

**TRUMBULL PUBLIC SCHOOLS**  
**Trumbull, Connecticut**

**Photography**  
Visual Arts Department

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**Curriculum Writing Team**

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**Photography**  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Student will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION

Photography is an entry-level course that provides students an opportunity to familiarize themselves with the world of photography, an art form that straddles the worlds of creativity and science. Students will develop their aesthetic eyes while finding their personal voices for image-making. Current technology will be employed in the exploration and discovery of the world of creative image-making. A manual digital camera, printer, and computer will comprise the major technical components employed in creating images in the class, and the close relationship between science and creativity will be emphasized throughout the course's breadth. Ultimately, students will build upon their ability to convey non-verbal ideas and emotions through their printed images, forming a conversation with those who interact with the artist and artifact. Students will become comfortable with sharing their artistic interests through group critique, reaction writing, and discussions with family, friends, and fellow students.

The role of the secondary arts teacher is to foster thinking in learners, enhancing their thoughts, feelings, and ideas through the use of symbolic language, form, and materials.

Each learner possesses an innate artistic sense. It is the art teacher's responsibility to cultivate artistic behaviors and channel the natural artistic tendencies of the learner to develop and grow. In order to support the arts curriculum while integrating the larger curricula of the school system, the visual arts teacher delivers a defined, cohesive visual arts program in accordance with the following program outcomes for students to:

- understand and apply the principles and elements of art;
- use age-appropriate materials and processes of art;
- discuss and justify aesthetic evaluations of art and nature;
- understand the importance of art in the human experience;
- understand art from a historical perspective;
- understand and appreciate art as the expression of culture;
- understand and appreciate cultural diversity;

- increase creativity and expressiveness, and appreciate creativity and expressiveness in the visual arts; and
- apply problem solving, decision making and creative thinking to art.

## **PHILOSOPHY**

It is generally accepted that art education is a fundamental component of a sound, well-rounded education. Trumbull Public Schools acknowledges the importance of a solid program of art education and the value of making and communicating through art. The visual arts program promotes critical and divergent thinking through problem solving and encourages innovative approaches to the creative process. The visual arts teacher broadens and develops the students' appreciation of art through the exploration and study of art history, world cultures, art production, art criticism, and aesthetics. All are valuable components of a well-designed art program, integral to the education of the total student as the life-long learner.

All students can participate successfully in the visual arts program. Art can meet the needs of a diverse group of students and can adapt to accommodate the needs of all students, encouraging diversity, individuality, creativity, critical thinking, and problem solving.

Art is meaningful in its own right. It teaches students to make judgments, to think metaphorically, and to devise multiple solutions to a problem. Visual arts give shape to and help us understand our world. Art is the first language and the universal language. For the school-age child, art provides a positive, constructive outlet for self-expression, while permitting the child to develop and test his or her artistic abilities. The K-12 school years are a time of great physical and emotional growth and, as such, a crucial time for self-expression and self-confidence. According to Erikson's eight stages of personality development, a child's school years are crucial for a child's sense of identity. An assured positive art experience can provide a forum for this.

In short, the Trumbull school art experience:

- nurtures creative thinking and self-confidence and the development of an individual point of view
- promises cognitive and emotional development and fine and gross motor skills
- develops natural abilities in art
- encourages a lifelong interest in art
- strengthens the connection between visual arts and daily life
- provides a sequential curriculum
- builds future artists
- supports and stimulates intellectual growth
- improves reading and math scores in students exposed to sequential music and visual arts
- supports emotional growth by allowing students to express emotions

- supports social growth by preparing for relationships by increasing the imagination through immersion in the arts, which helps in the challenges of relationships
- promotes basic cultural literacy and non-verbal expression, sharing and reflecting the historical climate visually
- develops creativity that is crucial in the development of future leaders in all fields, including science, business, politics, and more
- inspires by contributing to our efforts to foster a joy of learning

## **COURSE DESCRIPTION**

<b>Course Name</b>	Photography
<b>Level</b>	Grades 10-12
<b>Prerequisites</b>	None
<b>Course Credit</b>	.5 credit in art One class period daily for a half year
<b>Materials Required</b>	None

### **General Description of the Course**

Photography is designed to provide a culture of learning and creative discovery for all students. Through hands-on experience, students will build upon their backgrounds in drawing, painting, or even previous photography. Technical and creative skills are brought to new levels of sophistication as the semester progresses. Students will reflect, generate creative solutions, and produce original photographs throughout the semester. Cultural background is a major tool in delivering information to students. Articulation through a personal artistic voice is a natural outcome of the process of image-making. Students will work primarily with a manual digital camera in making images.

