**Photography I & II Syllabus:**

**I. COURSE DESCRIPTION/Outline**  
This digital/fine art course concentrates on many areas of photography: in-camera technical skills, creativity, composition, and computer/digital imaging, darkroom developing, 35mm film photography, understanding of copyright and social responsibility and implications. Control of photo equipment and techniques, experimentation, problem solving, and portfolio development are critical to the course. Students needing to take a class in the digital arts will fulfill that requirement with this course. Students having already fulfilled the requirement for a digital arts class will receive fine art credit for this course.

This course requires 5 meetings in class every two weeks in addition to one to two hours of potential work outside of class. This time is dependent upon to the individual student's schedule and workflow. The assignments are designed to build technical skills and creative expression. It is crucial to keep up with every project, as the critiques for each assignment provide substantial information and feedback on each individual's work. Students not finishing work before a class critique will be responsible for finishing the project on their own and submitting their images on the course blog. Students will need to alert the teacher during the following critique that the previous images are ready for review.

Students coming into Photography will also learn aspects basic aspects of darkroom photography, including the use and proper handling of the 35 mm camera, light reading as a creative tool, developing and printing of negatives and mounting and preparation of photographs for exhibition. Additional creative and technical instruction will be presented through lectures, study of the great masters of photography along with the history of photography, in class critiques, as well as through individual discussions with the teacher. Instruction will advance in difficulty and include some alternative processes in photography and exploration of photography used as both a creative tool and for documentary photography.

Students coming into Photography will also learn aspects of digital photography, including the use and proper handling of the digital SLR camera, light meter reading, Adobe Lightroom ® and Adobe Photoshop ®. Additional digital creative and technical instruction will be presented through lectures, study of the great masters of digital photography along with the history of photography, in class critiques, as well as through individual discussions with the teachers. Instruction will advance in difficult and include some alternative processes in photography and exploration of photography used as both a creative tool and for documentary photography.

**II. MATERIALS PROVIDED**

Multiple Books/video presented during specific classes.  
Darkroom Equipment  
Development Equipment  
Photographic Chemicals  
DSLR camera  
SLR Camera  
35mm Film  
Adobe Lightroom ®  
Adobe Photoshop ®  
Computer

**III. MATERIALS REQUIRED**  
Semester 1- Spring term $85

1. journal for notes and handouts (supplied)  
2. DSLR camera (supplied)  
3. Color ink and paper for printing (supplied)  
4. SLR camera (supplied)  
5. Film, Paper, chemicals (supplied)  
6. Mat board (supplied)  
7. Computer programs (supplied)

8. Scanner

9. Basic items for scanning

$85 course fee each term covers any supplies needed for the course. This fee includes materials listed above and any additional needed for in class projects. Any additional props and supplies needed to complete projects beyond the required assignments are expected to be picked up independently. Any additional techniques you may want to attempt during the course may be included in your materials fee, but it is not definite. Please speak to Mrs. Lehmann if you have more questions.

**IV. GOALS** (*knowledge to be acquired, technical skills, etc., specific reference to DSLRs and state standards)*

The main purpose of this course is to continue the advancement students understanding of the visual arts, specifically photography.  Goals for a proficient level of development after two terms of instruction are: (American Content Standards for the Visual Arts: 2001):

**ARTISTIC PERCEPTION:  Standard 1**

Students perceive and respond to works of art, objects in nature, events, and the environment.  Students use the vocabulary of photography to express their observations.

**CREATIVE EXPRESSION: Standard 2**

Students apply artistic and photographic processes and skills, using a film and digital media to communicate meaning and intent in original photographs.

**HISTORICAL AND CULTURAL CONTEXT**: **Standard 3**

Students analyze the role and development of photography in past and present cultures throughout the world, noting human diversity as it *relates to visual arts and photography****.***

**AESTHETIC VALUING: Standard 4**

Students analyze, assess, and derive meaning from photographs, including their own, according to the elements of art, principles of design, and aesthetic qualities.

**CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS:  Standard 5**

Students apply what they learn in photography across all subject areas, developing competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. Students learn about careers in and related to photography.

