

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Photography

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Design 3 weeks	<p><u>Visual Arts Standards</u> <i>Elements and Principles</i> Students will understand and apply elements and organizational principles of art. Students will judge the effectiveness of different ways of using visual characteristics in conveying ideas. Students will apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems.</p> <p><u>Visual Arts Standards</u> <i>Analysis, Interpretation and Evaluation</i> Students will reflect upon, describe, analyze, interpret and evaluate their own and made others' work.</p>	<ul style="list-style-type: none"> • Understand how to incorporate the elements of art to create meaning/mood in a composition. • Utilize composition styles as strategies for recording images that are aesthetically pleasing. • describe, analyze, judge and interpret the composition of photographs. 	<ul style="list-style-type: none"> • Examples of images from the internet that are inserted into PowerPoint in order to display an understanding of the concepts before photographing. • Portfolio of the Elements of Art photographs that are recorded by the student. • Critique of the Elements of Art. • Revision of Elements of art that are not properly emphasized. • Portfolio of composition styles. 	<p>Google Images</p> <p>Teacher Examples/ Lecture</p> <p>Photography textbooks</p> <p>Photoshop</p>

	<p><u>Information and Technology Literacy Frameworks:</u> <i>Information Processing</i> Apply information from a variety of sources and formats using evaluative criteria to interpret, analyze, organize and synthesize both print and non-print material.</p> <ul style="list-style-type: none"> • Develop and use personal and established criteria for selecting materials of appropriate breadth and depth of detail, format, illustrations, special features, level, content, purpose and intended audience. 			
<p>History of Photography 2 weeks</p>	<p><u>Visual Arts Standards Connections</u> Students will make connections between the visual arts, other disciplines and daily life.</p>	<ul style="list-style-type: none"> • analyze and compare characteristics of the photography within a particular historical period or style with ideas, issues or themes of that period or style. • Research and create a documentary presentation about a great photographer. 	<ul style="list-style-type: none"> • Critique • Essay • Presentation • Recreation photos 	<p>Internet</p> <p>Prior lessons on design</p> <p>Photoshop</p> <p>Presentation software</p>

	<p><u>Information and Technology Literacy Frameworks:</u> <i>Information Processing</i> Students will understand and demonstrate a command of information skills and strategies to locate and effectively use print, non-print resources to solve problems and conduct research.</p>	<p>Presentation Includes:</p> <ul style="list-style-type: none"> • Life and Professional History • Major Accomplishments • A critique about the work • 10 Visuals in a video format • 5 Photo Recreations 		
<p>Safety One Day</p>	<p><u>Information and Technology Literacy Frameworks:</u> <i>Responsible Use</i> Students will demonstrate the responsible, legal and ethical use of information resources, computers and other technologies.</p>	<ul style="list-style-type: none"> • Wear z87's to protect their eyes from photo chemicals • Use the chemicals appropriately to reduce the risk of mixing chemicals that could be harmful. 	<p>Students will list the safety precautions in the classroom as they watch a video. There will also be a whole class discussion.</p>	<p>“In the Blink of an Eye” Video</p>

<p>Pinhole Camera</p> <p>2-3 Weeks</p>	<p><u>Visual Arts Standards</u> <i>Elements and Principles</i> Students will understand and apply elements and organizational principles of art.</p> <p>Students will discover the different components and functions of the pinhole camera.</p> <p><u>Information and Technology Literacy Frameworks:</u> <i>Information Processing</i> Apply information from a variety of sources and formats using evaluative criteria to interpret, analyze, organize and synthesize both print and non-print material.</p> <ul style="list-style-type: none"> Organize, analyze and synthesize information to draw meaningful conclusions through written, oral, numeric and visual communications, independently 	<ul style="list-style-type: none"> Create a Camera Obscura Learn the different Parts of the Pinhole Camera Learn how F/16 Rule is used to record a photograph without using a light meter Calculate settings for a pinhole camera using Rayleigh's Formula Record a pinhole photograph Develop a pinhole photograph Bracket exposure time for a pinhole photograph Document information for a pinhole photograph Convert a negative to a positive pinhole photograph 	<ul style="list-style-type: none"> F/16 Quiz Rayleigh Formula Packet Pinhole Cookbook 	<p>Teacher visuals/lecture</p> <p>Teacher demonstrations</p>

