**STUDENT LEARNING GOALS for Photography**

**The Student Will:**
- Develop an understanding of the use of a digital camera and types of photography.
- Develop artistic and cultural awareness, imagination, perception and skill.
- Maintain a sketchbook and portfolios (standard and/or digital).
- Exhibit an understanding and use of terminology specific to photography and its processes.
- Foster creativity, self expression, confidence, and discipline.
- Utilize a strong work ethic and proper safety procedures.
- Improve craftsmanship and problem solving abilities.

The Photography curriculum builds upon previous art learning and provides students with in-depth photography experiences. Photography will introduce students to camera skills, studio experiences, art history & cultural connections, art vocabulary, aesthetics and the process of art criticism.

### Essentials of the Curriculum

#### Art SOL Connections (Based on Art II: Intermediate)

<table>
<thead>
<tr>
<th>Visual Communication and Production</th>
<th>Cultural Context and Art History</th>
<th>Judgment and Criticism</th>
<th>Aesthetics</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Maintain a sketchbook/visual journal (2.1)</td>
<td>[ ] Identify artists and visual art resources within the community (2.11)</td>
<td>[ ] Develop art and discuss, in writing and orally, art related careers (2.12)</td>
<td>[ ] Compare and contrast aesthetic ideals throughout history (2.26)</td>
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<tr>
<td>[ ] Maintain a portfolio (2.2)</td>
<td>[ ] Describe and discuss, in writing and orally, art related careers (2.12)</td>
<td>[ ] Use expanded vocabulary in art criticism (2.20)</td>
<td>[ ] Discuss how responses to the nature and environment differ from the man-made (2.27)</td>
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<tr>
<td>[ ] Understand and use Elements and Principles of Design (2.3)</td>
<td>[ ] Identify specific developments in art history (2.15)</td>
<td>[ ] Use appropriate art vocabulary to discuss works of art (2.14)</td>
<td>[ ] Use expanded vocabulary to support personal opinions (2.29)</td>
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<td>[ ] Create Effective Compositions</td>
<td>[ ] Use historical context to identify and differentiate art from a variety of cultures and periods in history (2.15, 2.16)</td>
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<td>[ ] Reflect on and analyze personal responses to works of art (2.28)</td>
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<td>[ ] Increase proficiency and craftsmanship in an expanded range of photographic types, techniques and range of media. (2.3):</td>
<td>[ ] Discuss works of art in terms of:</td>
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<td>[ ] Use expanded vocabulary to support personal opinions (2.29)</td>
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<td>- color theory (2.5)</td>
<td>*societal influences (2.17)</td>
<td>*preference</td>
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<td>- originality (2.7)</td>
<td>*context/meaning (2.18)</td>
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<td>- visual problem solving (2.7)</td>
<td>*symbolism (2.19)</td>
<td>*communication</td>
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<td>- characteristics of a series or sequence (2.10)</td>
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### Art Across the Curriculum: The following are examples of how art will connect knowledge within and across the disciplines.

- **Foreign Language**—Global artists, cultural awareness, vocabulary/ pronunciation.
- **Language Arts**—Written/oral communication, sketchbook/journal, research, literature, verbal critiques.
- **Math**—Use of measuring tools, proportion/ratio, geometric shapes/forms, tessellations, architectural forms, percentages.
- **Performing Arts**—Music, drama, dance, film.
- **Science**—Color theory, anatomy (people, plants, animals), chemistry.
- **Social Studies**—Correlation between art and history, political art.

#### Aesthetics

- **Functions for Artmaking:**
  - *Personal*
  - *Social*
  - *Spiritual*
  - *Physical*
  - *Educational*

#### Ethical Procedures

Augusta County Public School art students are expected to perform honestly through the production of their own work and adhere to the ACPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary. Copying images is plagiarism and instructors will determine if it is beyond duplication.
**Working with Exposure**: combination of aperture and shutter speed that allows image to be neither too dark or too light.

**Shutter Speed**: adjusts the length of time that light enters the camera and controls the motion of the subject.

A fast shutter speed (1/500) freezes motion, a slow shutter speed (1/30) blurs motion.

**Aperture**: Controls the size of the lens opening and the amount of light that enters the camera, which affects the depth of field.

A small aperture (f/16), more depth of field. A large aperture (f/4), less depth of field.

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**COLOR WHEEL**

**Saturation**: intensity or purity of a color

**Value**: lightness or darkness of a color

**Color Relationships**:
- **Monochromatic**: values of one color (a hue plus its tints (+ white) and shades (+black)).
- **Complementary**: opposite colors on the color wheel.
- **Analogous**: any 3 colors next to each other on the color wheel.
- **Triadic**: any 3 colors equal distance from each other on the color wheel.

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**ART CRITICISM**:

**The Process of discussing and evaluating visual art.**

**Description**: What do you see? List everything. Be objective, give only the facts. Include elements of design, size, media, title & artist's name.

**Analysis**: How is the work organized? Explain how the artist used the Principles of Design to organize the Elements of Art.

**Interpretation**: What is the message? Give your thoughts on what the artist is trying to say. What makes you think this way?

**Judgment**: Is the work successful? Use personal preference and aesthetic reasoning to make this determination.

**Aesthetics**: A branch of philosophy concerned with the nature and value of art.

**Aesthetic theories**: How will you judge the success of a work of art?
- **Imitationalism**: Focus on realistic presentation.
- **Formalism**: Focus on formal qualities; Elements and Principles of Design.
- **Expressionism**: Focus on emotional responses, feelings, or moods.
- **Contextualism**: Focus on the content in which the artwork was created, or in which it is displayed.

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**OVERLAP**: objects in foreground cover part of objects in middle & background

**Placement**: objects in distance are closer to the horizon line

**Size**: objects in front are larger than those farther away

**Spacing**: objects appear closer together in the distance

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**PERSPECTIVE**:

Creating the illusion of depth on a 2-D surface.

**Basic Perspective Techniques**:
- **Overlap**: objects in foreground cover part of objects in middle & background
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**Point of View**: A position from which the photograph is taken.

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**COMPOSITION**: Using the Principles of Design to effectively arrange the Elements in a work of art.

- Mentally plan how to use your **space**.
- **Emphasize** a particular part of the picture to establish a focal point.

**Rule of Thirds**: the lines and points of intersection represent places to position important visual elements or focal point.

**Framing**: use objects in the foreground to frame composition. Gives focus to the exact thing the photographer wants the viewer to see.

- Use enough **variety** of shapes, colors and textures to be interesting
- Create **unity** by relating similar elements.

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**LIGHTING**: affects the feeling of a photograph, creates shadows and direction.

**Types of Light**:
- **Available Light**: outdoors, indoors
- **Flash**
- **Main light source (one dominant lamp)**
- **Simple Portrait Lighting**

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