge & Performance Anchor Standards

(<http://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf>)

#### 2.0 Communications

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

#### 3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.7 Recognize the importance of small business in the California and global economies.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

#### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

#### **5.0 Problem Solving and Critical Thinking**

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

#### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the

meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

## **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector.

## **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices.

## **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

## **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

### **Career Pathway Standards**

1. Apply appropriate technical skills and academic knowledge. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.
2. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
3. Develop an education and career plan aligned with personal goals. Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain

these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.
5. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.
6. Practice personal health and understand financial literacy. Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.
7. Act as a responsible citizen in the workplace and the community. Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.
8. Model integrity, ethical leadership, and effective management. Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.
9. Work productively in teams while integrating cultural and global competence. Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.
10. Demonstrate creativity and innovation. Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.



11. Employ valid and reliable research strategies. Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.
12. Understand the environmental, social, and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

## **Key Academic Standards from the Academic Alignment Matrix**

### **1.0 Academics**

#### **Visual Arts Grades Nine Through Twelve – Proficient (VAPA)**

**1.0 ARTISTIC PERCEPTION: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts** Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

**2.0 CREATIVE EXPRESSION: Creating, Performing, and Participating in the Visual Arts** □ Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

**3.0 HISTORICAL AND CULTURAL CONTEXT: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts** Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

**4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts** □ Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

**5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS** □ **Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers** □ Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

#### **Common Core State Standards for English Language Arts 6-12 (CCSS/ELA) Speaking and Listening Standards (SLS) Grades 11-12**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and

teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. *Direct alignment with CTE Anchor Standard 7: Responsibility and Flexibility*

a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. *Direct alignment with CTE Anchor Standard 9: Leadership and Teamwork*

c. Propel conversations by posing and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. *Direct alignment with CTE Anchor Standard 8: Ethics and Legal Responsibilities*

2. Integrate multiple sources of information presented in diverse media or formats and media (e.g., visually, quantitatively, orally,) in order to make informal decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. *Direct alignment with CTE Anchor Standard 3: Career Planning and Management*

**Language Standards (LS) Grades 11-12:** 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. *Direct alignment with CTE Anchor Standard 2: Communications*

**Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (CCSS/LIT)**

**Reading Standards for Literacy in Science and Technical Subjects – RLST Grades 11-12** 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in

order to address a question or solve a problem.

10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHSST)**

**Grades 11-12** 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Common Core State Standards – Math Geometry – G-CO – Congruence** *Experiment with*

*transformations in the plane* 5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

**History/Social Science World History, Culture, and Geography – WH** 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers). **U.S. History and Geography – US** 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. **Principles of American Democracy and Economics – AD** 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

**Science Crosscutting Concepts:**

1. Patterns
2. Cause and effect: Mechanism and explanation
3. Scale, proportion, and quantity
4. Stability and change

## **2.0 Communications**

Acquire and use accurately Arts, Media & Entertainment sector terminology and protocols for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

## **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans. (Direct alignment with SLS 11-12.2)

## **4.0 Technology**

Use existing and emerging technology, to investigate, research, and produce products and services as required in the Arts, Media & Entertainment sector workplace environment. (Direct alignment with 11-12.6)

## **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media & Entertainment sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

## **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media & Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

**7.0 Responsibility and Flexibility** Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media & Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1).

## **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

## **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in career technical student organizations. (Direct alignment with SLS 11-12.1b)

## 11.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Arts, Media & Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

## 11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings.

### Instructional Units

|               |                                      |            |    |          |          |
|---------------|--------------------------------------|------------|----|----------|----------|
| <b>Unit 1</b> | Topic: <b>History of Photography</b> | Class Hrs. | 10 | Lab Hrs. | <b>5</b> |
|---------------|--------------------------------------|------------|----|----------|----------|

#### Description:

Lessons in this unit will teach students about the history of photography, from the first inventions to present day techniques, as well as industry terms regarding digital printing. Students will create cyanotypes & shoe box cameras to connect to artists from the past. Students will analyze the material used by a given artist and describe how its use influences the meaning of the work.

