

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

PHOTOGRAPHY

GRADES 11-12

Date of Board Approval: **November 17, 2011**

CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE

Title of Course: Photography **Subject Area:** Art **Grade Level:** 11 – 12

Course Length: (Semester/Year): Year **Duration:** 50 minutes **Frequency:** 5 periods a week

Prerequisites: Two previous 2-D courses **Credit:** 1 **Level:** Not Applicable

Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of art can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical and aesthetic response.

Major Text(s)/Resources: *A Short Course in Photography*, 6th Edition, Barbara London and Jim Stone, Pearson – Prentice Hall, Upper Saddle River, New Jersey 07458

Curriculum Writing Committee: Rachel Drumheller
Melissa Gallagher

Strand: 9.1 Production, Performance and Exhibition of Visual Arts	Subject Area: Photography	Grade: 11-12
	Performance Indicators	Assessments
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Create an original photographic image by using traditional photographic techniques of processing negatives and printing. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Critique. • Project evaluation.
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Create an original photographic image by experimenting with alternative, darkroom processes. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Critique. • Project evaluation.
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Create an original photographic image using the computer and photo manipulation software. • Experiment with traditional photos and digital photos to create an original image. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Critique. • Project evaluation.
C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> • Understand and demonstrate the functions of using a SLR camera. • Define and use terms: single-lens reflex, viewfinder, shutter, shutter speed, aperture, film compartment, take-up spool, advance lever, focusing ring, rewind button, log sheet 	<ul style="list-style-type: none"> • Critique. • Oral presentation. • Skill demonstration. • Project completion. • Test/Quiz
C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> • Understand and demonstrate functions of using a traditional darkroom. • Define and use terms: aperture, timer, contact sheet, developer, stop bath, fixer, focus control, negative carrier, easel, test strips, filters, film changing bag, developing tank, contrast, ISO/ASA, density. 	<ul style="list-style-type: none"> • Critique. • Oral presentation. • Skill demonstration. • Project completion. • Test/Quiz

Strand: 9.1 Production, Performance and Exhibition of Visual Arts	Subject Area: Photography	Grade: 11-12
	Performance Indicators	Assessments
C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> • Understand and demonstrate use of a digital camera and photo manipulation software. • Define and use terms: analog, jpeg, resolution, rotate, crop, resize, color balance, contrast, selection tools, quick mask. 	<ul style="list-style-type: none"> • Critique. • Oral presentation. • Skill demonstration. • Project completion.
D. Demonstrate specific styles in combination through the production or performance of a unique work of art.	<ul style="list-style-type: none"> • Create a new and original image that combines at least two different processes using traditional darkroom methods and/or modern technology, and/or a combination of methods. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Critique.
E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	<ul style="list-style-type: none"> • Complete a series of photographs that increase in complexity of materials or technique. The series should relate to a specific theme. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Critique.
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> • Produce an image that is inspired by a historical or cultural source. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Critique.
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> • Create a series of related photographs that increase in technical complexity or conceptual theme. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Critique.

Strand: 9.1 Production, Performance and Exhibition of Visual Arts	Subject Area: Photography	Grade: 11-12
Performance Indicators		Assessments
<p>H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of the appropriate use, application, cleaning and storage of photography equipment and materials. 	<ul style="list-style-type: none"> • Skill demonstration use. • Teacher evaluation.
<p>H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p>	<ul style="list-style-type: none"> • Know what you can and cannot do with photographic equipment and materials and demonstrate proper use. 	<ul style="list-style-type: none"> • Skill demonstration use. • Teacher evaluation.
<p>I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.</p>	<ul style="list-style-type: none"> • Identify local, regional, and national art events. • Participate in a minimum of one form of competition or exhibition. 	<ul style="list-style-type: none"> • Skill demonstration use. • Teacher evaluation.
<p>J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p>	<ul style="list-style-type: none"> • Utilize traditional darkroom techniques in photo production. • Utilize computers and software such as Photoshop (contemporary technologies) in photo production. 	<ul style="list-style-type: none"> • Project completion • Oral and written presentation • Critique
<p>K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>	<ul style="list-style-type: none"> • Collect images or information on photographers or photography genres through contemporary technologies such as the internet and/or traditional technologies such as library and photos. 	<ul style="list-style-type: none"> • Project completion • Oral and written presentation • Critique

Strand: 9.2 Historical and Cultural Contexts		Subject Area: Photography	Grade: 11-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> • Study the work of digital and traditional photographers of the 20th century. • Explain the historical context of the work. 	<ul style="list-style-type: none"> • Class participation • Oral and written presentation. 	
B. Relate work in the arts chronologically to historical events.	<ul style="list-style-type: none"> • Study the work of 19th century masters such as Daguerre, Talbot, Cameron, and O’Sullivan and explain the historical context and chronology of the work. 	<ul style="list-style-type: none"> • Class participation • Oral and written presentation. 	
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> • Compare and contrast the works of master photographers. • Select a genre or period of photographic history to use as inspiration for an original work. 	<ul style="list-style-type: none"> • Project completion • Project evaluation 	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> • Create a presentation on the history, cultural meaning or effect of a photographer or photographic process. • Compare and contrast the historical and cultural meaning or effect between multiple photographs. 	<ul style="list-style-type: none"> • Oral and written presentation. 	
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	<ul style="list-style-type: none"> • Discuss how an event, a technique, or a material associated with a particular period in history influenced the work of a photographer. • Create a report or presentation on the historical or cultural meaning or effect of a photographic image. 	<ul style="list-style-type: none"> • Oral and written presentation. 	

