

# **Glen Ridge Public Schools –Visual & Performing Arts Curriculum**



**Course Title: Photo II**

**Subject: Visual & Performing Arts**

**Grade Level: 10-12**

**Duration: Full Year**

**Prerequisite: Photo I**

**Elective or Required: Elective**

## **Visual & Performing Arts Mission Statement:**

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student's sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

## **Course Description:**

### **Photography II**

Upon successful completion of Photography I, students will continue to refine their technical practices in black and white photography while experiencing new assignments in a scavenger hunt, reflections and shadows, portraiture, still life, photographic essays, digital photography. Each student must have the use of a 35mm and digital camera for the completion of all assignments. In addition to traditional photography, computer images will be generated through the use of digital cameras with Adobe Photoshop and Adobe InDesign. At the conclusion of the class, students will create a photo journal of all work using Adobe InDesign.

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## PHOTOGRAPHY II

### Topic/Unit: Advanced Film and Digital Photography in a Scavenger Hunt

Approximate # of Weeks: 8 (34-36 Weeks Total)

#### Essential Questions:

- What is black-and-white film photography and its effect on photography today?
- What is 35mm film and how is it exposed through a 35mm SLR camera?
- How does one operate a 35mm SLR camera with exposure and focus?
- How does one develop 35mm black-and-white film?
- How does one print the 35mm negative using an enlarger and chemicals in the darkroom?
- How does one operate a digital SLR camera or a camera phone to produce photos?
- How are digital images measured and what effect does resolution have?
- What are ways to upload images to a network?
- What software program is best for adjusting and printing digital images?
- What software program is best for composing a digital proof sheet of photos?
- Why and how printed photos are mounted using a dry mounting press?
- How will advanced photographers frame and compose shots?
- How can Adobe Photoshop and Adobe InDesign be used to print photography?
- How can a scavenger hunt be used to advance students with their photographic skills?
- What can a photo student learn about our environment by taking pictures in a scavenger hunt?

#### Upon completion of this unit students will be able to:

(List objectives with corresponding Standard Number)

1. Provide a foundation of knowledge and skills in the areas of photographic history, terminology, equipment and processing.
2. Provide an understanding of the role which photography plays in our society.
3. Attempt to instill within the student a desire to strive for creativity in his or her work and an appreciation for quality workmanship.
4. Demonstrate the knowledge necessary to differentiate between “good” and “bad” photography.
5. Demonstrate a knowledge of, and ability to operate, a 35mm camera.
6. Create an awareness of the current types of photographic equipment available today in order to make the student a more educated consumer.
7. Inform the student of the career opportunities available in industry and encourage their pursuit if the talent and interest exist.
8. Equip students with the knowledge and skills of digital camera use.
9. Define and describe the similarities and differences between digital and conventional film based photography.

New Jersey Core Curriculum Standards:

- 1.1 A 2
- 1.2D 1-4
- 1.3D 1-2
- 1.4B 1-2
- 1.5B 1

8.1 A 5-9

B 1

8.2 A 3

B 2

C 2-3

9.1 A 1-2

9.2 A 5

### **Interdisciplinary Standards**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 9.3 Career Awareness, Exploration and Preparation

### **Activities: SCAVENGER HUNT**

Photo II students must photograph from the following list of subjects in a scavenger hunt. Scavenger hunt subjects should dominate the composition. Be creative and imaginative. Look to capture subjects at different angles. Bright sunlight will help to make the subject appear stronger. Low or gray lighting will weaken the impact of the subject. Do not shoot pictures indoors. Get close and fill the frame! Think composition!

Sports Car, Motorcycle, Close-up of Bird, Gate, Close-up of Insect, Stain Glass Window, Street Sign, Flag, Mailbox, Musical Instrument, Close-up of Flower, Sycamore Tree, Sports Equipment, Fire Truck or Police Car, Policeman or Fireman, Church, Reflection, Shadow, Spider Web  
Extreme Perspective (ex. railroad tracks)

Requirements:

Photograph as many images as possible to complete ten (10) different subjects as prints. Film images can be same as digital images.

Film processing, proof sheet

2 Film Enlargements mounted (8x10). Your best negatives!

8 Film Enlargements mounted (5x7)

InDesign Digital Proof Sheet 16 Images

4 Photoshop Digital Images (5x7) mounted

4 Photoshop Digital Images (5x7) mounted

**Topic/Unit: REFLECTION AND SHADOW FILM AND DIGITAL PHOTOGRAPHY**

**Approximate # of Weeks: 7 (34-36 Weeks Total)**

**Essential Questions:**

How can reflections and shadows depict patterns and shapes?

What can a student learn about how a reflection and shadow are created with natural light and artificial light?

