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Course Revision

Revisions are required when a school:

- Changes the course title, transcript abbreviation or course code/number
- Changes grade level
- Reduces course length (i.e. from year to semester)
- Eliminates honors status

Revisions are NOT required when a school:

- Updates course materials
- Makes minor shifts in course content

[> Begin revision](#)

Digital Photography

CORE Butte Charter School (054171)

Basic Course Information

Abbreviations:

Abbreviation	Course code
a-g Digital Photography	

Length of course:

Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject area:

Subject area	Discipline
Visual & Performing Arts ("f")	Visual Arts

UC honors designation:

None

Grade levels:

9th	10th	11th	12th
✓	✓		

Course learning environment:

Classroom	Online
✓	

Is this course an integrated course?

Yes

Course Description

Overview:

Digital Photography is a yearlong course that focuses on understanding the basic operations and functions of a digital single lens reflex camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. They will explore the history of photography, learning about its scientific and technological developments, important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others work. Students will learn image techniques and digital manipulation using Adobe Photoshop teaching them how to archive, organize and optimize their photographs for print or web purposes. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. They will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual voice. Students will explore the significance of photography within the larger context of the art world, and learn about the critical and varied application it has to the modern working world.

Student will:

analyze their own computer-generated artwork and other contemporary media artwork, utilizing terms of art principles, composition, and computer graphics.

demonstrate an increasing skill in utilizing computer technology and software.

understand the principles of art and elements of design as they relate to contemporary media artwork.

be aware of the influence of past generations in the field of photography.

evaluate the quality of his/her own photos using appropriate terminology and compare it to that of professional graphic artists.

use contemporary media to effectively present concepts of other subject areas, for example, posters of social issues.

develop the skills of time management and resource usage to help her in any career, and will be aware of practical applications of her skills.

identify different career options available in the photography field.

This course combines lecture, power point presentation, demonstration, textbook reading, video tutorial, and studio practice. Students will do most of their photography outside of class, but some field trips and studio lighting shots will be done during class time. Students will use the Bridge and Photoshop programs to organize, and retouch their photographs. They will regularly access our class and the internet to explore relevant web links, resources and assignments. Students will use their acquired knowledge of aesthetics, to critique their own work, and that of their classmates, using art and photography specific language, in a way that promotes growth and increased understanding. Photographic history and photographer profiles will be introduced throughout the year as it relates to what we are learning.

Students will create many original photographs in this class, and are always asked to utilize and incorporate their understanding of the elements of art and principles of design, and to cultivate an individual voice in their work. Beyond aesthetics, students also incorporate an expression of greater social, cultural, or political meaning in to their images and work with complex themes, abstract ideas and metaphors. Student work will be regularly displayed on campus as well as in a year-end show.

When discussing or writing about photography, as seen through art history lessons, student presentations, museums, gallery visits, or in-class critiques, students are required to utilize their photography and art specific vocabulary and respond thoughtfully to what they are seeing. They are taught to contextualize and consider what they are observing in terms of culture, time period, politics, and social and economic circumstances and are encouraged to examine their own personal aesthetics within their response.

The course fosters critical thinking and intellectual curiosity. Students will photograph assignments to gain knowledge and experience with camera controls including depth of field and action motion, shadows and light, alternative camera angles, portraits, still life's, and compositions based on the principles and elements of design. Students will also learn art criticism, such as analyzing, interpreting and judging photography past and present. This course

offers learning in an environment that combines a 21st century approach to pedagogy, technology, and art. Students gain much experience with project and technology based learning, and an appreciation for the visual arts.

