

BEST High School
PHOTOGRAPHY Art (311)
Evelyn Vidal-Armour
Competency-based Syllabus

Desired Results

Credit: .125 per session

Estimate of hours per week engaged in learning activities: 5 hours

Course Overview: Students earn credit each session by participating in learning activities in and out of class, informal formative assessments for each standard, and by demonstrating meeting each standard at their Portfolio Review. A list of all required pieces of the Summative Portfolio's (digital and print) is given by the second week of each session and will be posted on communicator.

- Learn how to use photographic processes (film and digital cameras, B+W darkroom and digital photo editing -photo shop.)
- Identify and use composition rules and guidelines in viewing, composing and critiquing photos.
- Define and use the building blocks of Art and Photography in creating photos.
- Learn creative problem solving processes photographers use when lighting and composing subject matter and depicting scenes.
- Develop an awareness on the role photography has played in the world

VISUAL ARTS

Washington State EALRs

EALR 1 –The student understands and applies arts/photo knowledge and skills in visual arts.

- 1.1 understands visual arts/photography concepts and vocabulary
- 1.2 Develops visual arts and photo techniques

EALR 2 – The student uses the artistic processes of creating, responding to and demonstrating thinking skills in visual arts-photography.

- 2.1 Applies a creative process to visual arts/photography
(Identifies, explores, gathers, interprets, uses, implements reflects, refines and presents)
- 2.2 Applies a presentation process to visual arts/photography (identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects and self evaluates)
- 2.3 Applies a responding process to visual arts/photography (engages, describes, analyzes, interprets and evaluates)

EALR 3 – The student communicates through the arts/photography.

- 3.1 Uses visual arts/photography to express feelings and present ideas.

EALR 4 – The student makes connections within and across the arts(dance, music, theatre and visual arts/photography) to other disciplines, life, cultures and work.

- 4.3 Understands how the arts/photography impact and reflect personal choices throughout life.
 - 4.4 Understands how the arts/photography influence and reflect cultures/civilization, place, and time.
 - 4.5 Understands how arts/photography knowledge and skills are used in the world of work, including careers in the arts/photography.
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Instructional Materials: - Scholastic Art magazine and web site, various online resources for images, photographers research and history of photography. **Teacher resources:** books, magazines, photographs, power point presentations, field trips, guest speakers, etc.

Digital and film cameras, computers and photo editing programs

Semester 1

Session 1 (9/6 – 10/4) Personal Art – Self Expression using photography

DEBATE- Is it OK to publish/sell an artist's/photographers private diary/images after his or her death? Is it O.K to alter images of someone and post on the web? **BIG IDEAS –** Where do Artists/photographers get their inspiration? What do your eyes and a camera have in common?

Concepts and Vocabulary	Art/Photo processes Media	Art World/ Connections	Art/Photo Critique Observation	Technology	Artists Habits of Mind
Visual Arts Elements: Line, shape/form, color, value, texture and space Composition-guidelines Right Brain Left Brain shift- seeing in different ways How a camera works	Collage- journal cover Self Discovery As inspiration for self – images Digital portraits-manipulated Darkroom-developing Photo grams Pin hole camera	Self portraits Text/color/etc. Andy Warhol – as artist/photographer, Cindy Sherman and various artists photographers Man Ray – Photo grams (Pioneer in using photography as art Pin hole camera artists	Visual Thinking Strategy – Famous photographers past and present Group Critique of Student work Summative Portfolio review	Scanner and Photo shop Digital camera Darkroom	Envision Observation

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Session 2 (10/5 – 11/4) Visual Images with a with A Message **DEBATE-** Who owns street Art? What are the images trying to sell? **BIG IDEAS** – How do Artists/Photographers convey meaning in their work?

Concepts and Vocabulary	Art/Photo processes Media	Art World Connections	Art Critique	Technology	Artists Habits of Mind
Principles of Design: (Balance, variety, proportion, emphasis, harmony, movement/rhythm)	Personal Interests/ social statements as inspiration – still life	Research works and cultural images Graffiti- Banksy, Basquiat, etc.	VTS – (see above) ongoing small group critique of student work	Internet research Photo shop- Darkroom - enlarger	Expression Reflection
Element – space, shape/form, color	Public Art project – images in community	Commercial images and messages	Aesthetic Scanning- Identify: Elements, Principles, expressive, and technical aspects in photos		
Composition – foreground , middle ground background,	Image transfer processes	Career Research			
Light and photography	Lighting – natural and artificial light	Photographer Chris Jordan			
Subject matter	Photo shop – I pod images	Various Recycle artists(world consumption and waste)			
Still life lighting	Develop B&W film		Student work portfolio		

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Session 3 (11/7 – 12/9) What’s Art and what’s not? DEBATE- Is photography considered Art?
 Is it O.K. to use nontraditional art/photography materials in making art? **BIG IDEAS** – How is it possible
 to appreciate a work of art/photograph without liking it?

Concepts and Vocabulary	Art/Photo Processes Media	Art World Connections	Art Critique	Technology	Artists Habits of Mind
Build on Visual Art elements and Principles 35mm film camera use Digital camera use 4 step art critique process.	Composition Camera controls and exposure (shutter speed and moving objects) Compare and contrast Digital and film cameras “Non-traditional” photo techniques and media Student-proposed project	Identify photography’s use and influence in various cultures and time periods- digital and non digital	VTS – (see above) ongoing small group critique of student work Aesthetic Scanning- Identify: Elements, Principles, expressive, and technical aspects in photos 4 Step process in viewing art/photo: Description, Analysis, Interpretation and Judgment Student work portfolio	Internet - Image resource for compare and contrast project Scanner	Understand Art World Stretch and Explore

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Session 4 (12/12 – 1/27) Art/Photography with a purpose **DEBATE-** Is technology creating one global monoculture? **BIG IDEAS** – How is Art/Photography part of everyday life? How can photography change the world?

Concepts and Vocabulary	Art/Photo processes Media	Art World Connections	Art Critique	Technology	Artists Habits of Mind
Form versus Function 35mm film camera use Digital camera use Lighting- for mood and form	Photograph a day in your life. Camera controls and exposure (Aperture and Depth of field) Reflective and subtractive lighting	A day in the life of- people in the world Advertising Propaganda Art/photography for Humanitarian and global issues Careers in photography	VTS – (see above) ongoing small group critique of student work Aesthetic Scanning- Identify: Elements, Principles, expressive, and technical aspects in photos Student work portfolio Famous photographers work	New technologies and cultural change: twitter, Blogs, Face book, YouTube, etc. Internet	Develop Craft Engage and Persist

All summative assessments are due by 1 pm two school days before the end of session
All coursework is aligned with the Washington State and District EALR's
Students earn credit for proficient completion of each session's summative assessments

Session	Learning Target	Formative	Summative
1-8	See above	All in class work	Portfolio –see rubric Written quiz

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Types of Learning Activities

[This chart demonstrates the types of learning activities the student will complete throughout the course]

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Mini presentation <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Problem-based <input type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Practice <input checked="" type="checkbox"/> Project <input type="checkbox"/> Paper <input checked="" type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List)	<input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Bldg. <input type="checkbox"/> Surveys <input checked="" type="checkbox"/> Other (List) Learning Art skills and Art Processes	<input type="checkbox"/> Essays <input checked="" type="checkbox"/> Self-paced computer <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input checked="" type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Other (List) Special Interest Projects Internships	<input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Project team <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input checked="" type="checkbox"/> Conferencing <input type="checkbox"/> Other (List)