

## **VISUAL ARTS DEPARTMENT**

## **PHOTOGRAPHY I: COURSE #841**

### **Department Contact Information**

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### **The Department's Educational Philosophy**

Art is essential in education. Students engage in art production, art history, art criticism and discussion of aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

### **Guiding Principles**

The art curriculum does the following:

- Emphasizes development of students' skills and understanding of creating and responding.
- Teaches the language inherent in the four disciplines: art production, art history, art criticism, aesthetics.
- Enables students to apply both imagination and rational thinking to the making of art.
- Enables students to invent and explore multiple solutions to a problem.
- Enables students to understand the value of reflection and critical judgment in creative work.
- Promotes knowledge and understanding of the historical and cultural context of the arts – how world cultures have been influenced and shaped by the arts.
- Facilitates positive peer interaction, including receiving and using feedback.
- Encourages self-motivation to create and problem solve.
- Uses artistic literacy as a natural enhancement to learning in other content areas.
- Fosters positive attitudes toward art and opinions of other artists.
- Uses a variety of assessment methods to evaluate what students know and are able to do.
- Introduces career possibilities.

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**Course Frequency:** Semester course, alternate days

**Credits Offered:** 1.25 Credits

**Prerequisite:** None

### Background to the Curriculum

Photography has been offered for over twenty years. In 1994, Liz Mackay revised the curriculum. The revised curriculum was created prior to state standards. It does, however, reflect many state and national standards, including the following Massachusetts Visual Arts Curriculum Frameworks Standards: 1 (Methods, Material and Techniques), 2 (Elements and Principles of Design), 3 (Observation, Abstraction, Invention and Expression), 4 (Drafting, Revising and Exhibiting), 6 (Purposes of the Arts). In 2002, Nathaniel Martin added two short units: one to address Standard 9 (Invention, Technology and the Arts) and one to address Standard 5 (Critical Response).

### Core Topics/Questions/Concepts/Skills

Photography is taught as an art form. Students are asked to develop their technical skills, while additional emphasis is placed on seeking unique and personal ways to “see” and record images.

### Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] To understand the technical processes of photography. (camera, film development, print development)	1.9 Demonstrate the ability to create 2D works that demonstrate and show knowledge of unique characteristics of particular media, materials and tools. 9.7 Identify and describe examples of the persistence of traditional historical materials in contemporary art works.
2] Become a composer: To understand photography as a powerful tool of unique artistic expression and communication. Students will also learn to make choices regarding shutter speeds, aperture settings, lighting options – such as front, back and side – and will learn to understand how to use focusing aids and light meters. (Henry Callahan, Imogen Cunningham, Aaron Siskind, and Henri Cartier-	1.9 Demonstrate the ability to create 2D works that show knowledge of unique characteristics of particular media, materials and tools. 2.13 Use line, texture, and shape in 2D work and identify the use of these elements in the compositions of others. 2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of

<p>Bresson)</p> <p><b>3]</b> To acquire a basic knowledge of historical and contemporary styles in photography.</p> <p><b>4]</b> To print without a negative: This unit places additional emphasis on seeing photography as a tool of artistic expression and communication by creating photograms. Students are introduced to the darkroom printing process in a non-traditional way. (Man Ray)</p> <p><b>5]</b> Capture the character of people and places: To seek and find inspiration while reinforcing the composition considerations and options. Depth of field and lighting considerations are further emphasized. (People: Julia Margaret Cameron, Alfred Stieglitz, Arnold Newman, and Yousof Karsh. Place: Ansel Adams, Edward, Brett and Cole Weston, Bernice Abbot and Michael Kenna)</p> <p><b>6]</b> Motion: To demonstrate the ability to freeze and show motion through shutter considerations and panning. (Edward Muybridge and Edgerton)</p> <p><b>7]</b> Alternative approaches to photography: To explore the aesthetic and expressive qualities of color with Berg toner.</p>	<p>view, a sense of space, or mood.</p> <p>1.10 Use electronic technology for reference and for creating original work.</p> <p>6.5 Interpret the meanings of artistic works based on evidence from artists' biographies, autobiographies, or videotaped or written interviews.</p> <p>9.5 Identify and describe examples of how technological development in one artistic domain can influence work in other artistic domains.</p> <p>1.9 Demonstrate the ability to create 2D works that show knowledge of unique characteristics of particular media, materials, and tools.</p> <p>1.9 Demonstrate the ability to create 2D works that show knowledge of unique characteristics of particular media, materials and tools.</p> <p>2.15 Create artwork that demonstrates an understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood.</p> <p>3.10 Create 2D images that are original, convey a distinct point of view, and communicate ideas.</p> <p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects.</p> <p>1.9 Demonstrate the ability to create 2D works that show knowledge of unique characteristics of particular media,</p>
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<p>8] Adventures in photography: To explore issues/concepts relating to photography. (depth of field, color and mood, the concept of personal style)</p> <p>9] Video response: To explore personal responses toward the work of a photographer and to understand that photographer's working methods. (Ansel Adams, Imogen Cunningham)</p> <p>10] Self-assessment and criticism: To demonstrate the ability to analyze, critique and assess one's own work and the work of others on an ongoing basis through research and gallery/ museum visits.</p> <p>11] The studio environment: To demonstrate the proper care and use of tools, materials and safety equipment.</p>	<p>materials and tools.</p> <p>2.15 Create artwork that demonstrates an understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood.</p> <p>5.3 Describe the similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artwork. (Compare/contrast)</p> <p>5.9 Use published sources . . . to research a body of work or an artist and present findings in written or oral form.</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists and demonstrate an understanding of the formal, cultural, and historical contexts of the work.</p> <p>6.5 Interpret the meanings of artistic works based on evidence from artists' biographies, autobiographies, or videotaped or written interviews.</p> <p>4.11 Maintain a portfolio of artwork that demonstrates progression of ideas and skills over time.</p> <p>4.12 Choose and prepare artwork for exhibition and be able to discuss their choices.</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists and demonstrate an understanding of the formal, cultural, and historical contexts of the work.</p> <p>6.5 Interpret the meanings of artistic works based on evidence from artists' biographies, autobiographies, or videotaped or written interviews.</p> <p>1.12 Describe and apply procedures to ensure safety and proper maintenance of workspace, materials and tools.</p>
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**Assessment**

- Student/teacher portfolio review

- Formal and informal critiques of student work and significant photographers
- Understanding of technical knowledge through short quizzes
- Written assessment by students and photography teacher at the conclusion of each unit

**Technology Learning Objectives Addressed in This Course**

**(This section is for faculty and administrative reference; students and parents may disregard.)**

<b><u>Course activity: skills and/or topics taught</u></b>	<b><u>Technology standard(s) addressed through this activity</u></b>
1] Students use the web to investigate the work of historic photographers. (Adventures in Photography)	1.59 Identify capabilities of technology resources and understand how they can be used in lifelong learning.

**Materials and Resources**

Enlargers, visuals (prints), slides, books, videos, classroom computers, black and white film and print developing materials, safety equipment, filters, hand outs.