



School District of Marshfield

Course Syllabus

Course Name: Advanced Art Photography

Length of Course: Semester

Credits: ½ Credit

Course Description:

Students will continue to develop technical skill with digital SLR cameras and computer software to manipulate and refine images. The curriculum for this course includes the inventive use of light and photographic equipment to create art telling complex stories. With an emphasis on production, this course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics. Students will express themselves through the themes of studio work, self-portrait, time exposure, and conceptual, narrative, documentary and photojournalism photography. Students will analyze and critique photographs, discuss aesthetic issues, and relate historical styles in photography to their own work and that of other photographers.

Pre-Requisite: Student must have earned a "B" or better in Art Photography.

Learning Targets:

- Master the operation of Canon Digital Single Lens Reflex Cameras
- Apply rules of composition (rule of thirds, balance, framing, leading lines, repetition of shapes) to compose and crop final products.
- Gain a mastery of technical quality (focus, lighting stopping action, depth of field, equivalent exposures)
- Build and Strengthen Visual Literacy
- Develop knowledge of alternative processes of photography
- Use manual setting and creative modes of the camera to control camera based image-making
- Understand light, its effects, and its various forms used for creating mood and feeling in photographs
- Demonstrate understanding of using contact sheets to evaluate process and make adjustments
- Know how to write artist statements that explain the artists' process
- Observe, describe and critique photographs of others and their own
- Understand how to use and create pinhole photography
- Analyze a particular point of view, theme, purpose or cultural experience reflected in a work

- Learn advanced Photoshop and Illustrator techniques to create high quality images.
- Publish expressive photographs using art elements, including value, texture, contrast and depth.
- Publish expressive photographs using principles, including mood, emphasis, composition, and unity, to organize the art elements
- Analyze and compare photography using a variety of aesthetic approaches.
- Evaluate photography based on forming techniques, effective use of art elements and principles, impact of content, expressive qualities, and aesthetic significance.

College Readiness Learning Targets:

- Understand the overall approach taken by an artist (e.g., point of view, kinds of evidence used) in more challenging art works.
- Locate important details in masterworks and fellow artists.
- Identify clear relationships between people and ideas.
- Identify clear cause-effect relationships in the creation of artworks.
- Draw generalizations and conclusions about people, ideas, etc. in supplied example masterworks.
- Draw simple generalizations and conclusions using details that support main points of more challenging messages from master artists.
- Show understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt.
- Develop ideas by using some specific reasons, details, and examples
- Show some movement between general and specific ideas and examples
- Use simple and obvious but appropriate transitional words and phrases
- Present a discernible introduction and conclusion with little development

Topic/Content Outline-Units and Themes:

1. Camera Safety & Camera Modes Review (3 days)
 - A. Assessment of previous knowledge
 - B. Review camera use, etiquette, and safety practices
 - C. Review mode settings and their practical and artistic uses
2. Post-Processing Refresher (2 days)
 - A. Assessment of previous knowledge
 - B. Photoshop tool bars, color adjustments, selection tools, text tool

