

Secaucus
Board
of Education

Digital Photography

Course Code: 8121

Fine Arts



*Born on December 2016
Aligned to the NJSLs for Visual and Performing Arts (2014), Technology, ELA (2016), and 21st Century Life and
Careers*

Adopted by the Secaucus Board of Education on January 19, 2017

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

This is an intensive study of photographic techniques. Students learn the basics of photography: composition, light, chemistry and historical importance. Use of digital cameras and photo-manipulation software will be taught. Students are expected to keep a sketchbook/portfolio for evaluation and are expected to be part of a group discussion to help develop their creative interpretation. A summative presentation of a student created PowerPoint based on influential artists is also a requirement. DSLR (digital) cameras are encouraged. A flash drive is required.

Interdisciplinary Connections

NJSLS – Technology:

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

NJSLS – Mathematics:

- G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
- G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

NJSLS – ELA:

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Career Ready Practices:

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Domain: Art		
Cluster: Photography -Unit I- Introduction to The History of Photography.		
Standards: ARTS 1.2.12.D.4, ARTS 1.4.12.A.1, ARTS 1.4.12.A.2, ARTS 1.4.12.A.3,		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>“One picture is worth a thousand words”. The technological advancements of the medium have evolved and changed the medium from artistic expression to a powerful communication tool.</p>	<p>Understanding how photography is present in our lives: how images affect an audience’s perception of events or substance is crucial to the student of photography In our world today, we are flooded with photographic images communicated thru both print and the digital/electronic media. What is the intended Meaning of Visual Images, Themes and Ideas in Photography? How is photography an Art form? How is photography able to influence people? How has photography evolved?</p>	<p>I. <u>Introduction to The History of Photography.</u> A. <u>Students will be introduced to the history of photography</u> 1. Correlation between science and photographic equipment a.) Chemistry b.) Industrialization c.) Optical advancements 2. Timeline of famous photographers 3. Relationship between world events and the growth of photography. a.) advances in technology b.) political events c.) cultural events B. <u>Photography Themes throughout history.</u> 1. Portraiture 2. Landscape 3. Architecture 4. Documentation of the social landscape 5. Photojournalism 6. Advertising</p>
Assessments		

<p>Classroom participation Class discussion. Timely completion of assigned work.</p>	
<p>Equipment Needed - Network Access, Promethean Board, Internet access, library of photography books and prints.</p>	<p>Teacher Resources: www.Kodak.com www.Eastmandhouse.org http://www.icp.org/ www.Moma.org http://www.photographymuseum.com/ http://photography.nationalgeographic.com/photography/image-collection/ http://www.archives.gov/historical-docs/ http://siarchives.si.edu/blog/photography-smithsonian</p>

Domain: Art		
Cluster: Photography –Unit II-Introduction to Photography		
Standards: ARTS 1.3.12.D.2, ARTS 1.3.12.D.4, ARTS 1.3.12.D.5, ARTS 1.4.12.A.2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Will students learn the terminology and vocabulary of photography, film and the darkroom experience?	Using vocabulary and terminology specific to the photography experience is crucial to the students' growth as both an artist and a technician.	II. <u>Introduction to Photography</u> A. <u>Using language of the photographer.</u> <ol style="list-style-type: none"> 1. Photography specific vocabulary <ol style="list-style-type: none"> a.) Chemistry b.) Cameras c.) Darkroom 2. Art related vocabulary <ol style="list-style-type: none"> a.) The elements of art b.) Principles of design c.) Presentation techniques 3. Technology terms and vocabulary <ol style="list-style-type: none"> a.) Cameras-imagining b.) Image-storage c.) Image-sharing d.) Advances in digital imaging
Content Statements		
What is photography? Seeing the photographer as both an artist and a technician.		
Assessments		

Classroom participation Class discussion. Timely completion of assigned work. Darkroom maintenance. Notebook/folders/worksheets Tests: quarterly/midterm/final Portfolio/self-assessment	
Equipment Needed - Network Access, Promethean Board, Internet access, and darkroom access, examples of film, cameras, chemicals, and safety equipment.	Teacher Resources: www.youtube.com www.Kodak.com www.Eastmandhouse.org

