

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL

ART CURRICULUM

ADVANCED PHOTOGRAPHY GRADES 9-12

AUGUST 2019

Advanced Photography Grades 9-12

Course Overview

This course is designed to further student understanding of photographic design and help promote creative problem solving while exploring applications of black and white photography on an advanced level. Topics covered include traditional and alternative photographic processes. Students explore abstract photography, research the masters of photography, experiment with mixed-media techniques, and practice advanced darkroom techniques such as solarization and creating positive images from pinhole photographs. Students are responsible for developing a professional portfolio for college or a possible career in a photography related field.

This 2.5 credit semester course helps fulfill the state graduation requirement in the Visual and Performing Arts.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and National Core Arts Standards for Visual and Performing Arts.

2019 HTPS Visual Arts Curriculum Map – Advanced Photography Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Review of Elements and Principles of Art	5 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual</p>	<p>How are the Elements of art and Principles of design the building blocks of art?</p> <p>How does art terminology describe individual expression?</p> <p>What is the importance of design and craftsmanship in a work of art?</p> <p>How does an artist's skill and discipline turn notions into a quality product?</p>	<p>The use of the Elements and Principles can help the viewer see a subject in a new and unexpected way.</p> <p>Technical processes are essential to acquiring basic control and skills successful for artistic production.</p> <p>Composition, the organization of the parts in artistic expression, is essential to quality photography.</p> <p>The development of critical thinking skills enables keener insights when solving future design problems.</p>	<p>The students will:</p> <ol style="list-style-type: none"> Define and discuss the Elements of Art and the Principles of Design as the building blocks of art. Discuss and demonstrate safe use of various tools, materials, equipment, such as: <ol style="list-style-type: none"> Mat cutter Paper cutter T-squares, triangles, rulers Assorted adhesives and glues X-acto knives Introduce or review basic compositional concepts and terms, such as: <ol style="list-style-type: none"> Rule of thirds Point of View in a photograph Layouts/thumbnails Possible Learning Activities: <ol style="list-style-type: none"> View professional photographic and graphic images that illustrate the Elements and Principles. 	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p> <p>Represent ideas using a different media than that which they were originally presented.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

		<p>literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>			<p>B. Students will take photographs that illustrate the Elements and Principles and define them in their own words.</p>				
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2019 HTPS Visual Arts Curriculum Map – Advanced Photography Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Review of Basic Photography Skills and Techniques	5 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and</p>	<p>How does film speed affect the lighting of a photograph?</p> <p>How can a photograph be manipulated in the darkroom?</p> <p>Why is film processing still a sought-after technique in this digital age?</p>	<p>Understanding technical processes are essential to acquiring basic control and skills for successful artistic production.</p> <p>Understanding composition, the organization of the parts in artistic expression, is essential to quality photography.</p> <p>Attention to process/method, ensures successful visual expression.</p>	<p>1. Discuss and demonstrate proper use of basic single lens reflex camera parts, lens and related equipment.</p> <p>2. Introduce and review black and white film</p> <p>3. Discuss and review how to process undeveloped black and white film to negatives</p> <p>4. Discuss and review basic darkroom techniques and equipment for print development such as:</p> <ul style="list-style-type: none"> A. Enlarger B. Easel C. Developing Trays D. Chemicals E. Timing F. Drying/Finishing Methods G. Matting H. Composition and Design I. Reciprocity <p>5. Possible Learning Activities</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Students will understand chemical properties involved in developing a photograph.</p> <p>Students will understand ratios, measurements (liquids, volume, etc.), and timing involved in developing photographs.</p> <p>Students will understand the health implications of working with chemicals.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to</p>

		<p>cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>			<p>A. Shoot a roll of 35 mm B&W film</p> <p>B. Develop Film</p> <p>C. Use negatives to print an 8x10" image</p> <p>D. Mat the final image for display</p>			<p>make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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2019 HTPS Visual Arts Curriculum Map – Advanced Photography Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Advanced Photograms	15 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-</p>	<p>How can we use hand-made “props” and materials to create sophisticated photograms?</p> <p>How does the opacity of a given material affect the overall outcome of a photogram?</p>	<p>By creating my own materials to use in a photogram, I have full control of the final outcome.</p> <p>Photograms can be layered through multiple exposures on the same photo paper.</p>	<p>1. Discuss the work of Man Ray (photograms and Rayographs).</p> <p>2. Discuss how the layering of images and symbols can help communicate a specific theme.</p> <p>3. Possible Learning Activities:</p> <p>A. Students will create their own materials and props to use for a photogram.</p> <p>B. Students will create a photogram using their materials. Their photogram must convey a specific theme or story.</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Students will understand chemical properties involved in developing a photograph.</p> <p>Students will understand ratios, measurements (liquids, volume, etc.), and timing involved in developing photographs.</p> <p>Students will understand the health implications of working with chemicals.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere</p>

		specific arts terminology and citing embedded clues to substantiate the hypothesis.							in solving them. CRP11. Use technology to enhance productivity.
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2019 HTPS Visual Arts Curriculum Map – Advanced Photography Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Solarization	20 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and</p>	<p>What kinds of effects can be achieved with solarization?</p> <p>How important are the elements and principles of art when composing a photograph?</p> <p>How does contrast affect the final outcome of a solarized photograph?</p>	<p>Solarization capitalizes on the photosensitive quality of the photo paper to create an abstracted work of art.</p> <p>Increased contrast in the initial photograph leads to successful solarization.</p> <p>Timing and process documentation are extremely important when working with alternative photo processes.</p>	<p>1. Define and discuss the process of photo solarization</p> <p>2. Possible Learning Activities</p> <p>A. Look at solarizations created by professional photographers. Make observations about how the solarization process affects the overall outcome of the print.</p> <p>B. Create a print with ample texture and contrast. After the final print is completed, create a second print and solarize it. Mat both pieces together.</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Students will understand chemical properties involved in developing a photograph.</p> <p>Students will understand ratios, measurements (liquids, volume, etc.), and timing involved in developing photographs.</p> <p>Students will understand the health implications of working with chemicals.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and</p>