Upon Completion of this course, students will:

- Understand technical and aesthetic differences between traditional and digital photography.
- Make informed choices about appropriate technologies for use in a variety of photographic assignments
- Analyze and discuss complex ideas in works of art and photography.
- Create original works of art of increasing complexity and skill that reflect their feelings and point of view.
- Describe the relationship involving the art maker, the process, the product and the viewer.
- Demonstrate proper camera and digital processing techniques in production of a work of art
- Understand and utilize the steps in the creative process
- Realize the vast amount of career choices in the visual arts.
- . Produce an accomplished portfolio of work and an applicable resume

Prerequisites:

Prerequisite	Required / Recommended
none	Recommended

Co-requisites:

Corequisite	Required / Recommended
none	Recommended

Course content:

Unit 1: Introduction

Students will be introduced to computer terminology, digital work flow of the classroom including how assignments are assessed, and be introduced to the characteristics of a digital camera. They will set up student blogs for sharing and grading.

Student Blog Sites

Students set up their blog sites to post all of their work. Teacher assessments based on student blogs and postings. Peer critiques online with comments

Quiz on technology, digital work flow and vocabulary

Each assignment will require students to fill out a self-assessment rubric and answer reflection questions about their learning process. Each project will be graded on project specifics, composition, image quality, concept/creativity, and the elements of art and principles of design. Students will regularly participate in class critiques and individual conferences with the teacher to look for areas of growth, opportunities for improvement and examples of success. They will be expected to speak about photographic concepts and techniques and explain their individual process as an artist. Our class will have group exhibitions on campus and in a local gallery as a culmination to our school year.

Time management, problem solving, concise, analytical commentary, public speaking and creative thinking are all skills that a student in digital photography class will have the opportunity to practice and improve. These are also skills that transfer well into the realm of various academic pursuits and professionalism in the job market. Through field trips and guest speakers, students will be presented with information about many different photography related career paths and post-secondary opportunities in the field of photography.

Art history is an integral part of this course and many different images, universal themes, and cultures are presented to the students for discussion, writing reflection, and integration into their own work. Photographic innovations, movements, and individual photographers are presented throughout the course as they relate to the projects that they are creating. Students are asked to write reports and give short oral presentations about a photographer that they choose. They research their life and work, and choose one image to give a more in depth analysis of its style, historical importance and meaning and are also asked to take photographs in the style of their chosen photographer. The wide variety of visual media in the world today and the roll it plays in our society will be an ongoing topic of class discussion.

Students respond in writing to reflective questions about their personal artistic process for every assignment they complete and are asked to use visual art and photography specific vocabulary, and explain their use of the elements of art and principles of design. When art history is presented in class, students are asked to respond to and identify these same elements in the works they are seeing and relate this information to their own work. Students participate in class critiques, and utilize their photography specific vocabulary and concepts to speak and respond thoughtfully to the level success achieved in their work and the work of their classmates. Students will be asked to utilize higher level thinking skills in their photographs to capture mood, create emotion, illustrate contradiction, or show a specific point of view.

**Unit 20: Business Practices, Output: Printing, Portfolio Presentation, and Exhibiting Work
Photograph Business Presentations Business Card Production**

Students will explore business practices on how they can utilize what they have learned through the course to produce a product for consumers. They will discuss ways to output imagery and compare the difference between inkjet and laser jet printing. Students will learn how to print, matte and present their artwork for exhibition.

Photography Business Presentation Assignment

Business Practices discussed and students work in pairs to produce and then present a photography business plan to include market research, price structure, inspiration, and business location. Students will also create a business card.

Photography Community Exhibition

Student output their work through printing and matting for a community photography exhibit. Students will select photos and display them in an art gallery atmosphere. Student will be responsible for the selection, the actual presentation and the setup of the gallery.

Portfolio Preparation and Presentation

All students will create and present a final portfolio of 20 original images. Peer critique will follow each presentation.

Unit 19: Blending Art and Photography

Students will explore the work of prominent artists to include those categorized under Surrealism, Pop Art, Cubism, Photomontage, and Photo Painting. This will be a way for students to explore the concept of mixing mediums.

Andy Warhol Pop Art assignment using Photoshop Filters

Surrealism Project to create digital manipulation

Digital Cubism

Digital Photoshop Collages

All About Me

Where You See Yourself in 10 years

Unit 18: Re-create a Photograph

Students will research and evaluate a variety of photography and artwork from books, magazines and Internet to generate ideas that are appealing to them. Then students will problem solve ways to emulate the lighting and composition of the artwork they have chosen.