### **Major Projects**

Students will design and create multiple photography projects throughout the year.

### **Assessments**

Students will keep an up-to-date photography digital notebook that will be assessed. Classroom participation, attitude/effort, and project completion are a major component of the course grade.

### **Texts**

None

### **Recommended Supplemental Texts**

None

## **GOALS**

Upon completion of this course, students will:

- Understand the process by which photographers create/express themselves through photographic imagery.
- Learn the basic techniques involved in the design and implementation of photographs, including image capturing, digital editing, and printing.
- Learn the vocabulary of artistic and photographic terms that photographers use to convey their ideas and describe photography.
- Be introduced to the basic skills of photography.
- Analyze photographs and develop an ability to criticize works of their own and those of other artists.
- Document their work in the creation of a portfolio of images archiving their experience and development.

## VISUAL ARTS STANDARDS

The Performance Standards align with the 2014 National Core Arts Standards for Visual Arts.

### I. CREATING

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

### II. PRESENTING

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

### III. RESPONDING

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

### IV. CONNECTING

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

## UNIT 1

### Light and Composition

#### Performance Standards

At the completion of this unit, students will:

- VA:Cr1.1.Ia                      Use multiple approaches to begin creative endeavors.
- VA:Cr1.2.Ia                      Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

#### Essential Questions

- How does a solid understanding of, and ability to use, a digital camera in terms of light and composition help me to express myself more effectively?
- How does proper manipulation of light and composition allow photographers to become creatively literate, able to design, create, and convey visual ideas while communicating a message to an audience?

#### Focus Questions

- What is a well-conceived and executed photograph and what importance does it play in conveying the message of the maker?
- How do light and composition within a given photograph affect idea and object?
- How does one create a visually cohesive photograph?
- How do I use equipment and technology to attain my intended artwork?
- By understanding the techniques of shooting images and processing them, how do I use those skills to create an effectual piece?

#### Scope and Sequence

- Introductory elements of photographic techniques
- Image gathering, processing, and organization
- Formal relationships within given photograph
- Printing, mounting, and displaying
- Creating pieces of one's own design with a communicative intent

#### Instructional Strategies

- Teaching through a combination of shared artifacts from an array of time periods
- Demonstrations of shooting and editing techniques
- Videos of various cultures and individual makers
- Student research of artists of influence

#### Technology Competency Standards

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
  - b. create original works as a means of personal or group expression.
  - c. use models and simulations to explore complex systems and issues.

4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage products, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to analyze solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrate personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship

#### **Assured Learner Experiences and Suggested Learner Activities**

- Each student produces a body of visually cohesive photographs organized in digital file folders and showcasing an understanding of and proficiency in the use of technology for photography.

#### **Evaluation/Assessment Methods**

- On a daily basis, students interact in a group.
- Students are given daily individual feedback on their progress in learning.
- Students are given hands-on class activities, homework, and written assignments.
- Students keep a current photographic portfolio consisting of images and the unit’s vocabulary, and performance tasks are tracked for each student.

#### **Time Allotment**

- Approximately 7 weeks

## **UNIT 2**

### **Manual Settings**

#### **Performance Standards**

At the completion of this unit, students will:

- VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.
- VA:Cr2.3.1a Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

#### **Essential Questions**

- How does proper knowledge of a camera aid in the making of resolved images?
- What role does my understanding of manual digital camera settings play in my ability to manipulate imagery?
- What role does my proficiency in using manual settings on a camera play in my confidence to be able to create photographs of my own design?

#### **Focus Questions**

- How is gaining an ability to unconsciously manipulate the camera and decide on composition critical to the ability to be creative in the making process?
- How does one evaluate a well-made photograph of my own design and making?
- What is the purpose of continuity of composition?
- How do images made around the world and throughout history relate to one another?

#### **Scope and Sequence**

- Learning to create complex forms of one's own design
- Identifying the various aspects of a photograph (composition, color, focal point, etc.) and exploring the possibilities and relationships within photography
- Observing and creating series of ideas, and understanding the relationships among the variations
- Developing an instinctual familiarity with the process of exploring idea with a manual digital camera

#### **Instructional Strategies**

- Through technology in the form of computer searches, video presentations, image slideshows, and sound recordings, students will differentiate among techniques and styles of various time periods, cultures, and artists.
- Through looking at and studying artifacts, students will gain an understanding of the rapid development of photography as an art form.
- Through trial and error, students will gain skill and appreciation for the art of photography.
- Guiding students through the learning curve of learning to use a camera set on manual settings.
- Students will observe and create the basic building blocks of skill to allow them to continually develop their ability to meet and exceed their creative expectations.

## **Technology Competency Standards**

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
  - b. create original works as a means of personal or group expression.
  - c. use models and simulations to explore complex systems and issues.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage products, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to identify solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrate personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship.

## **Assured Learner Experiences and Suggested Learner Activities**

- Each student produces a body of images created using manual settings on a DSLR camera. Comparisons with images of fellow students and professional photographers inform the creation of cohesive images purposeful in their content and composition.

## **Evaluation/Assessment Methods**

- On a daily basis, students interact in a group.
- Students are given daily individual feedback on their progress in learning.
- Students are given hands-on class activities, homework, and written assignments.
- Students will keep a current photographic portfolio consisting of images and the unit’s vocabulary, and performance tasks are tracked for each student.

## **Time Allotment**

- Approximately 7 weeks

## UNIT 3

### Photoshop and Printing

#### Performance Standards

At the completion of this unit, students will:

- VA:Re7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

#### Essential Questions

- What does an original photograph entail?
- How does an understanding of digital manipulation of image, along with an ability to successfully print an image, affect the impact of a piece?
- What is the effect of digital manipulation of the relationships among idea, composition, and color on a printed series?

#### Focus Questions

- To what extent is a balance between reality and digital manipulation important to a finished print?
- What are the major visual tools used by photographers?

#### Scope and Sequence

- The sequence of and proportion of visual variables within a personal aesthetic in relation to photography
- Development of a body of work including an array of 3 or more themes: outdoor, portraiture, low-light conditions, action, and/or close-ups

#### Instructional Strategies

- Teaching through a combination of shared images, artifacts, and videos of each photograph of study
- Demonstration of the making of and technique involved in photographs
- Comparison of various artists' interpretations of the various photographs of study

#### Technology Competency Standards

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
  - b. create original works as a means of personal or group expression.
  - c. use models and simulations to explore complex systems and issues.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage products, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to analyze solutions and/or make informed decisions.

- d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrates personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship.

### **Assured Learner Experiences and Suggested Learner Activities**

- Each student produces a series of images manipulated and enhanced using Photoshop, demonstrating familiarity with Photoshop and its intimate relationship to current photographic technique. Images are printed and kept by each student.

### **Evaluation/Assessment Methods**

- On a daily basis, students interact in a group.
- Students are given daily individual feedback on their progress in learning.
- Students are given hands-on class activities, homework, and written assignments.
- Students will keep a current photographic portfolio consisting of images and the unit's vocabulary, and performance tasks are tracked for each student.
- Students will complete a cumulative final exam for all three units.

### **Time Allotment/Pacing Guide**

- Approximately 7 weeks

## RESOURCES

### Texts

Busch, David D. *Mastering Digital SLR Photography*. 4<sup>th</sup> ed. Boston: Cengage, 2014. Print.

Gatcum, Chris. *The Beginner's Photography Guide*. 2<sup>nd</sup> ed. New York: DK, 2016. Print.

Kelby, Scott. *The Digital Photography Book*. 2<sup>nd</sup> ed. San Francisco: Peachpit, 2013. Print.