What surfaces can produce a reflection?

## **Activities: Reflections and Shadows**

Shoot a 24 exposure roll of 35 mm 400 film and 16 digital images on the topic of Reflections and Shadows.

The digital images can be put on Google Docs or downloaded from your camera's memory card.

### **SUGGESTIONS:**

- Study the sample photographs for ideas.
- Shoot only on bright days. Sunlight is essential for high quality, sharp reflections with good contrast.
- Focus on either the reflective surface or the reflection itself.
- Consider different reflective surfaces such as: glass, metal, water, plastic and mirror.
- Be careful that your image does not appear in the photograph unless you want it to be. Shooting at a slight angle will eliminate this problem.
- Consider distorted reflective images.

Students should look for elements of design created within all aspects of reflections.

Patterns, lines, shapes, contrasting tones, textures can all be found in reflections.

You should look at the sample photographs in class and try to find similar subjects in your environment.

Remember to select either a vertical or horizontal format depending upon the overall shape of the subject. Examine all possible angles and distance before taking the actual picture. Fill the frame with the subject so that you eliminate unnecessary backgrounds.

Most important to good exposure is to have the sunlight striking the main subject from the front (behind you). If the lighting is from behind the subject or the lighting is low you will not get good contrast in your negatives.

### **Requirements:**

Film Processing

Film Proof Sheet and 16 Image Digital Proof Sheet (InDesign)

2 Film Enlargements Mounted 8 x 10 (your best negatives)

6 Film Enlargements Mounted 5 x 7

8 Digital Enlargements Mounted 5 x 7 (Photoshop)

## **Topic/Unit: PORTRAITURE FILM AND DIGITAL PHOTOGRAPHY**

**Approximate # of Weeks: 7 (34-36 Weeks Total)**

### **Essential Questions:**

How does portraiture relate to patterns and shapes?

Why is it necessary to take portrait shots?

How can one adjust the composition in portraiture?

How can lighting create different moods and emotions?

How can expressions change the mood of the photograph?

What improvement can a photo II student achieve from the previous shoot?

**Objective:** Each student will select a model and shoot twelve (12) film exposures and eight (8) digital exposures. Four different poses are required and each pose must be bracketed (one f-stop above and one f-stop below what the meter reads). The term different pose means that the lighting, subject position, cropping, clothing or props are changed for each of the four pictures. Your pose selections should be professional and creative. Do not use props that would make your pose inappropriate.

Develop the roll of film and have your partner make the proof sheet.

Create a digital proof sheet in InDesign with your 8 digital images. Create a digital composite of close-up head shots in InDesign similar to display and mount.

School cameras will be used for this assignment only.

## REQUIRED FILM PRINTS:

- |                             |   |
|-----------------------------|---|
| 1 - 8 x 10 Film Print       | Pose from below mounted                                     |
| 2 - 5 x 7 Film Prints       | Two (2) different poses mounted                             |
| 2 - 3 x 5 Film Prints       | Two (2) different poses mounted with 1/4 inch white borders |
| 2 - Wallet Size Film Prints | Two (2) different poses mounted with 1/4 inch white borders |

## REQUIRED DIGITAL PRINTS: (Photoshop software only)

- |                                 |   |
|---------------------------------|---|
| 3 - 5 x 7 Digital Prints        | Three (3) different poses mounted with 1/4 inch white borders |
| 3 - 3 x 5 Digital Prints        | Three (3) different poses mounted with 1/4 inch white borders |
| 3 - 2 x 3 Wallet Digital Prints | Three (3) different poses mounted with 1/4 inch white borders |

## SELFIE PHOTO ASSIGNMENT

A selfie is a self-portrait photograph, typically taken with a hand-held digital camera or camera phone. Selfies are often shared on social networking services, but in this case they will be uploaded to your folder in the photo drive. They are often casual, and are typically taken with a camera held at arm's length.

### OBJECTIVE:

Create a technically sound, interesting selfie photograph that shows us more than just how you look. It could be funny, it could be serious, it would be great if it were creative!

### OVERVIEW:

Use a hand-held camera or phone to make a selfie photograph.

You will do better on this project if you work on it a little every day instead of trying to come up with something the last minute before it's due. Think about all of the examples we saw in class. What appealed to you? You can start by trying to imitate what you liked and then later adding your own personal flavor.

### TIPS:

Take more photos than you think you need (the more the better!) You will do much better by being able to choose from a selection than if you only took the minimum to turn in. The objective of this project is to get you to take a picture that you will care about - since you will be in it - that other people will also care about because of what you have decided to show us.

