

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Arts Education (Orff Music, Visual Art, Media Arts, Dance, Instrumental Music, and Vocal Music) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Curriculum Map

Visual Art Photography

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

Draft

Curriculum Map

Visual Art Photography

Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
First Nine Weeks	The Teacher will: TTW	The Learner will: TLW	
Producing Art			
<p>Demonstrate understanding of the Technical Aspects of the Camera</p> <p>CLEs 1.1,1.2 SPIs 1.1.1,1.1.2</p>	<p>Demonstrate the use of the digital camera</p> <ul style="list-style-type: none"> • parts • functions • settings • proper exposure • aperture/f stop • shutter speed • ISO • Lens <p>Explain/Demonstrate the basics of digital editing and printing</p> <ul style="list-style-type: none"> • Color Balance • Value Contrast • File Size/Printed Size <p>Checks for Understanding Formative: 1.1,1.2 Summative: 1.1,1.2</p>	<p>Shoot a series of photos, focusing on format, point of view, technique and accurate use of the camera</p>	<p><u>Focus on Photography</u> by H. Joyner and K. Monaghan, Davis Publications, 2007 Pp:80-85</p> <p>http://electronics.howstuffworks.com/cameras-photography/digital/digital-photography.htm</p> <p>http://www.digitalphotographybasics.org/</p> <p>http://www.cambridgeincolour.com/tutorials.htm</p> <p>http://www.digital-photography-school.com/13-lessons-to-teach-your-child-about-digital-photography</p>
<p>Demonstrate Understanding of Art/Design Elements</p>	<p>Explain the use of elements and principles of design in exemplar photographs/artworks</p> <p>Model procedure of using critique format (describe, analyze, interpret, judge)</p> <p>Explain how art elements relate to photography</p> <ul style="list-style-type: none"> • line <ul style="list-style-type: none"> -line characteristics and personality -kinds of lines -implied lines -why/how the eye sees lines • shape/form 	<p>Create written and/or oral critiques of exemplary photographs/artworks</p> <p>Create group and/or individual 2-dimensional design projects related to specific elements</p> <p>Shoot a series of photos related to specific design elements</p>	<p><u>ArtTalk</u> by Rosalind Ragans (3rd or 4th edition) Chapter 2 (writing critiques using DBAE format); Chapters 4-7 (specific art elements)</p> <p>http://photoinf.com/General/Robert_Berdan/Composition_and_the_Elements_of_Visual_Design.htm</p> <p><u>Focus on Photography</u> by H. Joyner and K. Monaghan, Davis Publications, 2007 Pp:28-34</p> <p>http://www.cambridgeincolour.com/tutorials/depth-of-field.htm</p>

Curriculum Map

Visual Art Photography

Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
CLEs 2.1,2.2, 5.1 SPIs 2.1.1,2.1.2,2.2.1,2.2.2 5.1.1,5.1.2,5.1.3,5.1.4	<ul style="list-style-type: none"> -variety of types of shapes/forms -variety of sizes of shapes/forms -positive and negative space • space <ul style="list-style-type: none"> -division of picture plane -point of view -depth of field • texture <ul style="list-style-type: none"> -uses of texture -visual texture -real vs. invented textures -texture contrast • color <ul style="list-style-type: none"> -hue, value, intensity -warm vs. cool colors -simultaneous contrast -color balance -expressive color • value <ul style="list-style-type: none"> -Value contrast -Value scale <p>Checks for understanding Formative: 2.1,2.2, 5.1 Summative: 2.1,2.2, 5.1</p>		
Demonstrate Understanding of the Design Principles used in Photography	<p>Explain how art/design principles are used to effectively arrange compositions</p> <ul style="list-style-type: none"> • Balance <ul style="list-style-type: none"> -Formal vs. informal balance -Visual weight • Unity <ul style="list-style-type: none"> -Repetition -Style -Technique -Theme 	<p>Create group and/or individual 2-dimensional design projects related to specific design principles</p> <p>Shoot a series of photos related to specific design principles</p> <p>Create group and/or individual critiques of completed projects</p> <p>Compare and contrast the design qualities of selected artworks using the critique process</p>	<p>http://www.digital-web.com/articles/principles_of_design/ (includes links and suggestions for further reading and information)</p> <p><u>ArtTalk</u> by Rosalind Ragans (3rd or 4th edition) Chapters 8-11</p> <p><u>Focus on Photography</u> by H. Joyner and K. Monaghan, Davis Publications, 2007, Pp:35-48</p>