Domain: Art		
Cluster: Photography –Unit III-Introduction to Cameras and Equipment		
Standards: ARTS 1.3.12.D.2, ARTS 1.3.12.D.3		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Can the students learn the use and care of photography equipment?</p> <p>Content Statements</p> <p>How is the camera an extension of the human eye? What are the common components in all cameras? • What are the various camera types and special uses? • How does the photographer operate the camera controls?</p>	<p>Following safety rules prevents personal injury to the photographer and the other members of the class.</p>	<p>III. <u>Introduction to Cameras and Darkroom Equipment</u></p> <p>A. <u>Introduction to Photography Equipment.</u></p> <ol style="list-style-type: none"> 1. Cameras <ol style="list-style-type: none"> a.) Film, traditional 35MM <ol style="list-style-type: none"> 1.) Basic 2.) Advanced, Single-Lens Reflex b.) Digital <ol style="list-style-type: none"> 1.) Simple 2.) Digital SLR B. <u>Darkroom equipment</u> <ol style="list-style-type: none"> 1. Enlarger 2. Chemicals 3. Filters 4. Safelight 5. Workstations C. <u>Digital equipment</u> <ol style="list-style-type: none"> 1. Memory cards 2. Flash drives 3. Software/computer 4. Printers
Assessments		
<p>Classroom participation Class discussion. Timely completion of assigned work. Darkroom maintenance.</p>		

Notebook/folders/worksheets Tests: quarterly/midterm/final Portfolio/self-assessment	
Equipment Needed - Network Access, Promethean Board, Internet access, and darkroom access, examples of film, cameras, chemicals, and safety equipment.	Teacher Resources: www.youtube.com www.Kodak.com www.Eastmandhouse.org

Domain: Art		
Cluster: Photography –Unit IV- Introduction to Cameras.		
Standards: ARTS 1.3.12.D.2, ARTS 1.3.12.D.4, ARTS 1.3.12.D.5, ARTS 1.4.12.A.2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Will the students understand the differences between a traditional film and a digital camera?</p>	<p>Advancements in science affect our lives in unexpected ways.</p> <p>Every day and world events are now captured digitally as they take place. Photography and digital media have forever changed the dissemination of the news.</p>	<p>IV. <u>Introduction to Cameras.</u></p> <p>A. Film-based, traditional</p> <p>1.) Simple/Fix</p> <p>a.) The basic s</p> <p>b.) Using available controls</p> <p>2.) Advanced, Single-Lens Reflex</p> <p>1. Basic parts</p> <p>2. Advanced controls</p> <p>1.) Shutter speeds</p> <p>2.) Aperture</p> <p>3.) Light Meter</p> <p>4.) Lens</p> <p>3.) Film</p> <p>a.) Loading</p> <p>b.) Removal from camera</p> <p>B. Digital Cameras</p> <p>1.) Simple</p> <p>a.) Basic parts</p> <p>b.) Using available controls</p> <p>c.) Image capture</p> <p>C. Digital SLR</p> <p>1.) Advanced controls</p> <p>2.) Shutter speeds</p>
Content Statements		
<p>The mechanical and practical differences between a traditional camera and a digital camera are the result of advancements in technology.</p>		
Assessments		
<p>Classroom participation</p> <p>Class discussion.</p> <p>Timely completion of assigned work.</p> <p>Darkroom maintenance.</p> <p>Notebook/folders/worksheets</p> <p>Tests: quarterly/midterm/final</p>		

Portfolio/self-assessment	3.) Aperture 4.) Light Meter 5.) Lens
Equipment Needed - Network Access, Promethean Board, Internet access, cameras, memory cards, flash drive, and a flash drive reader.	Teacher Resources: www.youtube.com www.Kodak.com www.Eastmandhouse.org

Domain: Art		
Cluster: Photography –Unit V- Understanding Black and White Film		
Standards: ARTS 1.3.12.D.2, ARTS 1.3.12.D.4, ARTS 1.3.12.D.5, ARTS 1.4.12.A.2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Will the students be able understood how black and white film works?</p> <p>Content Statements</p> <p>Understanding the selection and proper use and handling of black and white film will allow the student to capture images and print successfully in the darkroom</p>	<p>The importance of the integration of art and science in photography is evident in the materials we use.</p> <p>Understanding and safety when using chemicals is important to the artist.</p>	<p>V. <u>Understanding Black and White Film.</u></p> <p>D. Types of film</p> <ol style="list-style-type: none"> 3. Speed 4. Brands <p>E. Film in camera</p> <ol style="list-style-type: none"> 1. Loading 2. Removal from camera <p>F. <u>Processing Black and White Film</u></p> <ol style="list-style-type: none"> 1. Loading the film to develop <ol style="list-style-type: none"> a.) Changing Bag b.) Darkroom c.) Optional space 2. Understanding film chemistry <ol style="list-style-type: none"> a.) Relationship of film and chemicals b.) Mixing and preparing the developing chemicals <ol style="list-style-type: none"> 1.) D-76 2.) Fixer c.) Understanding the relationship of time and temperature. 3. Understanding and following all safety procedures and precautions 4. Review <p>G. <u>Process a roll of film</u></p>
Assessments		
<p>Classroom participation Class discussion. Timely completion of assigned work. Darkroom maintenance. Notebook/folders/worksheets Tests: quarterly/midterm/final Portfolio/self-assessment</p>		