In addition, students will be expected to explain or demonstrate:

a. how light works on paper and film  
b. use of the 35 mm camera, medium format camera, large view camera, digital camera, enlargers, studio lighting equipment, film/print scanners and various computer output devices  
c. computer manipulation of digital images  
d. standards of safety & health as they relate to the darkroom  
g. the photography of motion, still life, landscapes, & portraits  
h. darkroom manipulative techniques  
i. the principles and elements of composition as they apply to photography   
j. an understanding of craftsmanship & presentation of work  
k. individual style and creativity in their photographs   
l. creative problem solving   
m. a knowledge of the history of photography, study of the masters of photography  
n. the development and presentation of a fine art portfolio.

**V. UNITS OF STUDY *-***one term

**Unit 1: What is Light Anyways? (2 weeks)  
Artist:** Abelardo Morrell  
 **Tool:** Camera Obscura (Pinhole Camera): How does light work anyways?  
   
**Goal:** *Using a pinhole camera, create images understanding the basic technology of how a camera works, even with the most basic tools. This assignment will set the framework for all other photographic knowledge.* **Lessons:   
A.** How does a camera work? Camera Obscura, basic tools.   
**B.** Abe Morell’s vision.   
**C.** Take images with pinhole cameras. Work with movement. Work with stopping motion. **D.** Develop 2-3 images (negatives).   
**E.** Make positives of negatives (learn how the enlarger works). Negative/positive. Shutter & aperture.

**Unit 2: Within the Framework of Light (2 weeks)   
Artist:** Paul Toussaint (FA), Evan Vucci (CA), Richard Prince (copyright law), Noam Galai (stolen scream)

**Tool:** iphone, smartphone, iphod (smart device that takes photos)

**Goal:** *Learn the basics of 2D composition (subject placement, depth, perspective) and how to better integrate these three main components of 2D imagery into your photographs. Learn the best tools to acquire your images. Learn the best/safest way to share your photos. Discuss social responsibility and online photography. Copyright laws.*

**Lessons:   
A.** in class project: scavenger hunt. If your subject is the same, how can you make your image different from one another? Practice what you learned in class.   
**B.** Photograph an event/experience. Do you approach this event differently now that you’ve learned the basics of composition?   
**C.** How to import photos. What is Lightroom?   
**D.** Basic Editing in “library” module.   
**E.** How to export from Lightroom. How to upload to the pomfret blog for submission.   
**F.** Our first critique & Social Responsibility.

*\*\*midterms: All projects due to date must be handed in to be considered for grading this term.*

**Unit 3: Manipulating Light (3 weeks)  
Artist:** Linda Costa, Sergey Churkin,

**Tool:** DSLR, SLR

**Goal:***To learn how to adjust the aperture, shutter speed and ISO in an exposure. Students will learn specific techniques that apply to photography and learn how to manipulate the camera to record light for interesting/unique images/lighting situations. How to make photos of people more interesting (with/without props)- everyone gets a black or white cloth. How do you incorporate this simplicity into your image to make a commercial portrait more fine art? Use all the techniques for AV/TV mode into your photograph. Switch back and forth between the two. How to scan images.*

**Lessons:   
A.** In class: Stopping Motion (DSLR /TV), learn how different speeds of motion are recorded differently based on the speed the shutter releases. Shoot 1/60- 1/1000 for multiple moving subjects.   
**B.** In Class: Long exposure in light (DSLR/ TV): how does the aperture change? How is movement recorded? Is this similar to the pinhole camera? Why is ISO important?   
**C.** In Class Manipulating Aperture (SLR/ AV) and photographing portraits of your partners. Load film cameras. Take varying portraits of your partner. Shallow depth of field, deep depth of field. Full body, head and shoulder. Movement, energy, environment.   
**D.** Develop film.   
**E.** Print photographs. Print one of your favorites. Print one of your partners’ favorites.   
**F.** Mount, Hang in hallway & Critique   
**G.** In Class: Long exposure in darkness (DSLR/ M). Utilizing manual exposure, and drawing with light, how can we control what is exposed in our images? Reflective light and directional light. Shoot in the basement together during class to create unique images that purely exist in your camera. No one else can take the same image.   
**H.** Edit, Export, Critique

