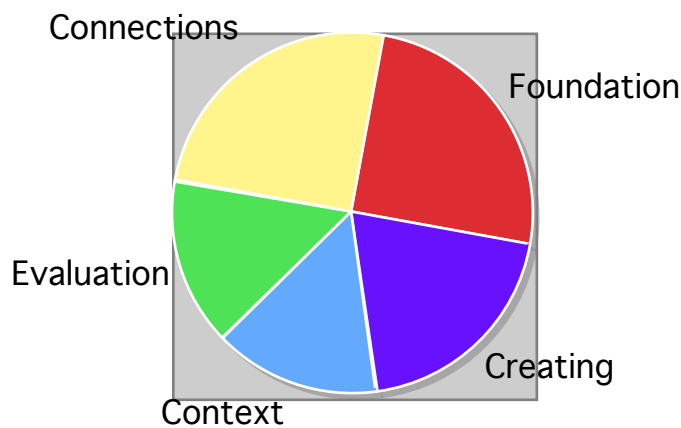


Photography A/B

Middle School



- Foundation
- Creating
- Context
- Evaluation
- Connections

Course Title	Photography Middle School A/B
Course Abbreviation	PHOTO MS A/B
Course Code Number	200501/200502
Special Notes	
Course Description	The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Photography, students learn how to communicate visual ideas using basic photographic techniques incorporating historical and contemporary traditions. Photographic traditions may be extended with digital cameras and multimedia technologies, including the addition of scanned text and images. Instructional topics include developing criteria for making critical comparison and aesthetic evaluation, knowledge of cross-curricular connections and careers in photography.
Instructional Topics	History Foundations of Photography Critical Comparison and Aesthetic Evaluation Introduction to Photography Traditional Materials and Equipment of the Photographer

	<p>Elements of Art and Principles of Design Portraits, Landscapes, Cityscapes Photo Storyboard Photo Collage, Montage and Surrealism Digital Photography Careers in Photography</p> <p>*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of the school.</p>
<p>California Visual Arts Content Standards</p>	<p>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</p> <p><i>Upon graduation from the LAUSD, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Artistic Perception 2. Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. Creative Expression 3. Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Historical and Cultural Context 4. Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Aesthetic Valuing 5. Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. Connections, Relationships, Applications
<p>Representative Objectives</p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Create original photographic images of increasing complexity and increased skill. • Engage in expressive art experiences, gaining personal insight and appreciation of his or her accomplishments and the accomplishments of others in photography. • Apply what he or she learns in photography as well as related careers. • Learn to manage time and to use equipment and photographic materials efficiently. • Identify, record, and use the elements of art as he or she explores, analyzes, and talks about what he or she sees in the physical world and in what he or she creates in photography.

	<ul style="list-style-type: none"> • Identify, record and use the principles of design in exploring, analyzing, and talking about what he or she sees in the physical world and in what he or she creates in photography. • Compare, contrast and analyze styles of photography from a variety of time, places and cultures. • Explore the role of photography in human history and its impact on the evolution of the visual arts. • Develop specific criteria to assess the qualities and merits of photographs. • Apply appropriate criteria when analyzing content and technique in photographs. • Discuss and describe various purposes of creating photographs. • Express his or her ideas about photography and give reasons for his or her preferences in photography.
Representative Performance Skills	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Create original artworks in photography that reflect an idea, emotion, and or point of view. • Examine the works of other photographers, past and present, for inspiration and technique. • Demonstrate through an original photograph his or her understanding of the elements of art and principles of design, focusing on a specific element or principle. • Discuss how to incorporate the expressive qualities of the elements of art to purposeful effect in an original photograph. • Examine photographs from various cultures, past and present, to understand how photography functioned in communities in those places and times. • Observe and discuss photographs created as social comment or to protest social conditions. • Identify skills used in making judgments about photography and identify difference between a preference and a judgment. • Develop criteria for interpreting meaning and apply criteria to their own photograph to determine its success. • Identify multiple purposes for photography, past and present.
Samples of Classroom Activities for Artistic Perception Strand	<p>Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe, using artistic terms, people, buildings, homes, and activities they saw and or photographed on a field trip. • Write a paragraph about each of three things they photographed, noting the elements of art and principles of design (e.g. the linear patterns created by rows of windows, contrasts created by light and shadow and observed in values of gray).

Resources	<i>Visual Arts 6-8:</i> Glencoe/McGraw-Hill <i>Focus on Photography:</i> Joyner, Monaghan; Davis Publications

Credentials required to teach this course

One of the following:

General Secondary
 Special Secondary Art
 Standard Secondary with major/minor Art
 Single Subject Art
 Supplementary Authorization Art
 Supplementary Authorization Introductory Art
 Subject Matter Authorization Art
 Supplementary Authorization Photography