Curriculum Map

Visual Art Photography

Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
<p>CLEs 2.1, 2.2, 2.3, 2.4, SPIs 2.1.1,2.1.2,2.1.3,2.1.4,2.2.1,2.2.2,2.2.3,2.2.4,2.3.1,2.3.2,2.3.3,2.3.4,2.4.1,2.4.2</p>	<ul style="list-style-type: none"> -Harmony vs. Variety • Rhythm/Movement <ul style="list-style-type: none"> -Repetition -Line Quality -Leading the viewer's eye • Proportion <ul style="list-style-type: none"> -Proportion vs. scale -Expressive use of proportion • Emphasis <ul style="list-style-type: none"> -Creating emphasis -Center of interest <p>Checks for Understanding Formative: 2.1, 2.2, 2.3, 2.4 Summative: 2.1, 2.2, 2.3, 2.4</p>		
<p>Demonstrate Understanding of the Photographic Process</p>	<p>Discuss photography subjects / categories</p> <ul style="list-style-type: none"> • Conceptual • Photography in graphic design • Landscape • Photojournalism • Pictorialism (fine art) • Portraiture • Social issues • Narrative • Vernacular photography <p>Discuss ways to take photos in order to make personal selections</p> <ul style="list-style-type: none"> • Point of View <ul style="list-style-type: none"> -Physical -Psychological • Lighting <ul style="list-style-type: none"> -Natural -Artificial -Direction 	<p>Shoot photographs of a variety of subjects and make personal selections of ways to shoot each subject</p> <p>Develop a series of photographs based on one subject./category; incorporate personal selections of ways to shoot the subject(s); present series for individual and/or group critique(s); create a written reflection or artist's statement explaining the development of the series</p>	<p>http://en.wikipedia.org/wiki/Category:Photography_by_genre</p> <p>http://en.wikipedia.org/wiki/Photographic_lighting</p> <p>http://webdesignledger.com/inspiration/30-magical-examples-of-natural-light-photography</p> <p>http://www.betterphoto.com/gallery/dynoGall2.asp?catID=565&pageID=6&rows=10&contestCatID=&camID=</p> <p>http://www.digital-photography-school.com/blur-movement</p> <p><u>Focus on Photography</u> by H. Joyner and K. Monaghan, Davis Publications, 2007, Chapters 5-11</p>

RESOURCE KEY

TEXTBOOK: *The Photographic Eye*

MCSP: Memphis City School Prints

Interdisciplinary Units are available on MCS Webpage

Disclaimer: Product descriptions are recommended activities that can be supplemented by activities teaching the same concepts/skill

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Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
<p>CLEs: 3.1,3.2,3.3,3.4 SPIs: 3.1.1,3.1.2,3.1.3,3.1.4, 3.2.1,3.2.2,3.2.3,3.2.4, 3.3.4,3.4.1,3.4.</p>	<ul style="list-style-type: none"> • Depth of Field • Contrast • Movement <p>Discuss the creation of an exemplary portfolio for college admissions/scholarship applications</p> <p>Pursue opportunities for college representatives from a variety of institutions to make presentations and show examples of excellent/innovative student portfolios (this activity should take place throughout the year)</p> <p>Checks for Understanding Formative: 3.1,3.2,3.3,3.4 Summative:3.1,3.2,3.3,3.4</p>		
<p>Examination of Historical/Cultural Aspects</p>	<p>Explain how photography depicts authentic history</p> <p>Explain how photography both reflects and influences culture</p> <p>Discuss the contributions, themes, and styles of selected exemplary photographers from a variety of historical periods</p> <p>Explain the evolution of photography</p> <p>Explain the evolution of the camera</p> <p>Discuss History and Development of Digital Photography</p> <ul style="list-style-type: none"> • Technology-evolution and revolution • Analog to Digital Conversion • The digital image-a database of numbers • Processing Digital Files-software and hardware • Effects on Careers 	<p>Create written and/or oral critique(s) of selected exemplar photographs with emphasis on historical significance</p>	<p><u>Focus on Photography</u> by H. Joyner and K. Monaghan, Davis Publications, 2007, Chapter 1</p> <p>http://photo.net/history/timeline</p> <p>http://en.wikipedia.org/wiki/History_of_photography</p> <p>http://en.wikipedia.org/wiki/History_of_the_camera</p> <p>http://dir.yahoo.com/arts/visual_arts/photography/photographers/masters/</p> <p>http://www.zeroland.co.nz/photographers.html</p> <p><u>The History of Photography: From 1839 to the Present</u> by Beaumont Newhall (1982)</p>