**Unit 4: Manipulating images (2 weeks)  
 Artist:** Antonio Mora (Pinterest), Maggie Taylor, Robert ParkeHarrison

**Tool:** Adobe Photoshop, Scanner

**Goal:** *To combine images scanned and input into the computer. Students will study surrealism* “resolve the previously contradictory conditions of dream and reality.” *and identify a story that they want to create/ song they want to illustrate. Students will scan in images, as well as vintage photosgraphs and create an image compilation in Adobe Photoshop to illustrate a story or an album/CD/Record cover (square)- Imagine Dragons. Incorporate ideas on surrealism presented in class on the various artists we studied.*

**Lessons:   
A**. Identify images/items for . Scan all appropriate items. Utilize items previously scanned. Identify background. Go through all your images looking for background subject and secondary images.   
**B.** Learn the basics of image layers. Learn the basics of selecting (marquee, lasso, quickmask).   
**C.** Learn opacity and layer modes.   
**D.** Add texture to unify the entire piece. **E**. (Add Text/Title of record and artist).   
**F.** Add your copyright.   
**G.** Resize and blog, Critique

*\*\*finals: print your portfolios- pdf in print in Lightroom. Review for final exam/critique. (1-2 class periods)*

**VI. METHODS OF ASSESSMENT** *(may include tests, portfolios, projects, essays, et*c.)  
1. notes, proof sheets, negatives, technical skills, organization, craftsmanship, problem solving effort, creativity, and matting are taken into consideration.  
2. Quizzes  
3. Portfolio contents and presentation  
4. Handouts/In class assignments

5. Journal entries, (written, visual, printed sheets, reflection etc.)

**VII. Methods to accommodate learning differences.**

**Considerations for students with learning differences:**

1.Pair/Group work utilizing peer assistance will be integrated into all classes for additional support for students to accommodate different learning styles and language needs.

2.Students with special needs will receive staff assistance when indicated.

3.Student evaluations will be based on individual needs and abilities with adjustments made where indicated.

*Demonstrations, simplified vocabulary, and instructional support will be provided through peer tutors, instructional assistant support, adapted instructional materials, and adjusted time allowances.*

**IX. CLASS PROCEDURES** *(missed assignments, make up work assignment forma*t)  
You are expected to attend this class every session. If you are absent, you must make up the time and/or the class work missed. The darkroom will be open for your use during free periods, after school, and on special request. Late assignments will be penalized with a grade reduction. The school policy will be followed for tardies and absences. This is a lab class, and missed classes, even for excused absences, puts the student, their peers, and the teacher at a severe disadvantage. If multiple missed classes becomes evident, then a reduction of grade will occur. The student will need to make every effort to make up the physical work missed, realizing that missing classroom time, peer discussion and critiques is something that cannot be made up.

**X. BEHAVIORAL EXPECTATIONS** *(and consequences)*

**Behavior:**1. You are expected to respect teacher authority  
2. You are expected to respect others and their property  
3. Do your clean up every day~ you are not the only one who uses the space.  
4. Be on time  
5. Follow directions  
6. Be safety conscious  
7. Bring your materials to class  
8. Spend extra time in the darkroom and digital lab taking images and editing photographs  
9. Take care of equipment and the labs  
10. Be accountable for your education. Listen in class. If you need more information, or don’t understand something, advocate for yourself and your education. Research information on the subject outside of class. Follow up on the class blog.   
11. Do your homework. Be responsible and write down assignments due the next class period if you cannot remember on your own. These projects are for your own learning. Be responsible for what you owe, what you do, and when you do it.

**Consequences:**\*\*Behavior issues will be dealt with by student-teacher conference, parental contact, and administrative referral if warranted. Behavior will be considered for final grading.

\*\*Homework and classwork issues will be dealt with by reduction in grade. More than one tardiness in project presentation/critique will result in a reduction of final grade by ½ a letter grade.

\*\*Tardiness to class will result in receiving points towards restrictions. Students with more than three unexcused tardies will receive points going forward for every tardy.