

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## COURSE OUTLINE

### Digital Photography

**Date:** March 2006

**Subject Area:** Visual and Performing Arts

**Proposed Grade Level (s):** 7-8

**Course Length:** 1 Trimester

**Grading:** A-F

**Prerequisites:** Art 6 or 7 Recommended

#### **COURSE DESCRIPTION:**

Digital Photography is a one trimester introduction to the computer and digital camera as art-making tools. Emphasis is placed on the elements of art and principles of design throughout the course. Visual problem solving skills are explored through the use of the computer, used as the main tool for creative expression and communication. The course emphasizes the necessary skills to provide the student with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural contexts, aesthetic valuing and connections, relationships, and applications. Each unit is centered on the California State Content Standards and the elements of art and principles of design.

#### **GENERAL GOALS/PURPOSES:**

- To develop and expand aesthetic perception; learning the visual components and language of Art. (Aesthetic Perception)
- To develop and expand visual arts knowledge and skills. Expressing ideas imaginatively; creating original works using a variety of processes and techniques. (Creative Expression)
- To acquire knowledge of historical and cultural developments which occur as a result of varying needs and aesthetic points. (Cultural and Historical Heritage)
- To develop a base for making informed aesthetic judgments. Analyzing personal work and that of other artists and cultures. Discovering intent, purpose, significance, and technical proficiency. (Aesthetic Valuing)
- To develop a common core of knowledge that transcends subject areas and investigates art-related careers. (Connections, Relations, and Applications)

#### **STUDENT READING COMPONENT:**

- Students will use the text: *Exploring Art*, Glenco, 1999 ISBN 0-02-662357-9.
- Students will be assigned articles to read from *Scholastic Art* or an art-related magazine/publication.
- Research assignments will require the use of the library and art history resources and electronic media.
- Students will be required to follow written tutorials and instructions on most assignments.

#### **STUDENT WRITING COMPONENT:**

- Students will write using a variety of formats: journals, response forms, peer and self-evaluation forms.
- Students will describe, analyze, critique, and write about the visual characteristics of works of art.

- Students will use writing to reflect on the creative process and the problem solving techniques used in art production.
- Students will compare and contrast, as well as analyze artists, and the styles of art, from a variety of times, place, and cultures.

### **STUDENT ORAL COMPONENT:**

- Students will work in pairs or small groups to collaborate, problem-solve, and present various projects to the class.
- Students will participate in class discussions.
- Students will orally respond to a variety of works of art, and talk about his or her interpretation of the artist's intention using vocabulary and terms appropriate to discussions about art.
- Student will participate in discussions about their own work, as well as the work of others.

### **DETAILED UNITS OF INSTRUCTION:**

See Appendix

#### **Unit I - Introduction to Photography**

- A. Why learn about photography?
- B. The vocabulary of photography, overview.
- C. The parts of the camera, overview.
- C. Subjects and themes in photography.
- D. Styles of photography.
- E. Career Opportunities

#### **Unit II - Introduction to the Language of Photography**

- A. The Element of Line, Color, Shape/Form, Texture, Value and Space
- B. Parts of the camera; detail vocabulary.
- C. Photoshop; detail vocabulary.
- D. Photography; detail vocabulary.

#### **Unit III - Introduction Evoking Emotion through Photography**

- A. How do photographers evoke emotion?
- B. Using color to evoke emotion.
- C. Using black and white to evoke emotion.

#### **Unit IV - Introduction to Portrait Photography**

- A. Why take a portrait photograph?
- B. What elements make a good portrait?
- C. Uses for portrait photography.

#### **Unit V - Introduction to Media (Digital Photography)**

- A. Understanding tools.
- B. Understanding resolution.
- C. Understanding pixels.
- D. Understanding layers/text.

## Unit VI - Exploring Careers in Photography

A. Possibilities for careers in photography.

### **THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT EXAMS:**

Instruction in this course will assist students in preparing students in the areas of Writing, Reading, and Math.

### **LAB FEE, IF REQUIRED:**

None

### **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

*Based on the Visual and Performing Arts Framework for California Public Schools Pre-kindergarten through Grade Twelve, January, 2004*

1. Art Criticism: Students will explore the processes for reflection on and analysis of artworks in order to gain a better understanding and appreciation of art.
2. Art History: Students will research the historical and social context of visual art and gain a better understanding of the significance of art within world cultures.
3. Art Production: Students will experiment with the processes and techniques used in the creation of three-dimensional art and work towards developing a personal artistic style and vision.
4. Aesthetics: Students will examine their own art, as well as the work of others, responding to, analyzing and making judgments about the success and merits of different works of art.
5. Integrated/Interdisciplinary Learning: Students will connect and apply what they learn about three-dimensional art to other art forms, subject areas, and careers.

### **DISTRICT ESLRs TO BE ADDRESSED:**

**Students will be**

- **Self-Directed Learners:** by completing a journal and portfolio assignments during the course of instruction with considerable independent work.
- **Effective Communicators:** through oral critiques, written assignments, and artistic expression in a variety of media.
- **Collaborative Workers:** who can work cooperatively in a variety of settings in culturally diverse groups to complete assignments and projects, and can work through clean up and set-up responsibilities.
- **Constructive Thinkers:** who, through ongoing discussion, analysis, and application can determine artistic solutions to the problems presented to them in class.
- **Quality Producers/Performers:** who understand the importance of a well-planned response to an assignment or project.
- **Responsible Citizens:** who accept the consequences of their actions and who demonstrate understanding of their role in the learning process.