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	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
35mm Film Photography 3 Weeks	<p><u>Visual Arts Standards</u> <i>Elements and Principles</i> Students will understand and apply elements and organizational principles of art.</p> <p>Students will discover the different components and functions of the 35mm camera.</p> <p><u>Information and Technology Literacy Frameworks:</u> <i>Technology Use</i> Students will operate and use computers and other technologies as tools for productivity, problem solving and learning across the content areas.</p> <ul style="list-style-type: none"> Identify evaluative criteria for making informed decisions about computers, peripherals and other technology tools. 	<ul style="list-style-type: none"> Record aesthetically pleasing compositions using prior knowledge of composition styles and the elements of art. Bracket f/stops and shutter speeds in order to record the optimum amount of light. Understand the developing process 	<ul style="list-style-type: none"> Portfolio Critique Photographs 	<p>Teacher handouts</p> <p>Great Photographers</p> <p>Design Information</p>

<p>Introduction To Photoshop</p> <p>1 week</p>	<p><u>Visual Arts Standards</u> <i>Media</i> Students will understand, select and apply media, techniques and processes.</p> <p><u>Information and Technology Literacy Frameworks:</u> <i>Assessment</i> Students will assess the effectiveness of their information and technology choices for problem-solving and communication.</p> <ul style="list-style-type: none"> • Assess, independently, whether their products meet established standards for process, product and presentation. 	<ul style="list-style-type: none"> • Explore the Photoshop program • Understand how to use the tools in Photoshop 	<ul style="list-style-type: none"> • Quiz • Project 	<p>Photoshop</p> <p>Teacher created packet that has guiding questions for students to use and find the answers in Photoshop during the exploration process.</p>

<p>Photoshop Technique</p> <p>2 weeks</p>	<p><u>Visual Arts Standards Connections</u> Students will make connections between the visual arts, other disciplines and daily life.</p> <p><u>Information and Technology Literacy Frameworks: Technology Use</u> Students will operate and use computers and other technologies as tools for productivity, problem solving and learning across the content areas.</p> <ul style="list-style-type: none"> • Produce a variety of products using advanced features of personal productivity software. 	<ul style="list-style-type: none"> • Research a technique to apply to a photograph • Write down the steps and teach the technique to the class step by step. 	<p>Digital image</p>	<p>Internet Photoshop Help Teacher</p>
<p>Photo Restoration</p> <p>1 Week</p>	<p><u>Visual Arts Standards Media</u> Students will understand, select and apply media, techniques and processes. Students will apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions</p>	<ul style="list-style-type: none"> • Scan and manipulate original photographs to create alternative digital images. • Restore and perfect old or damaged photographs using Photoshop tools and techniques. • Utilize the elements of art 	<p>Restoration photo</p>	<p>Scanned images Teacher demonstration</p>

	are realized.			
<p>Alternative Chemical Process</p> <p>2 Weeks</p>	<p><u>Visual Arts Standards Connections</u> Students will make connections between the visual arts, other disciplines and daily life. Students will compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines.</p> <p><u>Information and Technology Literacy Frameworks:</u> <i>Definition and Identification of Information Needs</i></p> <ul style="list-style-type: none"> Determine a course of action that demonstrates the selection of appropriate strategies and resources for accomplishing a task, independently. 	<ul style="list-style-type: none"> Create final prints using chemicals and alternative dark room processes Convert a digital image to a negative. Create a permanent image that is an ori using chemicals and UV light. Transfer an image on to paper using acetone 	<p>Cyanotype</p> <p>Acetone transfers</p>	<p>Teacher examples/lecture</p>

<p>Portrait Photography</p> <p>2-3 Weeks</p>	<p><u>Visual Arts Standards Connections</u></p> <ul style="list-style-type: none"> Students will make connections between the visual arts, other disciplines and daily life. Students will apply visual arts knowledge and skills to solve problems relevant to a variety of careers. <p>Information and Technology Literacy Frameworks: Definition and Identification of Information Needs</p> <ul style="list-style-type: none"> Determine a course of action that demonstrates the selection of appropriate strategies and resources for accomplishing a task, independently. 	<ul style="list-style-type: none"> Record portraits using lighting techniques to create a mood.. Utilize composition styles in order to add to the mood of a photograph. Implement Photoshop techniques to correct and perfect photos. 	<p>Portraits:</p> <p>Viewpoint Hands Eyes Mood Lighting Posture</p> <p>Collage</p>	<p>Portrait Studio</p> <p>Teacher Packet</p> <p>Internet</p> <p>Teacher questioning strategies and lecture</p> <p>Photoshop</p>

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