

## **VISUAL ARTS DEPARTMENT**

## **ADVANCED PHOTOGRAPHY: COURSES #842 and #853**

### **Department Contact Information**

Leo Muellner, Director  
Visual Arts Department  
Acton-Boxborough Regional School District  
16 Charter Road  
Acton, MA 01720  
Phone: (978) 264-4700

### **The Department's Educational Philosophy**

---

Art is essential in education. Students engage in art production, art history, art criticism and discussion of aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

### **Guiding Principles**

The art curriculum does the following:

- Emphasizes development of students' skills and understanding of creating and responding.
- Teaches the language inherent in the four disciplines: art production, art history, art criticism, aesthetics.
- Enables students to apply both imagination and rational thinking to the making of art.
- Enables students to invent and explore multiple solutions to a problem.
- Enables students to understand the value of reflection and critical judgment in creative work.
- Promotes knowledge and understanding of the historical and cultural context of the arts – how world cultures have been influenced and shaped by the arts.
- Facilitates positive peer interaction, including receiving and using feedback.
- Encourages self-motivation to create and problem solve.
- Uses artistic literacy as a natural enhancement to learning in other content areas.
- Fosters positive attitudes toward art and opinions of other artists.
- Uses a variety of assessment methods to evaluate what students know and are able to do.
- Introduces career possibilities.

## **ADVANCED PHOTOGRAPHY: COURSE #842 and #853**

**Course Frequency:** #842: Semester course, meets alternate days

#853: Semester course, meets every day

**Credits offered:** #842: 1.25

#853: 2.5

**Prerequisite:** C- or better in Photography 1

### **Background to the Curriculum**

Advanced Photography has been offered in varying formats at ABRHS over the past twenty years. The existing curriculum was developed in 1994 by Liz Mackay. This course currently meets the following Massachusetts Art Curriculum Frameworks Standards: 1 (Methods, Materials and Techniques), 2 (Elements and Principles of Design), 3 (Observation, Abstraction, Invention and Expression), 4 (Drafting, Revising and Exhibiting), 5 (Critical Response), 6 (Purpose and Meaning in the Arts), 7 (Roles of Artists in the Community), 8 (Concepts of Style, Stylistic Influences, and Stylistic Change), 9 (Inventions, Technologies in the Arts).

### **Core Topics/Questions/Concepts/Skills**

Advanced Photography is taught as an art form. The technical and compositional considerations in Photography 1 are built upon in Advanced Photography. Additional emphasis is placed on seeking unique and personal ways to “see” and record images. Students are also introduced to new approaches, including but not limited to multiple exposures, Polaroid transfers, hand-colored images, computer-manipulated images, and aesthetic and technical considerations related to a variety of advanced film and paper types.

## Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] To build upon the technical processes of photography (camera, film and printing) introduced in Photography 1. Aesthetic considerations related to advanced film and paper type are also emphasized.	1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.
2] Contact Negative Printing: To explore an alternative printing process while reviewing the darkroom printing procedures. (High contrast printing for Photo 3)	9.3 Identify and describe examples of how artists make innovative use of technologies and inventions.
3] Still Life: To explore traditional and non-traditional approaches to working with still life while demonstrating a knowledge of limited depth-of-field and reviewing compositional considerations. (E. Steichen, R. Bernhardt, I. Cunningham, M. Kon)	1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects.
4] Thematic Study: To demonstrate the ability to pursue a theme of interest in depth. Images are to relate thematically and technically. Discovering how other artists work thematically will occur through research and will be presented through written and or verbal presentations. Thematic images will be mounted and exhibited with an artist statement. (H. Cartier-Bresson, Sally Mann, D. Arbus, M. E. Mark, S. Skogland)	1.14 Demonstrate a mastery of tools and techniques in one medium. 2.7 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style. 4.16 Organize and present an exhibit of a body of their own work to others. 5.9 Use published sources, either traditional or electronic, to research a body of work or an artist and present findings in written or oral form. 5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor. 6.5 Interpret the meanings of artistic works based on evidence from artists' biographies, autobiographies, or videotaped or written interviews.

<p>5] To explore alternative photography techniques, options for personal choice include but are not limited to solarization, weaving, multiple exposures and handcoloring. Polaroid transfers as option for Photo 3 and 4. (M. Ray, J. Uelsmann, D. Hockney, S Mutter)</p> <p>6] Documentary Photography, Photo Essay, Photo Journalism: To demonstrate the ability to capture and successfully record images that tell a story. (W. E. Smith, M. Bourque White, D. Lang, L. Hine, R. Capa, Weegee)</p> <p>7] Independent Challenge: To propose their own studio challenges, allowing for development of needed skills and personal interests to be explored. For students planning to pursue a career in photography, this process will allow students to develop needed portfolio work.</p>	<p>8.8 Identify the stylistic features of a given work and explain how they relate to aesthetic traditional and historical or cultural contexts.</p> <p>2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style.</p> <p>8.9 Identify examples of innovation and tradition in the arts and explain the works in relation to historical and cultural contexts.</p> <p>9.8 Evaluate the effectiveness of a particular technology to achieve an artistic effect.</p> <p>1.13 Demonstrate a mastery of tools and techniques in one medium.</p> <p>2.7 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style.</p> <p>3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D or 3D artwork that conveys a personal point of view about issues and ideas.</p> <p>4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles.</p> <p>7.8 Identify artists who have been involved in social and political movements and describe the significance of selected works.</p> <p>1.14 Demonstrate a mastery of tools and techniques in one media.</p> <p>2.16 Create artwork that demonstrates purposeful use of the elements and principles of design to convey meaning and emotion.</p> <p>2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style.</p>
--	---

<p><b>8]</b> Digital Photography: For Photo 3 and 4, to learn the process of working with a digital camera and related computer software and equipment. Comparing and contrasting the traditional 35mm camera and traditional darkroom process with the new digital photo technology will be an integral part of this challenge.</p>	<p>8.8 Identify the stylistic features of a given work and explain how they relate to aesthetic tradition and historical or cultural contexts.</p> <p>9.8 Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect.</p>
<p><b>9]</b> Self-Assessment and Criticism: To demonstrate the ability to analyze, critique, and assess one's own work and the work of others on an ongoing basis through research and gallery/ museum visits.</p>	<p>5.10 Critique their own work, the work of peers, and the work of professional artists and demonstrate an understanding of the formal cultural and historical contexts of the work.</p> <p>6.5 Interpret the meanings of artistic works based on evidence from artist's biographies, autobiographies, or videotaped or written interviews.</p> <p>8.9 Identify examples of innovation and tradition in the arts and explain the works in relation to historical contexts.</p>
<p><b>10]</b> The Studio Environment: To demonstrate proper care and use of tools, materials, and safety equipment.</p>	<p>1.5 Describe and apply procedures for the safe and proper maintenance of the workspace, materials, and tools.</p>

**Assessment**

- Student and teacher portfolio review
- Formal and informal critiques of student work
- Written assessment by students and teacher
- Understanding technical knowledge through short quizzes

**Technology Learning Objectives Addressed in This Course**

(This section is for faculty and administrative reference; students and parents may disregard.)

<b><u>Course activity: skills and/or topics taught</u></b>	<b><u>Standard(s) addressed through this activity</u></b>

**Materials and Resources**

Enlargers, visual prints, slides, books, videos, classroom computers, black and white film, print developing materials, photographic hand coloring materials, Polaroid transfer machine, color slides, Polaroid film, paper toning chemicals, safety equipment, filters and handouts are used in this course.