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Visual Art Photography

Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
<p>CLEs 4.1.4.2, 4.3, 5.2, 5.3 SPIs: 4.1.1,4.1.24.2.1,4.2.2, 4.3.1, 5.2.1,5.2.2, 5.3.1,5.3.2</p>	<ul style="list-style-type: none"> Social Impact of Digital Imaging Comparisons to film photography <p>Checks for Understanding: Formative 4.1,4.2,4.3, 5.2,5.3 Summative: 4.1,4.2,4.3, 5.2,5.3</p>		
<p>Interdisciplinary Connections:</p> <p>CLEs: 2.3, 6.1 SPIs: 2.3.3, 6.1.1,6.1.2</p>	<p>Discuss utilitarian purposes of photography as applied to the sciences. Examples:</p> <ul style="list-style-type: none"> Astrophotography (Astronomy) Conservation Photography (Ecology) Digital Imaging (Computer Science/Mathematics) Forensic Photography (Criminology) Medical Imaging (Medical Sciences) Underwater Imaging (Marine Biology) <p>Checks for Understanding: Formative: 2.3, 6.1 Summative: 2.3,6.1</p>	<p>Learning groups and/or individual students produce brief oral and/or written presentations about a field where science and photography intersect</p>	<p>http://en.wikipedia.org/wiki/Forensic_photography http://en.wikipedia.org/wiki/Medical_imaging http://en.wikipedia.org/wiki/Conservation_photography http://en.wikipedia.org/wiki/Underwater_photography http://en.wikipedia.org/wiki/Astrophotography</p>
<p>Second Nine Weeks</p>	<p>The Teacher will: TTW</p>	<p>The Learner will: TLW</p>	
<p>PRODUCING ART</p>			
<p>Demonstrate Understanding of Digital Darkroom Techniques</p>	<p>Demonstrate:</p> <ul style="list-style-type: none"> Downloading Images Using the Workspace Open, manage, and save files Introduction to Tools Basics of using layers Basic Photo Corrections <ul style="list-style-type: none"> -Contrast -Color Corrections -Retouching Images Cropping Resolution and Image Size 	<p>Create, print, and evaluate digital photographs pertaining to selected subject matter/ theme</p> <p>Create a written reflection or reflections related to original photographs; such as written critiques, artist statements, poems, essays, or short stories</p>	<p>Classroom in a Book: Adobe Photoshop CS5, Adobe Press, 2010, www.adobe.com</p> <p>Software: Adobe Photoshop</p> <p>Photoshop CS5 for Windows and Macintosh: Visual QuickStart Guide by Elaine Weinmann and Peter Lourekas, Peachpit Press 2010</p> <p><u>Focus on Photography</u> by H. Joyner and K. Monaghan, Davis Publications, 2007, Chapter 4</p> <p>http://www.photoshopessentials.com/</p>