Anchor Standards: 1.5, 2.2, 3.2, 5.3

Pathway Standards: A5.2, A6.2, A10.3, A1.6, A1.8, A1.9, A3.1, A3.2, A4.5

VAPA Academic Standards: 1.2, 1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 4.5

|               |                                                   |            |    |          |           |
|---------------|---------------------------------------------------|------------|----|----------|-----------|
| <b>Unit 2</b> | Topic: <b>Adobe Photoshop &amp; Camera Basics</b> | Class Hrs. | 25 | Lab Hrs. | <b>15</b> |
|---------------|---------------------------------------------------|------------|----|----------|-----------|

#### Description:

Lessons in this unit introduce students to the photographic editing software, Adobe Photoshop, and Camera Basics as a first step to understanding how to use a DSLR camera. Photoshop is the tool where students can manipulate photos to make them look better or as an avenue for creative expression. Camera basics include lessons on the basic settings and functions of a camera. Students understand what buttons, switches and settings are used to take a picture. Students will demonstrate an understanding of ISO, Aperture, Shutter and the Rule of Thirds. Students will identify, discuss, analyze, and write how the use of the camera and Photoshop can effect the principles of design.

Anchor Standards: 2.2, 2.3, 2.4, 2.6, 5.1, 5.2

Pathway Standards: 1.2, 2.2, 10.3, 1.6, 2.1, 2.6, 8.3

VAPA Academic Standards: 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 5.2

|               |                                      |            |    |          |           |
|---------------|--------------------------------------|------------|----|----------|-----------|
| <b>Unit 3</b> | Topic: <b>Careers in Photography</b> | Class Hrs. | 15 | Lab Hrs. | <b>10</b> |
|---------------|--------------------------------------|------------|----|----------|-----------|

#### Description:

Lessons in this unit will teach students about the variety of professional career opportunities in the

photographic industry and the needed skills, and equipment utilized by contemporary professionals. Students will prepare an online portfolio website of their original photography illustrating understanding of composition and technical skills. Students in this unit will also create an online blog style portfolio as a resource to store their best work, artistic reflection, critiques and multimedia assignments. They will also create a digital resume that highlights the design skills they are learning.

Anchor Standards: 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 5.1, 6.7, 7.2, 7.3, 7.4, 7.5, 7.7, 8.4, 10.4, 11.3, 11.5  
 Pathway Standards: A3.4, A4.1, A12.3, A13.3, A14.1, A1.3, A1.9, A2.2, A2.4, A2.7, A4.3, A4.6, A5.3, A5.5, A5.7  
 VAPA Academic Standards: 2.2, 2.3, 2.6, 3.2, 3.3, 5.3, 5.4

|               |                                                        |                   |           |                 |           |
|---------------|--------------------------------------------------------|-------------------|-----------|-----------------|-----------|
| <b>Unit 4</b> | <b>Topic: History and Social Impact of Photography</b> | <b>Class Hrs.</b> | <b>25</b> | <b>Lab Hrs.</b> | <b>15</b> |
|---------------|--------------------------------------------------------|-------------------|-----------|-----------------|-----------|

**Description:**

Lessons in this unit will teach students the importance photography has played in social reform throughout history and photography techniques that can be used as tools for social change. Students will develop the skills necessary in order to develop and identify their story, audience, message and style in their own photographs, by analysis of photos from both past and contemporary photographers. Students will take these principles and create their own compelling imagery of social events happening within their world.

Anchor Standards: 1.5 1.6 2.2 2.3 2.4 3.3 4.4 4.5  
 Pathway Standards: A2.3 A5.3 . A10.4 A1.5 A2.2 . A3.3 A3.5 A4.6 . A8.6  
 VAPA Academic Standards: 1.5, 1.6, 2.1, 2.2, 2.3, 2.6, 3.3, 3.4, 4.4, 4.5, 5.2, 5.4

|               |                                 |                   |           |                 |           |
|---------------|---------------------------------|-------------------|-----------|-----------------|-----------|
| <b>Unit 5</b> | <b>Topic: The Art of Seeing</b> | <b>Class Hrs.</b> | <b>25</b> | <b>Lab Hrs.</b> | <b>15</b> |
|---------------|---------------------------------|-------------------|-----------|-----------------|-----------|

**Description:**

The Art of Seeing includes lessons in subject and background awareness, observation, familiar, preconceptions, and compositional elements such as form, texture, pattern, color, line, shape, rule of thirds, dominance and subordination in photography. Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. Many students have never had the opportunity to think about the difference between what they “see” and what they shoot. Students will create a portfolio of images that concentrate on the effective use of the elements of art and the principles of design.