Recreate a Photograph/Illustrate a famous person/Recreate a famous painting Assignment

Students must study and analyze photography and artwork to re-create an image, then change it in some way to make it different, to make it "Their statement".

Unit 17: Studio Strobe Lighting Techniques

Students will explore the use of studio strobe techniques for portrait and advertising photography. They will learn key concepts of main lighting patterns and ratios, and flash metering. Students will explore different types of studio strobe lighting to include techniques used in the advertising and fashion industries.

Studio Strobe Lighting Assignments for Portraits and Advertising

Portraits with a prop- with gels in the background

White on White Photography

Close Up Portrait

Fashion and Advertising Photography

Unit 16: Candid Photography and Capturing the Decisive Moment

Students will learn techniques of how to capture the decisive moment. They will look at the work of Henri Cartier Bresson and other street photographers as examples. They will understand how using a higher ISO settings and a camera with an external flash can produce optimum results. They will explore newspaper and magazine photography.

Capturing the moment Assignment

Students photograph candid moments, edit and post images to blog with a writing critique on Henri Cartier Bresson and other street photographers.

Black and White Photography

Students set camera to monochrome and shoot black and white photos. Introduction to film and darkroom photography through teacher presentation.

Shoot like Aaron Siskind

Students emulate the style of Aaron Siskind and shoot for shapes, lines and patterns.

Photo Series

Students prepare a photo series to communicate a message, idea or concept

Unit 15: On and Off Camera Flash Photography

Students will develop an understanding of when and how to use a flash. They will be able to differentiate between direct and bounced flash and the use of fill flash outside. They will understand flash synchronization and how to use multiple flashes with slave units. Students will read articles and watch videos on latest techniques and trends of flash photography.

On Location Portraits with External Bounced Flash Assignment

After viewing videos by photographers to learn latest techniques and trends by professionals,

Students shoot on-location portraits with both direct and bounced flash. They compare and write about the differences and post the images to the blogs with the technical information.

Unit 14: Landscapes

Students will learn to photograph nature/landscapes. They will study the works of Carleton E. Watkins, Ansel Adams, Edward Weston, Kenro Izu, Linda Connor, Laura Gilpin, and Minor White. They will see how O'Sullivan inspired photographers of the 60's and 70's towards new topographics- Robert Adams and Lewis Baltzand. They will learn a variety of Photoshop techniques and how to produce triptychs, diptychs, series work, and mirror imagery to create HDR landscapes. They will see wide views of the Grand Landscape, close-up shots that capture landscape details, abstract images that accentuate form, texture, and pattern. Students will understand composition and viewpoint, value's effect on mood, balance between unity and variety, rule of thirds, color v. black and white, horizon placement-shifting emphasis, foreground, middle ground, and background. They will observe how the time of day (after sunrise, before sunset), direct light creates shadows, 3-D for Grand Landscape, overcast for details and how to use edge burning, horizon straightening, and filters in Photoshop.

Landscape Assignment

After demonstration and discussion, students will photograph landscapes. Post landscape examples to blog. Write critiques to accompany images.

Unit 13: Self Portraits

Students will learn how to use the self-timer camera controls. They will explore work by other photographers. They will discuss realistic vs. conceptual representation in their artwork. They will incorporate words and imagery.

Conceptual Self Portrait Still life/Self Portrait with Text Assignment

Students research and write about Cindy Sherman and then use a tripod and self timer to create both self portraits to include text with, and also conceptual self portrait still life's. They will write a critique to accompany this and every shooting assignment.

Unit 12: Studio Lighting for Portraiture and Still Life Photography

Students will participate in a lecture and demonstration of studio tungsten lights. They will learn key terminology and lighting techniques. They will learn lighting patterns and ratios as they are used in the studio. They will study the work of famous photographers including: Nadar, Steichen, Hawarden, Julia Margaret Cameron, Auguste Sander, Bellocq, Paul Strand, Dorothea Lange, Steiglitz, Manuel Bravo, Freidlander, Mapplethorpe, Richard Avedon, Diane Arbus, Nan Goldin, Sally Mann, Annie Liebowitz, and David LaChapelle. Through this they will view a variety of portrait styles: formal, candid, environmental, and self-portrait.