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Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
CLEs: 1.1,1.3 SPIs: 1.1.3, 1.3.1	<ul style="list-style-type: none"> Sharpening Basics of Printing <ul style="list-style-type: none"> -Mechanics of Printing -Paper Selection -Evaluating Prints Checks for Understanding: Formative: 1.1,1.2 Summative: 1.1,1.3		http://www.good-tutorials.com/ http://psd.tutsplus.com/
Demonstrate understanding of 2-Dimensional Design CLEs: 2.1, 2.4 SPIs: 2.1.3,2.1.4,2.4.2	Review design principles and how they are used to effectively arrange the art elements in compositions Checks for Understanding: Formative: 2.1,2.4 Summative: 2.1,2.4	Create group and/or individual 2-dimensional design project(s) related to specific design principles	http://www.digital-web.com/articles/principles_of_design/ (includes links and suggestions for further reading and information) <u>ArtTalk</u> by Rosalind Ragans (3 rd or 4 th edition) Chapters 8-11 <u>Focus on Photography</u> by H. Joyner and K. Monaghan, Davis Publications, 2007, Pp:35-48
Demonstrate an Understanding of the Creative Process in Photography Demonstrate an Understanding of the Use of Subjects for Photography	Discuss meaning/idea – explain the importance of subject/theme to the creative process Discuss composition/design – explain the importance of design to the creative process Discuss technique/technical aspects – explain the importance of technical aspects to the creative process Discuss Creative Problem Solving <ul style="list-style-type: none"> Exploration <ul style="list-style-type: none"> -Whole Brain Thinking -Seeing the Big Picture -Identifying Goals Generating Ideas/Brainstorming Implementation 	Create prints illustrating understanding of the components of the creative process Create a series of photographs focusing on a subject/theme/concept Create a written reflection or artist's statement	http://en.wikipedia.org/wiki/Category:Photography_by_genre <u>ArtTalk</u> by Rosalind Ragans (3 rd or 4 th edition) Chapters 1 http://en.wikipedia.org/wiki/Creativity#Creativity_in_art_and_literature http://en.wikipedia.org/wiki/Creative_Problem_Solving_Process <u>A Whole New Mind</u> by Daniel H. Pink, Riverhead Books, 2006

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Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
<p>CLEs: 3.4 SPIs: 3.4.1,3.4.4</p>	<p>Discuss the creation of an exemplary portfolio for college admissions/scholarship applications</p> <p>Pursue opportunities for college representatives from a variety of institutions to make presentations and show examples of excellent/innovative student portfolios (this activity should take place throughout the year)</p> <p>Checks for Understanding: Formative: 3.4 Summative: 3.4</p>		
<p>Demonstrate an Understanding of the use of Light in photography</p> <p>CLEs: 1.1,1.2 SPIs: 1.1.3,1.2.2</p>	<p>Demonstrate use of available/natural light in photography</p> <p>Demonstrate appropriate use of flash in photography</p> <p>Demonstrate proper use of tungsten and/or other forms of artificial lighting</p> <p>Checks for Understanding: Formative:1.1,1.2 Summative: 1.1,1.2</p>	<p>Create photographs demonstrating an understanding of the use of various light sources</p>	<p>http://en.wikipedia.org/wiki/Photographic_lighting</p> <p>http://webdesignledger.com/inspiration/30-magical-examples-of-natural-light-photography</p>
<p>Demonstrate an Understanding of Criticism/ Aesthetics Related to Photography</p> <p>CLEs: 5.1,5.2,5.3 SPIs: 5.1.4,5.2.4,5.3.4</p>	<p>Review critique process</p> <p>Discuss and model use of aesthetic theories in judging photographs</p> <ul style="list-style-type: none"> • Imitationalism • Emotionalism • Formalism <p>Checks for Understanding: Formative: 5.1,5.2,5.3 Summative: 5.1,5.2,5.3</p>	<p>Critique selected photographs/artworks with emphasis on aesthetic theories utilized in the step of judgment; critiques may be written and/or oral, and may include self and peer critiques, both individual and group</p>	<p>ArtTalk by Rosalind Ragans (3rd or 4th edition) Chapter 2</p> <p>Looking at Photographs by John Szarkowski, MOMA, 1976</p>
<p>Examining Historical/ Cultural Aspects</p>	<p>Discuss the expressive use of design elements and principles in selected works from a variety of historical periods</p>	<p>Create a photograph or photographs demonstrating understanding of the expressive use of elements and principles of design</p>	<p>http://en.wikipedia.org/wiki/Expressionism</p>