Anchor Standards: 1.0  
 Pathway Standards: A2.3 A5 A10.4 A1.5 A2.2 A3.3 A3.5 A4.6 A8.6  
 VAPA Academic Standards: 1.4, 2.1, 2.2, 2.3, 2.5, 3.2, 5.4

|               |                                                                                                         |                   |           |                 |           |
|---------------|---------------------------------------------------------------------------------------------------------|-------------------|-----------|-----------------|-----------|
| <b>Unit 6</b> | <b>Topic: Indoor Portrait Photography, Outdoor Portrait Techniques &amp; Retouching in Photoshop CC</b> | <b>Class Hrs.</b> | <b>25</b> | <b>Lab Hrs.</b> | <b>20</b> |
|---------------|---------------------------------------------------------------------------------------------------------|-------------------|-----------|-----------------|-----------|

**Description:**

Lessons in this unit will include techniques in indoor portrait lighting, subject posing guidelines, camera settings with continuous lighting and off camera lighting, and the many different lighting ratios used by professional photographers. Students will also learn how to capture compelling outdoor portraits with an understanding of correct camera settings, use of reflectors, flash and posing techniques. An essential skill for professional photographers is knowing how to retouch portraits using Adobe Photoshop CC. This unit will cover the several techniques used by professionals, including how correct the red eye effect, enhance or change eye color, removing blemishes and wrinkles, whitening teeth, and/or removing imperfections in order to retouch young and old subjects yielding pleasing results. Students will also learn techniques used to restore and repair damaged printed photographs.

Anchor Standards: 5.2, 5.3, 10.1, 10.3, 10.4, 11.5

Pathway Standards: A3.4, A4.1, A12.3, A13.3, A14.1, A1.9, A2.7, A4.6

VAPA Academic Standards: 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.4, 4.1, 4.2, 4.3, 4.4

|               |                                                    |                   |           |                 |           |
|---------------|----------------------------------------------------|-------------------|-----------|-----------------|-----------|
| <b>Unit 7</b> | <b>Topic: Creative Art with Adobe Photoshop CC</b> | <b>Class Hrs.</b> | <b>25</b> | <b>Lab Hrs.</b> | <b>20</b> |
|---------------|----------------------------------------------------|-------------------|-----------|-----------------|-----------|

**Description:**

This unit will cover techniques that will teach students about the world's great artists, their styles, techniques, lighting concepts, color schemes all with the use of Photoshop. Students will learn about the artistic icon Andy Warhol, from a contextual and historical perspective. Students will demonstrate an understanding of Cubism & Pablo Picasso and how his art influenced 20th century artists and will create an inspired Cubist photograph. Students will also create a collage of their favorite things, while being inspired by David Hockney. Students will go into nature and create Andy Goldworthy like sculptures and photograph them. Students will also explore how to "cartoon art" photographs and create comic books using themselves as the character. Students will articulate how their own world-view, cultural heritage, and current social, economic, and political climate influence the interpretation of the meaning or message in a work of art. Students will critically analyze works of art in writing and speaking about works of art. Students will prepare portfolio ready works of art that reflects refined understanding of the artists that build the foundation of the medium, expert craftsmanship and superb technical skills.

Anchor Standards: 1.1 1.3 1.4.1.5 1.6 2.1 2.2 2.3 2.4 3.1 3.4 4.1 4.2 4.3 4.4

Pathway Standards: A3.4, A4.1 A12.3 A13.3 A14.1 A1.9 A2.7 A4.6

Academic Standards: 5.2 5.3 10.1 10.3 10.4 11.5

|               |                   |            |                 |            |                   |            |
|---------------|-------------------|------------|-----------------|------------|-------------------|------------|
| <b>Totals</b> | <b>Class Hrs.</b> | <b>150</b> | <b>Lab Hrs.</b> | <b>100</b> | <b>Class Hrs.</b> | <b>150</b> |
|---------------|-------------------|------------|-----------------|------------|-------------------|------------|

## Unit Competencies or Objectives

**Unit 1:** Upon completion of this unit, the student is able to:

|   |                                                                           |
|---|---------------------------------------------------------------------------|
| 1 | Create photos using a cyanotype process & shoe box cameras                |
| 2 | Create online blog style portfolio as a resource to store their best work |

**Unit 2:** Upon completion of this unit, the student is able to:

|   |                                                                                     |
|---|-------------------------------------------------------------------------------------|
| 1 | Demonstrate manipulation techniques using Adobe Photoshop                           |
| 2 | Students understand what buttons, switches and settings are used to take a picture. |

**Unit 3:** Upon completion of this unit, the student is able to:

|   |                                                                                                                                                     |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Identify professional career opportunities in the photographic industry and the needed skills, and equipment utilized by contemporary professionals |
| 2 | Create a website that highlights their best work in a portfolio & blog to write about what they are learning                                        |