The more pictures you take, the more you will have to choose from. Photographers take A LOT of photographs. For every great photograph you see there are hundreds or thousands that didn't make the cut. If you do not have any ideas, start taking photographs, show them to your friends, and ask for suggestions. Remember natural light should be coming from behind the camera; with selfies the light should be in front of you.

### REQUIREMENTS:

Take at least 20 self-portraits to be uploaded to your folder.

16 Photo proof sheet using InDesign

Print 4 photos 5 x 7 in Photoshop and mount. Use the crop tool to get the exact size and 300 resolution.

## Topic/Unit: SPECIAL EFFECTS FILM AND DIGITAL PHOTOGRAPHY

**Approximate # of Weeks: 8 (34-36 Weeks Total)**

### Essential Questions:

What role does special effects have in our society and media today?

How can special effects change the composition, mood, tone and power of a photograph?

Why is necessary to create special effects in photography?

How can photo II students explore more advanced special effects in film and digital?  
What areas of Photoshop can be used to produce more advanced special effects?

**Objective:** Each student will create special effects in the darkroom from the list below. Follow the instructions to achieve the best results. Use your existing negatives from previous assignments. Using a negative that is not yours is not allowed. Mount each print after developing so that students can rotate in the darkroom. Each print should be marked on the back with the special effect name. Duplicate special effects of different images are not allowed. You may not use a negative more than once.

Requirements:

8 Enlargements Mounted (5 x 7)

Computer (Digital)

Each student will create special effects using Adobe Photoshop. Use your digital images from previous assignments. Additional digital images may be taken if necessary to complete the assignment. Students may select special effects from the list provided or may explore and create within the Photoshop application. Each print should be marked on the back with the Photoshop special effect. Images and special effects must be different.

Requirements:

8 Digital Prints Mounted (5 x 7)

## COLORING

Using colored pencils and working very lightly, blend the color in part or all of one of your photographs. You must make a print on matte finish enlarging paper. Do not use the enlarging paper that you have been using, since the colored pencils will not adhere to the glossy finish. All test strips must be made on this paper.

Procedure:

1. Select a scene, person or object and make a print on the special paper. Don't choose a pattern photograph, the results are not as effective.
2. Dry the photo and begin to experiment with the colored pencils on the white border of the print. Work very lightly at first, it is easier to go over an area a second or third time than to erase an area that is too dark.
3. Trim off the borders and mount the photo.

## COMPOSITE

A composite print is made from arranging four identical 3 x 5 prints together to form an abstract graphic design. The original subject is often lost by the power of the overall effect. Two of the small photos are made normally and two are made with the negative dull side up. It is strongly recommended that you make every effort to complete all four prints in one period to avoid tone and magnification variations.

Procedure:

1. With the assistance of the instructor select a negative
2. Make test strips for a 3 X 5 print at the dimmest f/stop for 15 seconds
3. Make two full normal prints
4. Turn the negative dull side up being certain to keep the composition and magnification the same
5. Make test strips at the same time as the previous prints but don't be surprised if the exposure varies by one or two seconds
6. Make the third and fourth prints
7. After drying the four prints, accurately cut off all white borders
8. Arrange the photos into the strongest design possible
9. Tape photos together with masking tape and mount as one photo using one piece of dry mounting tissue (look at sample)

## DISTORTION

By tilting the easel or curving the focusing paper you can distort or stretch a normal photograph into an eye catching image. Tilting the easel at a 60 degree angle or more as an 8 X 10 image is necessary to achieve proper results. Curling or curving the focusing paper without the aid of an easel and taping it into position will serve as a form for test strips and full sheets of photographic paper.

Procedure:

1. Select a recognizable subject from one of your negatives, a person, building, bicycle, car or scene.
2. Experiment with the easel and the focusing paper and select the most effective distortion
3. Focus on the main point of interest since other areas of the photo may now be out of focus
4. Make test strips at your regular f/stop and time
5. Dodging the areas of the image that are closer to the enlarger lens is necessary since the light will be stronger and may make the image darker in those location

## MEZZOTINT

This technique utilizes one of your existing negatives in combination with a piece of plastic called a special effect screen. The screens are available with different patterns and designs and when placed on top of the photographic in the contact printing frame will appear in your photograph.

Procedure:

1. Select a scene, building, person or object
2. Select a screen that you feel has a pattern that is compatible with the subject
3. Avoid using a screen with a pattern that shows up stronger than the photograph
4. Make test strips using the contact printing frame by laying the screen down on top of the test strip
5. Close the glass and press it down for the entire exposure time
6. Use an f / stop one brighter than you would use for a normal enlargement and an exposure of about 30 seconds

## REVERSAL

Lay out all of your negatives on the light table and select the image that looks the best as a negative. This will usually give you the most accurate preview of what the final print will look like. The one that you select will usually yield the strongest final print. A reversal print looks like a negative, the tones are all opposite. Blacks in the negative are black in the final print and all clear areas of the negative are white in the final photograph.