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Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
CLEs: 4.1,4.2 SPIs: 4.1.1,4.2.1,4.2.2,4.2.3	Checks for Understanding: Formative: 4.1,4.2 Summative:4.1, 4.2		
Interdisciplinary Connections CLEs: 6.1,6.2 SPIs: 6.1.1,6.1.4,6.2.1,6.2.2,6.2.3,6.2.4	Discuss how photographs can depict emotional states, moods, and feelings Discuss how photographs can provide psychological insights into the emotional state of a subject, or express the emotional state of the photographer Discuss the variety and nature of moods and emotions Checks for Understanding: Formative: 6.1,6.2 Summative: 6.1,6.2	Create one or more photographs depicting moods and/or emotions, demonstrating understanding of the expressive use of elements and principles of design	http://www.do2learn.com/organizationtools/EmotionsColorWheel/index.htm http://www.fractal.org/Bewustzijns-Besturings-Model/Nature-of-emotions.htm http://en.wikipedia.org/wiki/List_of_emotions http://en.wikipedia.org/wiki/Body_language
Third Nine Weeks	The Teacher will: TTW	The Learner will: TLW	
PRODUCING ART			
Demonstrate Understanding of Digital Darkroom Techniques CLEs:	Demonstrate: <ul style="list-style-type: none"> Review previous learning, reinforce as necessary Creating and using selections Creating and using masks Working with channels Blending Modes Using Filters Discuss the creation of an exemplary portfolio for college admissions/scholarship applications Pursue opportunities for college representatives from a variety of institutions to make presentations and show examples of excellent/innovative student portfolios (this activity should take place throughout the year)	Create, print, and evaluate digital photographs pertaining to selected subject matter/ theme Create a written reflection or reflections related to original photographs; such as written critiques, artist statements, poems, essays, or short stories	Classroom in a Book: Adobe Photoshop CS5, Adobe Press, 2010, www.adobe.com Software: Adobe Photoshop Photoshop CS5 for Windows and Macintosh: Visual QuickStart Guide by Elaine Weinmann and Peter Lourekas, Peachpit Press, 2010 Focus on Photography by H. Joyner and K. Monaghan, Davis Publications, 2007, Chapter 4 http://www.photoshopesentials.com/ http://www.good-tutorials.com/ http://psd.tutsplus.com/

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Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
1.1,1.3 SPIs: 1.1.3, 1.3.1	Checks for Understanding: Formative: 1.1,1.3 Summative:1.1,1.3		
Demonstrate understanding of 2-Dimensional Design CLEs: 2.1, 2.4 SPIs: 2.1.3,2.1.4,2.4.2	Review design principles and how they are used to effectively arrange the art elements in compositions Checks for Understanding: Formative:2.1,2.4 Summative:2.1,2.4	Create group and/or individual 2-dimensional design project(s) related to specific design principles	http://www.digital-web.com/articles/principles_of_design/ (includes links and suggestions for further reading and information) <u>ArtTalk</u> by Rosalind Ragans (3 rd or 4 th edition) Chapters 8-11 <u>Focus on Photography</u> by H. Joyner and K. Monaghan, Davis Publications, 2007, Pp:35-48
Demonstrate an Understanding of Criticism/ Aesthetics Related to Photography CLEs: 5.1,5.2,5.3 SPIs: 5.1.4,5.2.4,5.3.4	Review critique process Discuss and model use of aesthetic theories in judging photographs <ul style="list-style-type: none"> • Imitationalism • Emotionalism • Formalism Checks for Understanding: Formative:5.1,5.2,5.3 Summative:5.1,5.2,5.3	Critique selected photographs/artworks with emphasis on aesthetic theories utilized in the step of judgment; critiques may be written and/or oral, and may include self and peer critiques, both individual and group	<u>ArtTalk</u> by Rosalind Ragans (3 rd or 4 th edition) Chapter 2
Examining Historical/Cultural Aspects CLEs: 4.1,4.2,4.3	Discuss: <ul style="list-style-type: none"> • Evolution of Photographic Processes • Selected Alternative Processes (May include but are not limited to) <ul style="list-style-type: none"> -Cyanotypes -Gum Prints -Film Photography -Liquid Emulsion -Pinholes -Polaroid lifts and transfers -Salt prints -Wet darkroom techniques 	Create and present research on one or more alternative processes; and/or create photographic prints using one or more alternative processing techniques	http://www.alternativephotography.com/wp/processes http://en.wikipedia.org/wiki/Pinhole_photography http://photo.net/pinhole/pinhole.htm <u>Polaroid Manipulations</u> by Kathleen Thurmond Carr, Amphoto Books, 2002 <u>Focus on Photography</u> by H. Joyner and K. Monaghan, Davis Publications, 2007, pp. 267-278