**Unit 4:** Upon completion of this unit, the student is able to:

|   |                                                                                                                                 |
|---|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | Utilize the skills necessary in order to develop and identify their story, audience, message and style in their own photographs |
| 2 | Document a social event of their culture                                                                                        |

**Unit 5:** Upon completion of this unit, the student is able to:

|   |                                                                                                                                                        |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Identify and use the elements of art & principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art |
| 2 | Create photos using the elements of art & principles of design                                                                                         |

**Unit 6:** Upon completion of this unit, the student is able to:

|   |                                                                                                |
|---|------------------------------------------------------------------------------------------------|
| 1 | Successfully photograph someone in the studio & outdoors using a variety of lighting equipment |
| 2 | Use Photoshop software to retouch portraits                                                    |

**Unit 7:** Upon completion of this unit, the student is able to:

|   |                                                                                                                                                                                                  |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Students will mimic world's great artists, their styles, techniques, lighting concepts, color schemes all with the use of Photoshop                                                              |
| 2 | Students will prepare portfolio ready works of art that reflects refined understanding of the artists that build the foundation of the medium, expert craftsmanship and superb technical skills. |



**Instructional Strategies:**

A variety of instructional strategies will be utilized to accommodate all learning styles including but not limited to lectures, in class demonstrations, class discussion, videos of shooting, step-by-step Photoshop tutorials

**Instructional Materials:****Websites:**

<https://www.cteonline.org/>

<https://www.lynda.com>

<https://www.creativelive.com>

[Google Classroom](#)

[ClicknMoms.com](#)

<http://www.Canva.com>

Adobe Spark (<https://spark.adobe.com/>)

**Software:**

Adobe Photoshop, Lightroom, DSLR Camera, Cell Phone Cameras, Apple Computers & Laptops, Ink Jet and Laser Printers, Reflectors, Off-Camera Lighting Equipment

**Types of Assignments:**

- Key Assignments
- Portfolio Pieces
- Artist Statement Website
- Written Reports or Research Papers
- Journals
- Notebook
- Key Activities
- Class Discussion/Critiques
- Group/Collaborate Work
- Independent Practice
- Extended Assignments

## Assessments

Defines how good is good enough on which measures to demonstrate achievement of content standards.

|                                            | <b>Not Proficient</b>                                                                                                                                                                                                                                           | <b>Partial Proficient</b>                                                                                                                                                                                                                                  | <b>Proficient</b>                                                                                                                                                                                                              | <b>Advanced Proficient</b>                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Digital Photography Assignments</b> | <b>1-59</b>                                                                                                                                                                                                                                                     | <b>60-69</b>                                                                                                                                                                                                                                               | <b>70-89</b>                                                                                                                                                                                                                   | <b>90-100</b>                                                                                                                                                                                                                                                                                                                                 |
| <b>Criteria</b>                            | <p>It's not finished or does not meet the lesson objectives.</p> <p>It lacks an understanding of design principles and demonstrates extremely poor craftsmanship.</p> <p>Less than minimal effort is applied both in execution and in the creative process.</p> | <p>Is a poor solution to the problem.</p> <p>Completing the minimum requirements necessary for a solution but nothing more.</p> <p>Outcome suggests minimal effort.</p> <p>Overall work is average, and design principles are not completely utilized.</p> | <p>Is a good solution to the problem.</p> <p>Expectations are met but are lacking in craftsmanship and technical skills.</p> <p>Good use of design principles and technical skills but it is not strong enough on its own.</p> | <p>Is AMAZING!!! It shows initiative and originality.</p> <p>Exceeded expectations and showed innovation.</p> <p>It is an excellent solution to the problem that includes exceptional craftsmanship and technical skills.</p> <p>Completed to meet the guidelines in a creative way and timely manner and excellent effort was put forth.</p> |

**Standard Grading Scale:**

|          |           |
|----------|-----------|
| <b>A</b> | 90 – 100% |
| <b>B</b> | 80 – 89%  |
| <b>C</b> | 70 – 79%  |
| <b>D</b> | 60 – 69%  |
| <b>F</b> | 0 – 59%   |

**Suggested Grade Weighting:**

1. Projects and Portfolio 40%
2. Major Written and Assessments 30%
3. Daily Assignments 10%
4. Collaborative Work 10%
4. Class Participation 10%