<p>Equipment Needed - darkroom access, examples of film, cameras, chemicals safety equipment, changing bag, mixing sticks, can openers, scissors, thermometers, temperature-controlled water, funnels, film tanks, film clips, and water source. Review sheets for students.</p>	<p>Teacher Resources: www.youtube.com www.Kodak.com www.Eastmandhouse.org</p>

Domain: Art		
Cluster: Photography –Unit VI Introduction to Paper Processing		
Standards: ARTS 1.3.12.D.2, ARTS 1.3.12.D.4, ARTS 1.3.12.D.5, ARTS 1.4.12.A.2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Will the students understand the how to process a simple contact sheet from their negatives?</p>	<p>Advancements in science affect our lives in unexpected ways.</p> <p>Every day and world events are now captured digitally as they take place. Photography and digital media have forever changed the dissemination of the news.</p>	<p>VI. <u>Introduction to Paper Processing</u> <u>Processing a Black and White Contact sheet.</u></p> <p>A. <u>Understanding of chemicals</u></p> <ol style="list-style-type: none"> 1. Dektol Developer 3. Fixer 4. Stop Bath 5. Rinse <p>B. <u>Mixing the chemicals</u></p> <ol style="list-style-type: none"> 6. Understanding time and temperature 7. Understanding of safety procedures. 8. Proper setup of processing trays at workstation. <p>C. <u>Photographic Paper</u></p> <ol style="list-style-type: none"> 1. Understanding the chemical coatings and light sensitivity 2. Types of image and negative contrast 3. Working with the Amber/Safelight <p>D. <u>Creating a Black and White contact sheet</u></p> <ol style="list-style-type: none"> 1. Teacher demonstration of process 2. Select negative based on qualities <ol style="list-style-type: none"> a.) Technically sharp b.) Artistic 3. Using the Darkroom Equipment
Content Statements		
<p>The contact sheet is the most basic of all paper-printing processes of the darkroom.</p>		
Assessments		
<p>Classroom participation Class discussion. Timely completion of assigned work. Darkroom maintenance. Notebook/folders/worksheets Tests: quarterly/midterm/final</p>		

Portfolio/self-assessment	<ul style="list-style-type: none"> a.) Using the enlarger b.) Using a safelight c.) Setting up the chemicals d.) Using contact printer holder e.) Careful use of paper <ol style="list-style-type: none"> 4. Proper use of the relationship of time and temperature and light exposure. <ul style="list-style-type: none"> a.) Understanding paper and chemical reactions b.) Understanding paper and controlling light 5. Understanding and following all safety procedures and precautions 6. Storage and cleanup procedures 7. Review 8. Develop a contact sheet
<p>Equipment Needed - darkroom access, negatives, chemicals, safety equipment, photographic paper, developing trays, Safelight, enlarger, timer.</p>	<p>Teacher Resources: www.youtube.com www.Kodak.com www.Eastmandhouse.org</p>

Domain: Art		
Cluster: Photography –Unit VII- Introduction to Processing a Black and White Enlargement.		
Standards: ARTS 1.3.12.D.2, ARTS 1.3.12.D.4, ARTS 1.3.12.D.5, ARTS 1.4.12.A.2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How will the students process black and white photo prints in the darkroom.</p>	<p>Science, (chemistry) and art (photography) are clearly connected.</p>	<p>VII. <u>Introduction to Processing a Black and White Enlargement.</u></p> <p>A. <u>Using the enlarger.</u></p> <ol style="list-style-type: none"> 1. The parts <ol style="list-style-type: none"> a.) The negative carrier b.) The aperture c.) The height adjustment knob d.) The fine focus control e.) The timer <p>B. <u>Understanding the “negative” reversal process</u></p> <ol style="list-style-type: none"> 1. <u>Selecting a negative based on quality</u> <ol style="list-style-type: none"> 2. Technical 3. Artistic <p>C. <u>Photographic Paper</u> :Teacher demonstration of process</p> <ol style="list-style-type: none"> 1. Understanding the chemical coatings and light sensitivity 2. Types of image and negative contrast 3. Working with the Amber/Safelight 4. Proper use of the relationship of time and temperature and light exposure. <ol style="list-style-type: none"> f.) Understanding paper and chemical reactions g.) Understanding paper and controlling light 5. Understanding and following all safety procedures and precautions <p>D. <u>Setting up the enlarger</u></p> <ol style="list-style-type: none"> 1. Positioning the negative in the frame 2. Maximum focus
Content Statements	<p>Seeing the beauty of a first print is often the strongest e memory of the darkroom photographic experience.</p>	
<p>Following a teacher demonstration, the students will process a black and white print from one their own selected negatives.</p>	<p>Learning to control the variables around in the very beginning will you lead to the success of all your future attempts at the process.</p>	
Assessments		

