

Arts, Media & Entertainment Technology Advisory Committee

Mission Valley ROP

14 January 2009

## **Digital Photography II**

**Digital Photography 2 Course**  
**Course Code: TALP**  
**American High School/ Mission Valley Regional**  
**Occupational Program**  
**Instructor: Mr. Bartholomew-Couts**

**A. COVER PAGE**

Date of A-G Submission : Pending 2008	
<p>1. Course Title : Digital Photography Two</p> <hr/> <p>2. Transcript Title(s) / Abbreviation(s) : Digital Photo 2 &amp; Advanced Digital Photo 2 (Adv. Pht 2)</p> <hr/> <p>3. Transcript Course Code(s) / Number(s) TALP</p> <hr/> <p>4. School(s) : American High School/ Mission Valley Regional Occupational Program</p> <hr/> <p>5. District : Fremont Unified School District</p>	<p>9. Subject Area</p> <p><input type="checkbox"/> History/Social Science</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Laboratory Science</p> <p><input type="checkbox"/> Language other than English</p> <p><input checked="" type="checkbox"/> Visual &amp; Performing Arts</p> <p><input checked="" type="checkbox"/> Vocational Education Program</p> <p style="padding-left: 20px;"><input type="checkbox"/> Intro    <input type="checkbox"/> Advanced</p> <p><input checked="" type="checkbox"/> College Prep Elective</p>
6. City : