

Digital Photography I-IV

Four, one-semester elective courses in the High School Art Department

Each course is offered for one-half credit.

Fundamental Design and Graphic Design I are prerequisites for Digital Photography I

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Overview/Course Description

Fundamental Design and Graphic Design I are prerequisites for Digital Photography I.

Digital Photography I teaches communication through two-dimensional visual imaging. Students will be required to solve numerous visual communication problems using the camera, digital software, lighting equipment, and printers. Examples and aesthetic discussion will be interspersed with art production and evaluation. Digital Photography I is a one-half credit, one semester class and is the prerequisite course for continuing study in Digital Photography II through IV.

Anticipating that students will continue in this mode of inquiry, Digital Photography II-IV will include deeper and more extensive exploration in this discipline. Each semester builds a growing sophistication in the execution of digital photography knowledge as a means for individual expression, as applied to the individual student's course of study.

K – 12 Arts Education Content Standards - Michigan Curriculum Framework

Content Standard I All students will apply skills and knowledge to perform in the arts

Content Standard II All students will apply skills and knowledge to create in the arts.

Content Standard III All students will analyze, describe and evaluate works of art.

Content Standard IV All students will understand, analyze and describe the arts in their historical, social, and cultural contexts.

Content Standard V All students will understand, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Units of Study

The four units of study will be presented as a cumulative approach to the art making process. Students will learn the effective use of images, language and technology to communicate specific ideas.

- Unit I:** Image
- Unit II:** Camera
- Unit III:** Technology
- Unit IV:** Design and layout

Each Unit is composed of:

- **Key Concepts** that state the major ideas students are expected to comprehend.
- **Benchmarks** that are statements of what students will know or are able to do if they are making progress towards the standards.
- **Assessment Tasks** that are suggestions for ways students can demonstrate the degree to which they have reached the Benchmarks.
- **Opportunities for Integration** that are connections between concepts with the unit and subject matter from related units or disciplines.
- **Authentic Application** statements showing where this learning, skill, process, etc.... is used in the world beyond school.
- **Instructional Resources** that lists the materials that support the teaching of this unit.

Unit 1 – Image

Key Concepts

1. Image is the visual illustration of a concept achieved through a variety of different media.
2. Image is a communication tool.
3. The organization of multiple images determines the aesthetic interpretation of the product.
4. Capturing images of people and events expressing the emotion or essence of the time and place is an essential component of art.

Benchmarks

The student will:

1. Describe how expressive and organizational principles elicit responses. (ART.3.VA.HS.3)
2. Apply media, techniques, and process with sufficient skill and sensitivity that personal intentions are carried out in artworks. (ART.1.VA.HS.1)
3. Develop creative interpretations in the using a variety of images with experimentation. (ART.2.VA.HS.1)
4. Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices. (ART.3.VA.HS.1)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will...

1. Read a short story and create images that visually communicate the story.
2. Demonstrate an understanding and use of photography to capture real life into a 2-dimensional image such as, creating landscape photography.
3. Submit their artworks for peer critique, focusing on successful use of PhotoShop software and skills to communication of ideas.
4. Learn about the ability of an image to visually communicate, such as studying the work of Dorothea Lange and her use of images to document the social climate of the Great Depression.

Opportunities for Integration

1. Communication: Students will use images to communicate ideas.
2. Technology: Computer programs such as Adobe PhotoShop and Illustrator, editing digital images, creating illustrations and organizing layouts are all functions of digital design.

Authentic Applications

1. Students will identify the use of images in the many facets of commercial and industrial design as a way to communicate ideas through sketches and storyboards.
2. Students will explore the printing process from conception to product (newspaper, brochures, flyers, menu, maps)
3. Students will explore the use of image in billboards, fashion magazines, flyers etc.

Unit II – Camera

Key Concepts

1. The camera is a tool, modeled after the human eye that documents the visual world.
2. A camera uses a lens, aperture, flash, and shutter to record images.
3. A digital camera uses technology to digitally store an image similar to a traditional camera.