3. Lighting Sources & Situations (1 week)
 - A. Assessment of previous knowledge
 - B. Study of artificial light sources, natural light sources, light quality, time of day, fill flash, mirrors, reflectors, backlighting, strobe, etc.
 - C. View, discuss and analyze lighting used in images.
4. A Walk in My Shoes: Personal Narrative/ Photojournalism (2 weeks)
 - A. Narratives: How photographs tell a story
 - B. View professional photo narratives and analyze information
 - C. Story writing activity
 - D. Create 12-15 digital images that allow viewers to "Walk in Your Shoes"
 - E. Review "Camera Check-Out Policies"
 - F. (Photographs must be taken outside of class time)
 - G. Using Photoshop as a tool to strengthen narrative
 - H. Creating a visual storyboard
 - I. Study Art by Joseph Cornell, Lucas Samaras, Ashley Gilbertson ("The Shrine Down the Hall" Series)
5. Photomontage: Cubism and Expression (1 week)
 - A. Study the art of David Hockney, George Braque, Pablo Picasso, Paul Cezanne, Chuck Close
 - B. Using color, shape, texture, composition, overlapping space
 - C. Create a montage of prints to combine into one Image
 - D. Creating an Artist Statement: Writing with purpose
6. Surrealism & Space: Working with Layers (1 week)
 - A. Understanding and working with multiple layers in Adobe Photoshop
 - B. Study the art of Jerry Uelsmann, Sandy Skoglund, Dora Marr, Man Ray, Maurice Tabard, Rene Magritte and others artists of the Surrealist movement
 - C. Create Surrealism by combining multiple images in post processing as well as creating surreal space through the lens
 - D. Creating an Artist Statement: Writing with purpose
7. Typography and the Photograph: Connection to Self & School (2 weeks)
 - A. Understand typography/text as a design element and its relationship to photographic imagery
 - B. Mass Media, hidden messages, body image & fashion photography
 - C. Demonstrate understanding of color theory/ color relationships

- D. View, interpret and analyze magazine covers (National Geographic, TIME, Teen Magazine, Rolling Stone, etc)
 - E. Create a personal magazine cover
 - F. Study Alphonse Mucha, Annie Leibovitz (Disney & American Express)
 - G. Create poster designs for school ads, campaigns or public service announcements (with access to large format printer)
8. Family Ties: Photo Restoration and Portraiture (1 week)
- A. Connections with family
 - B. Portraiture & personal interviews (Pre and Post Photography Session)
 - C. Photographer's written reflection on process
 - D. Photo Restoration: Post processing, mending, stitching and color corrections on damaged photographs
 - E. Understanding etiquette and professionalism
9. Stop-Motion Video: The "Moving" Photograph (1 week)
- A. Study stop-motion shorts and music videos
 - B. Analyze and critique the stop motion work of professionals
 - C. Create a storyboard and write a script
 - D. Use Windows Movie Maker to edit and add sound
 - E. Understand Video Production/Moving Photo (video camera)
10. Photographic Sculpture (2 weeks)
- A. Turning shape into form
 - B. Using 2-dimensional ideas and images to create 3-dimensional forms
 - C. Understand the characteristics and limitations of sculptural materials such as plexi-glass and wood
 - D. Creating an Artist Statement: Writing with purpose
11. Integration of New Media and the Image (2 weeks)
- A. Incorporation of new media to create, post-process or develop images
 - B. Focus on new technology, social media, software and Web 2.0
 - C. Create photo-based images using Wacom Tablets
12. Alternative Photographic Techniques, Processes and Tools (2 weeks)
- A. Learn about the Pinhole Camera and its history, purpose, and use in photography
 - B. Create a Pinhole Camera
 - C. View art created by pinhole photographers and analyze light & texture

- D. Develop original art using film and the pinhole camera
 - E. (Possible connections to Worldwide Pinhole Photography Day)
 - F. Study Cyanotypes Artists: Amalia Amaki, Anna Adams
 - G. Create Cyanotype and/or gelatin prints using photosensitive chemicals and ultraviolet light on papers and fabrics
 - H. Learn about toning techniques to effect image/color quality
13. Community Connections and Our World Through the Lens (2 weeks)
- A. Community/Not-for-profit: Telling Their Story
 - B. Focus on documentary photography
 - C. Discuss ways that photographs have changed perception or shared information with audiences (World War I, World War II, Vietnam War)
 - D. Study art of Larry Burroughs, Jacob Riis, Imogen Cunningham, Dorothea Lang
 - E. Learn about the photographers of National Geographic Magazine
 - F. The shift from magazines to social networking/ internet
 - G. Creating an Artist Statement: Writing with purpose
14. Digital Portfolio (Ongoing)
- A. Publish completed work that displays evidence of growth, higher level thinking, technical skill and sophisticated design
 - B. Incorporate written personal artist statements for key pieces in portfolio
 - C. Develop a Written self-reflection on personal growth as an artist