<p>Classroom participation Class discussion. Timely completion of assigned work. Darkroom maintenance. Notebook/folders/worksheets Tests: quarterly/midterm/final Portfolio/self-assessment</p>	<ol style="list-style-type: none"> 3. Adjusting the light source-aperture 4. Test for exposure time <ol style="list-style-type: none"> 1.) 3 second interval strips 2.) Evaluate in white light 3.) Determine optimal light and light exposure <p>E. <u>Processing in the chemical trays</u></p> <ol style="list-style-type: none"> 1. Understanding time and temperature 2. Understanding of safety procedures. 3. Proper setup of processing trays at workstation. <p>F. <u>Storage and cleanup procedures</u></p> <p>G. <u>Review</u></p> <p>H. <u>Develop a Black and White Print</u></p>
<p>Equipment Needed - darkroom access, negatives, chemicals, safety equipment, photographic paper, developing trays, Safelight, enlarger, timer.</p>	<p>Teacher Resources: www.youtube.com www.Kodak.com www.Eastmandhouse.org</p>

Domain: Art		
Cluster: Photography –Unit VIII- Introduction to Digital Photography.		
Standards: ARTS 1.3.12.D.2, ARTS 1.3.12.D.4, ARTS 1.3.12.D.5, ARTS 1.4.12.A.2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How will the students use their digital cameras in photography?	Science, (chemistry) and art (photography) are clearly connected. Advancements in science affect our lives in unexpected ways.	VIII. <u>Introduction to Digital Photography.</u> A. <u>Using the camera controls.</u> B. <u>Understanding the pixel and image capture process</u> 1. Resolution 2. File sizes C. <u>Selecting a images to be printed based on quality</u> 1. Technical 2. Artistic D. <u>Importing images to the computer</u> 1. Using the memory card 2. Using a flash drive 3. Using a camera to computer transfer E. <u>Using available software</u> 1. Correcting contrast 2. Correcting levels of saturation 3. Adjusting color 4. Cropping the image F. <u>Storing the selected and manipulated images</u> 1. On a memory card 2. On a flash drive 3. On the Network G. <u>Setting up the printer</u> 1. Selecting paper types 2. Selecting optimum output formats and sizes
Content Statements	Every day and world events are now captured digitally as they take place. Photography and digital media have forever changed the dissemination of the news.	
This is the introduction to digital cameras, images, and printing the photos..	Capturing the photographic image thru artistic expression remains the same. The speed and output are what separate digital from traditional film photography. A beautiful image is a beautiful image!	
Assessments		

<p>Classroom participation Class discussion. Timely completion of assigned work. Darkroom maintenance. Notebook/folders/worksheets Tests: quarterly/midterm/final Portfolio/self-assessment</p>	<p>3. Printing the photograph</p> <p>4. <u>Review</u></p> <p>5. <u>Store and print selected images</u></p>
<p>Equipment Needed – digital cameras, memory cards, memory card readers, flash drives, computer, jump wire for cameras, access to network, access to Network printer, photo paper for printers.</p>	<p>Teacher Resources: www.youtube.com www.Kodak.com www.Eastmandhouse.org</p>

Domain: Art		
Cluster: Photography –Unit IX- Introduction to Career Opportunities in Photography		
Standards: ARTS 1.3.12.D.4, Career 9.1.12.B.1, Career 9.1.12.B.2, Career 9.1.12.B.3, Career 9.1.12.B.4		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How can the students use photography in their future?	How can you keep the Art of Photography in your life?	<p style="text-align: center;">IX. <u>Introduction to Career Opportunities in Photography</u></p> <p>A. <u>Professional Venues</u></p> <ol style="list-style-type: none"> 1. Commercial 2. Portrait Studio 3. Photojournalist 4. Fashion 5. Fine Art 6. Technical <p>B. <u>Hobbyist</u></p> <ol style="list-style-type: none"> 1. Causal 2. Dedicated <p>C. <u>Research paper on a professional photographer: past or present day.</u></p>
Content Statements	A person can include photography in their lives and still make other career choices.	
Discussion of career versus recreational photography.	A person can become a professional photographer although it is a difficult field to survive in.	
Assessments		
Classroom participation Class discussion. Timely completion of assigned work. Darkroom maintenance. Notebook/folders/worksheets Tests: quarterly/midterm/final Portfolio/self-assessment		
Equipment Needed - Network Access, Promethean Board, and Internet access.		Teacher Resources: http://www.picturecorrect.com/tips/top-10-most-famous-photographers-of-all-time/

	<p>http://improvephotography.com/1946/famous-photographers/ http://www.neatorama.com/2007/01/02/13-photographs-that-changed-the-world/ http://lens.blogs.nytimes.com/ http://www.thesartorialist.com/ http://www.fashion.net/howto/fashionphotographer/</p>
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