Strand: 9.2 Historical and Cultural Contexts		Subject Area: Photography	Grade: 11-12
PA Academic Standards	Performance Indicators	Assessments	
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	<ul style="list-style-type: none"> Use appropriate vocabulary related to the study of photographic history, (scientific processes) and social studies. 	<ul style="list-style-type: none"> Oral and written presentation. 	
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> Discuss historic photographers according to geographic regions such as the Group f/64 CA photographers and relate their work to such things as world events and technology. 	<ul style="list-style-type: none"> Project completion Project evaluation 	
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	<ul style="list-style-type: none"> Identify and discuss the work of photographers from or photographs of Pennsylvania. Apply the artist's philosophy, themes, common forms or techniques to a photographic assignment. 	<ul style="list-style-type: none"> Project completion Critique Project evaluation 	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.	<ul style="list-style-type: none"> Given a selected photograph, will hypothesize the philosophical beliefs of the artist that created it. 	<ul style="list-style-type: none"> Oral and/or written presentation and/or written report. Oral discussion and/or critique. 	
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts	<ul style="list-style-type: none"> Given a selected piece of work, discuss spiritual or cultural beliefs and historical events that may have influenced the photographer that created the work. 	<ul style="list-style-type: none"> Oral and/or written presentation and/or written report. Oral discussion and/or critique. 	

Strand: 9.2 Historical and Cultural Contexts		Subject Area: Photography	Grade: 11-12
PA Academic Standards	Performance Indicators	Assessments	
K. Identify, explain and analyze traditions as they relate to works in the arts.	<ul style="list-style-type: none"> Given a selected photograph, discuss regional traditions and/or styles that may have influenced the photographer that created the work. 	<ul style="list-style-type: none"> Oral and/or written presentation and/or written report. Oral discussion and/or critique. 	
L. Identify, explain and analyze common themes, forms and techniques from works in the arts.	<ul style="list-style-type: none"> Compare and contrast multiple photographs, analyze and discuss themes, forms and techniques that may have influenced the photographers. 	<ul style="list-style-type: none"> Project completion Critique Project evaluation 	

Strand: 9.3 Critical Response		Subject Area: Photography	Grade: 11-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> • Compare, contrast, interpret and analyze characteristics and qualities of selected photographs and express those thoughts in discussion or in writing. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	
B. Determine and apply criteria to a person's work and works of others in the arts.	<ul style="list-style-type: none"> • Determine elements and principles of design and other criteria relevant to a specific photograph. Determine the relevant criteria and apply it to a discussion of student and professional work. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> • Analyze and classify photographs based on style, materials or political/religious point of view. • Form a critical response based on classifying and analyzing the photographs. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> • View contemporary and historical photographs from different regions and/or cultures and analyze how the elements, principles, form and function differ. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> • Analyze and interpret with appropriate vocabulary the meaning or purpose found in the photographs of different cultures and time periods. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	

Strand: 9.3 Critical Response		Subject Area: Photography	Grade: 11-12
PA Academic Standards	Performance Indicators	Assessments	
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> • Read a critique or analysis of a photographer or photograph/s and participate in a discussion. • Examine and provide criticism on photographic images in a discussion or written critique. 	<ul style="list-style-type: none"> • Formal critique • Written critique 	
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> • Provide criticism on a photograph in a written critique. • Consider the context and culture of a specific photograph and write a critical response. 	<ul style="list-style-type: none"> • Formal critique • Written critical response 	
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	<ul style="list-style-type: none"> • Compare the meaning of various photographs at the time they were completed to their meaning today. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation • Class discussion 	
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	<ul style="list-style-type: none"> • Analyze photographs based on the knowledge of judgments made by art critics. • Discuss and generate reasons for the inclusion of photography as a fine art form. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation • Class discussion 	

Strand: 9.4 Aesthetic Response		Subject Area: Photography	Grade: 11-12
PA Academic Standards	Performance Indicators	Assessments	
A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.	<ul style="list-style-type: none"> Examine a philosophical statement on (traditional or digital) photography and relate it to one's own life experience. 	<ul style="list-style-type: none"> Class discussion Oral/written Response 	
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.	<ul style="list-style-type: none"> Analyze (traditional or digital) photographs and evaluate the effect they have on an individual or group. 	<ul style="list-style-type: none"> Class discussion Oral/written Response 	
C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.	<ul style="list-style-type: none"> Interpret the meaning of (traditional or digital) photographs viewed in different environments such as a studio versus museum versus the Internet. 	<ul style="list-style-type: none"> Class discussion Oral/written Response 	
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	<ul style="list-style-type: none"> Examine and respond to an accepted philosophy on a photograph or photographic techniques. 	<ul style="list-style-type: none"> Class discussion Oral/written Response 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)