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Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
SPIs: 4.1.1,4.1.2,4.1.3,4.1.4, 4.2.1,4.2.2,4.2.3,4.3.1,4.3.2 Optional: 4.3.3	Checks for Understanding: Formative: 4.1,4.2,4.3 Summative: 4.1,4.2,4.3		
Interdisciplinary Connections	Discuss: Intersection of Photography and other fine arts disciplines <ul style="list-style-type: none"> • Disciplines with features in common with photography <ul style="list-style-type: none"> -Film-making -Printmaking -Graphics/Illustration • Disciplines that utilize photography for documentation <ul style="list-style-type: none"> -Architecture -Dance -Sculpture -Performance Art -Theater -Painting -Music (performance) • Disciplines that may incorporate photography <ul style="list-style-type: none"> -Book Arts -Installations -Mixed Media Artworks -Theater (sets) Discuss how all arts disciplines employ the same design elements and principles; and, discuss how photography both influences and is influenced by other fine arts disciplines (Examples: Photographs inspired the Photorealistic style of painting; Surrealist photographers such as Jerry Uelsmann and Gregory Crewdson were inspired by Surrealist painters. A painter, sculptor, or printmaker may use photographs as source material	Create and present research on one or more intersections between photography and other fine art forms; and/or create a mixed media product (such as an art book) which incorporates original photographs	http://www.philobiblon.com/tutorials.shtml <u>Cover to Cover: Creative Techniques for Making Beautiful Books</u> , by Shereen LaPlantz, Sterling Books, 1998 http://www.smashingapps.com/2009/03/22/50-stunning-examples-of-architecture-photography.html http://www.noupe.com/photography/50-beautiful-examples-of-architecture-photography.html http://photo.net/learn/architectural/exterior http://www.princetonol.com/groups/iad/lessons/high/Pam-Mixed.htm <u>The Complete Guide to Altered Imagery: Mixed-Media Techniques for Collage, Altered Books, Artist Journals, and More</u> , by Karen Michel, Quarry Books, 2005

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Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
CLEs: 6.1,6.2 SPIs: 6.1.1,6.1.2,6.1.3, 6.2.1,6.2.2,6.2.3 Optional: 6.1.4, 6.2.4	Explain a photographer may use a work of architecture as subject matter.) Checks for Understanding: Formative: 6.1,6.2 Summative: 6.1 Optional: 6.2		
Fourth Nine Weeks	The Teacher will: TTW	The Learner will: TLW	
PRODUCING ART			
Demonstrate Understanding of Digital Darkroom Techniques CLEs: 1.1,1.3 SPIs: 1.1.3, 1.3.1	Demonstrate: <ul style="list-style-type: none"> Review previous learning, reinforce as necessary Scanning Compositing Images Typography Digital Drawing and Painting Checks for Understanding: Formative: 1.1,1.3 Summative:1.1,1.3	Create, print, and evaluate digital photographs/artworks pertaining to selected subject matter/ theme Create a written reflection or reflections related to original photographs; such as written critiques, artist statements, poems, essays, or short stories	Classroom in a Book: Adobe Photoshop CS5, Adobe Press, 2010, www.adobeexpress.com Software: Adobe Photoshop Photoshop CS5 for Windows and Macintosh: Visual QuickStart Guide by Elaine Weinmann and Peter Lourekas, Peachpit Press, 2010 Focus on Photography by H. Joyner and K. Monaghan, Davis Publications, 2007, Chapter 4 http://www.photoshopesentials.com/ http://www.good-tutorials.com/ http://psd.tutsplus.com/
Demonstrate understanding of 2-Dimensional Design CLEs: 2.1, 2.4	Review design principles and how they are used to effectively arrange the art elements in compositions Checks for Understanding:	Create group and/or individual 2-dimensional design project(s) related to specific design principles	http://www.digital-web.com/articles/principles_of_design/ (includes links and suggestions for further reading and information) ArtTalk by Rosalind Ragans (3 rd or 4 th edition) Chapters 8-11