Procedure:

1. Make a normal enlargement with the negative that you have selected.
2. After drying the print, place the print face down in the contact printing frame.
3. Place a test strip face up under the print.
4. Close the glass and expose the test strip at the brightest f/stop for about 30 seconds.
5. Continue to make tests until the tones are exactly the opposite of the original print.

## SOLARIZATION

A solarization is a high contrast print which has been exposed by the overhead darkroom lights while it is in the developer tray.

The resulting image has a look similar to that of a reversal but a fine white line (Sabatier Line) exists where dark black areas meet the newly exposed white areas.

Procedure:

1. Select a high contrast negative and make test strips using the #5 filter
2. Make a full print and begin to develop normally
3. After the print has been face down in the developer for thirty seconds and face up for thirty seconds lift it up and lay it back down to remove any air bubbles that have formed on the surface
4. The overhead white light must be flashed on for one second
5. Continue developing for the remaining thirty seconds and drip for five seconds
6. From this point on all processing is normal

## CROPPING

Cropping is to cut unwanted objects out of a photograph. If you look for good composition before you snap the shutter, your photograph will be easier to print. Cropping existing prints to their essentials will help your viewfinder eye become more critical when you set up future compositions. Cropping a print means leaving something out to make the picture clearer and simpler. Almost every print benefits from cropping.

Darkroom Exercise:

Print one of your negatives in its entirety at 5 x 7. Next examine the full image and print a section of the photograph at 5 x 7 by cropping unwanted parts of the photograph. Finally, crop and print a smaller section of the photograph at 5 x 7. Prints can be either vertical or horizontal.

Mount finished prints on 10 x 13 board with or without white borders.

## DOUBLE EXPOSURE

Double exposures are sometimes used to produce a psychedelic effect. A double exposure can express some meanings better than a single exposure. Examine your existing negatives and look to see which negatives can be merged into a double exposure. An example would be printing a portrait image on to a landscape or city scene.

Darkroom Exercise:

Print your first negative at 5 x 7 as a light to medium tone test strip and develop. Write down the f-stop and exposure time. Do the same for the second negative. Then print both negatives on 5 x 7 photo paper one at a time. Be careful not to expose the photo paper while setting up for the second exposure. Develop the print after both exposures are made. If you don't succeed, try again.

Mount finished print with or without white border.

## Topic/Unit: PHOTO JOURNAL DIGITAL PHOTOGRAPHY

**Approximate # of Weeks: 6 (34-36 Weeks Total)**

### Essential Questions:

What is the primary purpose of creating a photo journal?

What program will one learn in the production and how is it related to publishing?

How can one use the skills acquired from creating a photo journal?

How can a photo II students increase their skills with Adobe InDesign?

**Objective:** Create 20 Pages plus Cover (minimum) – Binder with 10 Acetate Sheets (school supplied)

Description of Contents:

Collection of photos to include photo assignments such as: Patterns & Shapes, Architecture, Portraits, Special Effects, Scavenger Hunt, Reflections & Shadows, People, Spring Scenes, plus other.

All film images developed in the darkroom and mounted are to be scanned and converted to digital images and included in photo journal (minimum of 20 prints required). If students no longer have mounted film images, photos can be re-printed for inclusion.

Use creative writing with photos such as poems, quotes, short stories, song lyrics, captions, titles.

Pages must be created using InDesign and Photoshop. Create 20 page document using InDesign.

Creative layouts can be made by using decorative frames and clip art from Microsoft Word and downloaded from the Internet. Special effects from InDesign such as drop shadow, overprinting, reverse type, etc. are encouraged in the layouts.

Please Note: Do not print pages until teacher approval.

Grading:

Students will receive a grade for 4 page increments – 5 grades, plus a final double grade for the overall project.

### **STEAM Activities (Visual Arts):**

“STEAM represents how all topics in subject areas relate to each other and to the real world.”

Although STEAM activities are relatively new to education, the photography curriculum includes assignments that exemplify STEAM in science & technology through engineering and arts in mathematical elements.

### **Enrichment Activities:**

- Creation of a digital “Photo Journal” of all work accomplished during the course with a memorable and lasting loose leaf book.
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### **Methods of Assessments/Evaluation:**

- Rubric
- Submitted mounted photos with teacher comments and grades
- Display of student photos
- Visual observation and critique

### **Resources:**

- Student project examples
- Digital/internet visuals of professionals
- Professional photo print journals

### **Online Resources:**

- Teacher webpage
- <https://www.youtube.com> (camera and darkroom operation)
- Google search for InDesign and Photoshop techniques