Benchmarks

The student will:

1. Describe how expressive and organizational principles cause responses. (ART.3.VA.HS.3)
2. Apply media, techniques, and process with sufficient skill and sensitivity that personal intentions are carried out in artworks. (ART.1.VA.HS.1)
3. Describe the characteristics of variety of visual arts careers.(ART.V.VA.HS.2)
4. Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices. (ART.3.VA.HS.1)
5. Know the components and explain the functions of a digital camera. (FPS)
6. Effectively use a digital camera. (FPS)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation.

Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will:

1. Identify camera functions and demonstrate proper use of the camera, such as a depth of field study.
2. Produce artwork that communicates a specific idea, such as a series devoted to cause and effect in action.
3. Analyze the effectiveness of using the camera to document the student's life such as, the current worldview and what it is like to be a teenager today.
4. Explain how a digital camera can interpret the visual world and the ethics of that manipulation of the real world.

Opportunities for Integration

1. Advertising: The use of the visual image is a way to communicate ideas
2. Language Arts: Image communicates to an audience.
3. Science: Exploring the characteristics of light, movement, and the chemical reaction of emulsions.

Authentic Applications

1. Take portrait and group shots for customers' personal use.
2. Student Publications: photographic journalism for yearbook and newspaper.

Unit III – Technology

Key Concepts

1. Computer software can be used as a tool for communication.
2. An image can be altered, improved or changed by software such as PhotoShop.
3. The digital camera and scanner are tools to capture visual information digitally.

Benchmarks

The student will:

1. Analyze and speculate how future technologies impact design. (ART.5.VA.HS.1)
2. Create media productions that demonstrate knowledge, contexts, values, and aesthetics. (ART.2.VA.HS.5)
3. Describe the origins of specific images and words to explain why they are of value in artwork and in everyday life. (ART.2.VA.HS.3)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation.

Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will...

1. Use technology to produce a photograph that shows an understanding of the digital process such as using a digital camera, PhotoShop, and a color printer to make a portrait.
2. Use technology to create practical photographic solutions in today's marketplace, such as learning how to use a software program like Adobe PhotoShop, scanners and printers.
3. Learn to manipulate and change a photograph, even being able to fix a damaged part of an image.
4. Be able to recognize various changes to a composition instantly. This allows the student to learn about visual placement and depth as it relates to an overall composition.

Opportunities for Integration

1. Technology: Use of different software programs to produce visual aids for other classes.
2. Graphic Design: Add images to a layout or business system.
3. Drawing and painting: Use a self-made image as reference to create a drawing or painting.

Authentic Applications

1. Technology is used in many facets of commercial and industrial design as a way to communicate ideas.
2. Technology has many universal applications in all areas of mass media.
3. The principles learned in technology are universal to numerous industries, including automotive, advertising and applied arts.
4. Digital retouching of an image.
5. Understanding this technology can open the door for a career such as web page designer.

Unit IV– Design and Layout

Key Concepts

1. Layout is the placement of all visual information within an image to promote and enhance a product.
2. Understanding the role of light within the layout and organization of a photograph is fundamental to the successful use of the photographic process.
3. Understanding how to place objects within a composition to visually please the viewer requires practice and feedback.
4. Learning how to combine both language and image within the same digital composition is an essential skill of the photographer.

Benchmarks

The student will:

1. Create artwork that uses organizational principles and functions to solve specific visual arts problems. (ART.2.VA.HS.2)
2. Demonstrate an understanding of relationships in size and proportion of shapes or objects to one another. (ART.1.VA.HS.1)
3. Be conversant with terminology that allows for universal application. (ART.5.VA.HS.3)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation.

Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will:

1. Evaluate the effectiveness of artwork in terms of organizational structures and functions, such as critiquing current photographic works of Vik Munich.
2. Create artwork that uses organizational principles and functions to solve specific visual design problems, such as taking landscape photography at the Detroit Zoo.
3. Critique peer photographs for mergers, depth of field, composition, and what it communicates.
4. Produce actual products like a newspaper page or magazine spread.

Opportunities for Integration

1. Yearbook/ newspaper: Organizing language and images on a page are key to these classes.
2. Book Design: One could use technology to improve and organize any written story and produce an actual 3-D book.
3. Drawing and Painting: One could make a composition on the computer and then use the print as a plan to make a painting.
4. All subjects: One could utilize PowerPoint to enhance a class presentation.