Curriculum Map

Visual Art Photography

Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
SPIs: 2.1.3,2.1.4,2.4.2	Formative: 2.1,2.4 Summative:2.1,2.4		<u>Focus on Photography</u> by H. Joyner and K. Monaghan, Davis Publications, 2007, Pp:35-48
Demonstrate an Understanding of Criticism/ Aesthetics Related to Photography CLEs: 5.1,5.2,5.3 SPIs: 5.1.4,5.2.4,5.3.4	Review critique process Discuss and model use of aesthetic theories in judging photographs <ul style="list-style-type: none"> • Imitationalism • Emotionalism • Formalism Checks for Understanding: Formative: 5.1,5.2,5.3 Summative: 5.1,5.2,5.3	Critique selected photographs/artworks with emphasis on aesthetic theories utilized in the step of judgment; critiques may be written and/or oral, and may include self and peer critiques, both individual and group	<u>ArtTalk</u> by Rosalind Ragans (3 rd or 4 th edition) Chapter 2
Demonstrate an Understanding of Photography Related Careers Demonstrate an Understanding of Higher Education Requirements CLEs: 5.1 SPIs: 5.1.1,5.1.2,5.1.3,5.1.4	Discuss/demonstrate methods of researching information concerning career paths and educational opportunities involving the field of photography Pursue opportunities for college representatives from a variety of institutions to make presentations and show examples of excellent/innovative student portfolios (this activity should take place throughout the year) Discuss the creation of an exemplary portfolio for college admissions/scholarship applications Checks for Understanding: Formative: 5.1 Summative: 5.1	Create and present research concerning one or more career paths involving photography Evaluate their own work and the works of others in relation to the level of quality needed for college admission/scholarship applications	<u>Focus on Photography</u> by H. Joyner and K. Monaghan, Davis Publications, 2007 Career profiles, pp. 22 ,52 ,76, 100, 128, 154, 176, 200, 220, 242, 264 <u>ArtTalk</u> by Rosalind Ragans (3 rd or 4 th edition) Chapter 14 http://www.careeroverview.com/photography-careers.html http://www.ehow.com/list_6119346_list-jobs-photography.html http://www.brighthub.com/multimedia/photography/articles/36259.aspx
Examining Historical/Cultural Aspects	Discuss the current role of photography in our culture; discuss how photographs communicate ideas and opinions; discuss the global impact of current technologies; discuss implications of how photography may impact, and be impacted by cultural changes in the future.	Individual students or learning groups create a photograph or photographs, or a photo-montage, that communicates a point of view regarding the selected subject matter; present product for peer and teacher critique	Interdisciplinary Unit (Symphony Unit): http://www.mcsk12.net/aoti/ci/art/units.asp 20 th Century Expressions p.20, Lesson #4 Expressing Emotions Through Collage Concepts: Art Criticism-compare/contrast Design: rhythm, balance, harmony, unity, emphasis, variety, and contrast. Art Elements: line,

Curriculum Map

Visual Art Photography

Knowledge and Skills CLEs/GLE/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
CLEs: 4.1,4.2,4.3 SPIs: 4.1.1,4.1.4,4.2.1,4.3.1, 4.3.3	<ul style="list-style-type: none"> Global access to the Internet Graphic design/Web design Social Networking News Media Checks for Understanding: Formative: 4.1,4.2,4.3 Summative: 4.1,4.2,4.3		shape, color, form, space, texture, collage, innovation, modernization, abstract art <u>Visual Impact-Culture and the Meaning of Images</u> by Terence Wright, Berg Publishers, 2009 <u>The Image Factory</u> by Paul Frosh, Berg Publishers, 2003 <u>On Photography</u> by Susan Sontag, Picador, 2001
Interdisciplinary Connections CLEs: 6.1,6.2 SPIs: 6.1.1,6.1.2,6.1.3,6.1.4, 6.2.1,6.2.2,6.2.3,6.2.4	Discuss intersections of photography and the humanities (may include but not limited to: English, Creative Writing, History, Philosophy, Literature, Comparative studies in Religion, Economics, Cultural Anthropology, Sociology) Checks for Understanding: Formative: 6.1,6.2 Summative: 6.1,6.2	Select an area of the humanities and create a product or products that reflect an intersection of photography with that area. Example: English/Language arts: Write a series of poems that explore and expand upon the theme of a series of original photographs; display the poetry with the photographs. Display could be interpreted in a wide variety of creative ways- matting/mounting, creating an art book, or creating a three dimensional installation.	http://raysweb.net/haiku-spring/pages/09.html http://en.wikipedia.org/wiki/Cultural_anthropology http://en.wikipedia.org/wiki/Visual_sociology http://encyclopedia.jrank.org/articles/pages/1020/Photography-and-Society-in-the-20th-Century.html <u>A Creative Guide to Exploring Your Life: Self-Reflection using Photography, Art, and Writing</u> by Graham Ramsey and Holly Sweet, J. Kingsley Publishers, 2009