		<p>cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>						<p>persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Portraits	35 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally</p>	<p>What makes a portrait different from a snapshot? How can lighting effect the mood of a portrait?</p> <p>What is the difference between formal and informal portraiture?</p> <p>How can we use pinhole photography to take portraits?</p>	<p>Portrait photographers have unique styles that are reflected through their work.</p> <p>The styles of portrait photography often reflect the social climate of the time period.</p> <p>Lighting is extremely important when creating successful portraiture.</p> <p>Formal poses are necessary when photographing human subjects using a pinhole camera.</p>	<p>1. Discuss a variety of lighting techniques that can be used to create different effects within a photograph.</p> <p>2. Demonstrate a variety of posing and framing techniques, such as:</p> <ul style="list-style-type: none"> A. full frontal B. ¾ view C. profile <p>3. Discuss how to communicate with a client.</p> <p>4. Look at a variety of portraits taken by professional photographers and discuss differences in style.</p> <p>5. Discuss the benefits of planning formal portrait shots.</p> <p>6. Possible Learning Activities:</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Students will understand chemical properties involved in developing a photograph.</p> <p>Students will understand ratios, measurements (liquids, volume, etc.), and timing involved in developing photographs.</p> <p>Students will understand the health implications of working with chemicals.</p> <p>Students will understand how technology has changed over time, and how that has affected photography.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere</p>

		<p>and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>			<p>A. Hollywood Portraiture: Students will shoot a roll of film that is inspired by classic Hollywood Portraits, with a focus on glamour and lighting.</p> <p>B. Advanced pinhole photography: portraiture.</p> <p>a. Students will create portraits using a pinhole camera, requiring that the subject stay still in a formal pose.</p> <p>b. Students will use the "negative" created through the use of a pinhole camera to create a positive print of the image using</p>		<p>in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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					advanced darkroom techniques.			
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Portfolio	Throughout Semester	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.4 Analyze the syntax and</p>	<p>How do artists create a cohesive body of work? What is a portfolio?</p> <p>How do artists develop themes for their artwork?</p> <p>How do ideas and themes morph over time?</p>	<p>A theme is an overarching idea that ties a group of artwork together.</p> <p>An artist statement helps explain the ideas behind a body of artwork.</p> <p>A portfolio should highlight the artist's best work in a cohesive, clear manner.</p> <p>Ideas and themes may change over time.</p>	<p>1. Discuss how artists develop a theme for their artwork.</p> <p>2. Discuss how one theme can materialize in a body of artwork, and how each work can tie into a common theme while still remaining unique.</p> <p>3. Discuss and experiment with alternative photographic processes that allow for full creative expression through darkroom photography.</p> <p>4. Practice and experiment with mixed-media additions to a photographic work (i.e. collage, embroidery, weaving)</p> <p>5. Development of a final portfolio: A. Students will develop a theme at the</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Class discussions on success of finished projects.</p>	<p>Students will understand chemical properties involved in developing a photograph.</p> <p>Students will understand ratios, measurements (liquids, volume, etc.), and timing involved in developing photographs.</p> <p>Students will understand the health implications of working with chemicals.</p> <p>Students will understand how technology has changed over time, and how that has affected photography.</p> <p>Students will understand and discuss theme.</p> <p>Students will practice writing skills through the</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to</p>

		<p>compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to</p>			<p>beginning of the semester that they can think about while creating work throughout their assignments.</p> <p>B. Students will complete a portfolio of 6 works of art with a focus on their theme. This portfolio will be critiqued throughout the semester while in progress and will be graded at the end of the semester. The portfolio must include at least one work of art that extends the photograph using mixed media approaches.</p> <p>C. Students will develop an artist statement to complement their portfolio.</p>		development of an artist statement.	enhance productivity.
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		substantiate the hypothesis.						
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BIBLIOGRAPHY

The Visual Dictionary of Photo by David Prakerl

The Photographic Eye by O'Brien & Sibley

Life Library of Photography Series

Careers in Art by Brommer & Gatto

WEBLIOGRAPHY

Elements and Principles of Art: <http://www2.oberlin.edu/amam/asia/sculpture/documents/vocabulary.pdf>

Right to Know: <https://www.nj.gov/health/workplacehealthandsafety/right-to-know/>

Sprint Systems of Technology: <https://sprintsystems.com/>

ASSOCIATION JOBS LIST BY UNIT

Unit 1	Artist, graphic designer, photographer, layout director, architect, art teacher, craftsman, cartoonist, jeweler, cameraman, director, etc.
Unit 2	Photographer, darkroom technician, chemist
Unit 3	Photographer, artist, darkroom technician, scientist, designer.
Unit 4	Photographer, artist, darkroom technician, scientist, designer.
Unit 5	Photographer, artist, darkroom technician, scientist, designer.
Unit 6	Photographer, artist, darkroom technician, scientist, designer.