Students will learn what lenses, and accessories to use for portraits and how to retouch portraits in Photoshop. They will start to think artistically; to consider light source, value, balance (symmetrical v. asymmetrical), shooting location, vantage point, shape and its relation to the background (positive/negative space), triangular composition, and emotional content. They will see how important it is to build a relationship with the people being photographed. This involves trust and collaboration.

Studio Portrait Session/Still life

After demonstration with tungsten, “hot” lights, students will photograph portraits and still life’s using tungsten light and adjusting the white balance. Post portraits to blog. Write critiques to accompany images.

Unit 11: Photographer Research

Students will participate in discussion and lecture on famous photographers of the past and how they laid the ground work for current artist. They will see how photography has changed artistically and technically. They will see how photographers continue to create new effects both from the camera and after the shot has been taken. They will view a slide show on photographers of the past and present.

Photographer Research and Presentation Assignment

Students will research and produce a slide show on a prominent photographer. They present their Powerpoint or Prezi to the class. A photographer quiz will follow the presentations.

Unit 10: Action and Motion in Photography and Controlling the Shutter Speeds

Students will understand and compare shutter speed effects. They will learn techniques and terminology of action and motion in photography. Students will learn how to use a tripod to achieve the desired results of a sharp versus time lapse photography. Students will learn:

-view point, emphasis of event or emotion, neutral background, and timing, using rapid fire setting, shutter speed, ISO settings, freeze, blur, panning, continuous focus mode;

-types of blur- camera motion, subject motion, out of focus, and depth-of-field blur;

-using Shutter Priority Automatic, Telephoto zoom lenses, electronic flashes, monopods;

-recorded movement v. implied movement, visual rhythm, color v. black and white; and

-noise, digitally adding artificial movement to images.

Students will participate in a class discussion on how this type of photography is used in the professional world.

Action and Motion Assignment

Students photograph both action sharp and motion blur. They also practice changing the ISO setting. They record and note f-stop, shutter speed, ISO, lens mm and camera mode)

Unit 9: Depth of Field and Aperture Control

Students will understand the concept of depth of field. They will be exposed to the technical overview and factors, which effect depth of field. They will be introduced to camera operations and modes, focal lengths and zoom lenses.

Depth of Field Assignment

Students will photograph both shallow and good depth of field of the same subject. They will record and note f-stop, shutter speed, ISO, lens mm and camera mode).

Post to blog 2 images comparing depth of field. Write critiques to accompany images.

Unit 8: History and Invention in Photography

Students will listen to lecture and discussion on pioneers and early techniques of photography. They will learn key terminology, view a slide show on the history of photography, and see how the camera was invented.

Assignment: Invention Powerpoint Presentations

Students work in pairs to produce a slide show to present to the class on an inventor or invention

in photography.

History Time Lines

Students generate and produce history of photography timelines.

Unit 7: Natural Lighting Techniques

Students will learn the different types of light; including, sunny, overcast, low light, dusk , night time, incandescent, fluorescent, interiors using only available light, combinations, and how they can affect a picture. They will be introduced to direction of light; rear, frontal, side, direct, and indirect. They will understand shadows, silhouettes, and reflections. They will understand the difference between Natural vs. Artificial Lighting. Students will view photographic works on the study of light from: Adams, Weston, Steiglitz, Paul Strand, and Harry Callahan. They will be given a demonstration on the use of reflectors and natural light portraits with reflectors and higher ISO settings.

Natural Light Portrait Assignment

Students will produce natural light portraits using the techniques taught in the unit with reflectors and higher ISO settings. They will include examples of:

types of light- sunny, overcast, lowlight, dusk , night time, incandescent, fluorescent, interiors using only available light, and combinations;

direction of light- rear, frontal, side, direct, and indirect; and

shadows, silhouettes, and reflections.