Authentic Applications

1. The elements of design in image making are universal to numerous industries, including commercial photography, and applied arts, such as newspaper, brochures, flyers, menu, maps, CD covers, Zine.
2. Understanding the elements of design in a photographic image will help students make more aesthetically informed choices as consumers.
3. Learning digital photography technology will create opportunities in careers such as advertising, photojournalism, or fashion photography.

APPENDIX

Assessment

Assessment is a continuous process that includes the following:

- Monitoring work in progress
- Questioning and clarification to check for understanding
- Peer observations
- Group critiques during progress
- Journal or sketchbook
- Peer/teacher feedback

Assessment of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation.

Measurement may include:

- Rubrics
- Tests
- Portfolios
- Self-assessments
- Critiques
- Exhibits

Instructional Resources

Required Textbook:

None: All classroom materials will be teacher generated with the help of the many books listed below.

Instructor Resources: (1 copy for instructor)

John Hedgecoe's New Book of Photography	DK Publishing, Inc.
Adobe PhotoShop CS for photographers, Martin Evening	Focal Press
Adobe PhotoShop CS one-on-one, Deke McClelland	Deke Press/O'Reilly
Creative Photoshop Lighting Technique, Barry Huggins	Lark Books
PC Photo Digital SLR Handbook, Rob Sheppard	Lark Books

Required Software:

Adobe PhotoShop CS	(30 licenses)
Macromedia MX suite	(District wide)

Addition Needs:

	Cost
Minimum of five digital cameras	
Cyber-shot DSC-P100 (5.1 Mega Pixels)	(359.00 each) \$1,795.00

Resources may include

- Arttalk textbook - Ragans, R; (1995), Art talk, MacMillan/McGraw-Hill School Publishing Co.
- Art Reproductions
- Art Websites such as ArtEdNet.
- Books and other visual aides of art movements and art history.
- Instructor's professional artwork as examples
- Local art exhibits
- Michigan Art Education Association and National Art Education Association publications
- Magazines such as: Scholastic Art, Arts and Activities, School Arts, National Geographic, photo stock books
- Microsoft office/PowerPoint
- Slides of students work
- Videos of various artists' work

CAREER PATHWAYS

Career Pathways are careers that are grouped together because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Selecting a Career Pathway provides a *focus* into which one can begin directing energies and determining a *tentative* career "fit" though it is always acceptable to change one's mind. By identifying with a pathway students are aided in selecting courses, extra-curricular activities and part-time employment. Career Pathways provide a plan for all students regardless of their interests, abilities, talents, or desired levels of education. *All pathways have equal dignity.* The following six (6) Career Pathways have been developed by the state of Michigan:

Arts and Communications - careers related to humanities and the performing, visual, literary and media arts.

Business, Management, Marketing & Technology - careers related to all aspects of business including accounting, business administration, finance, information processing and marketing.

Engineering, Manufacturing and Industrial Technology - careers related to technologies necessary to design, develop, install or maintain physical systems.

Health Sciences - careers related to the promotion of health as well as the treatment of injuries and disease.

Human Services - careers in child care, civil service, education, hospitality and the social services.

Natural Resources and Agriscience - careers related to natural resources, agriculture and the environment.



The accompanying **ART curriculum** falls within the **ARTS AND COMMUNICATIONS Pathway**. Some personal characteristics* of people in this pathway are that they:

- ◆ seek opportunities for self-expression;
- ◆ Exhibit an imaginative and creative thinker;
- ◆ demonstrate good writing skills; and
- ◆ Posses strong communication skills.

Examples of additional careers* that fall under this **pathway** include:

Advertising Agent	Interior Designer	Actor/Actress
Broadcast Technician	Clergy	Author
Photographer	Audiovisual Technician	Technical Illustrator
Public Relations Specialist	Photo Process Worker	Bookbinder
Painter and Sculptor	Merchandise Displayer	Dancer
Musician and Composer	Religious Worker	Broadcast Technician
Set Decorator	Radio and Television Announcer	Archivist & Curator
Advertising Copywriter	Historian	Commercial Artist

* Taken from MOIScripts, Michigan Occupational Information System, © 2000