Post portraits to blog. Write critiques to accompany images.

Unit 6: Learning Adobe Photoshop and Adobe Lightroom

Students will learn the Bridge and Photoshop programs to manipulate and enhance their photographs, as well as to use advanced techniques of scanning, image layering and collage. Students will learn and practice with tutorials the Photoshop and Lightroom workspace including:

Photoshop Toolbar and Option Bar

Image Adjustments

Selections

Filters and Presets

Layer Masks

Image Extensions

Saving and sizing image

Image Output

Assignment: Collage, Photomontage, Diptychs and Triptychs

Students will make digital collages and photomontages, and also diptych and triptych imagery using Adobe Photoshop tools and techniques. (Diptych theme is opposites, and triptych theme is body parts.)

-Students learn to **edit** their photos in Adobe Photoshop and Lightroom. Teacher gives demos and instruction on how to use both software programs

Unit 5: The Art of Photography

Through class discussion and examples, students will learn aesthetics -what makes a successful photograph?

They will view a Power Point presentation on the elements of art and principles of design and how they relate to each other, rule of thirds, leading lines, positive and negative space, framing, choosing a main point of interest

Students will learn to make artistic choices in choosing a subject and setting, viewpoint, timing, and lighting.

Students will see photography as Art from the Pictorialist Movement (Henry Peach Robinson) v. Straight Photography Movement (Evans, Aget), f/64 (Strand, Stieglitz, Weston, Cunningham Van Dyke)

Assignment: Slide Presentations; Student will prepare and present to class a slide presentation of photography as art and examples of good composition.

Unit 4: Composition and Learning How to See

Students will explore the work of prominent, and relevant photographers like Ansel Adams, Alfred Stieglitz, Edward Weston, Henri Cartier Bresson, Diane Arbus, Robert Mappethorpe, Robert Frank, Arnold Newman, Jerry Uelsmann, Dorothea Lange, Alfred Eisenstadt, and many, many others.

Students will learn what is photographic composition and ways to achieve good composition and how they can apply these principles and elements of design to their work. As they view prior student work and sample of good composition they will practice critiquing, analyzing and evaluating. They will learn to make informed choices about composition when photographing and editing digital images. They will conclude by writing a critique to their blogs.

Assignment: Shooting for composition

Students will find photographs that show photographic composition and principles and elements of Design including **Shadows and Light, Framing, Alternative Angles, Leading Lines, Color, Subject of Interest.**

Students will post these examples to their blog and write a accompanying critique or reflection.

Unit 3: Lenses and Optics

Students will understand the basic operations and functions of a digital single lens reflex camera and the manipulation of its settings to achieve a specific result. Students will learn about lenses, how they work and their purpose. They will learn how the focal lengths relate to the lenses f stop numbers. They will learn the science of optics.

Lenses Quiz

Reading from Text and answering relevant questions

Unit 2: Exposure and Light Metering

Students will learn the Digital DLR camera controls, metering, modes, shutter speeds, ISO's and the production of a correct exposure. Skills will include composition, criticism, camera and lighting techniques.

Learn photography vocabulary: aperture, shutter speed, ISO, equivalent exposures

Quiz on exposure, camera modes, and equivalent exposures

Students participate in camera simulation video for camera practice

Shooting Assignment: Texture

Shoot to practice exposure

Writing Critique of Internet imagery

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Digital Photography an Introduction	Tom Ang	Doring Kindersley	3rd edition	[empty]	Yes
Adobe Photoshop CSS Classroom in a Book	Adobe Creative Team	Adobe Press	CSSStudent and Teacher Edition	[empty]	Yes
Digital SLR Handbook	Joe Sparks	Ammonite Press	1st	[empty]	No

Supplemental Materials

Title	Content
Supplemental Materials	www.edublogs.org http://www.cambridgeincolour.com/tutorials/camera-exposure.htm http://camerasim.com/camera-simulator/ http://www.masters-of-photography.com/ http://www.pdnonline.com/PhotoServe328.shtml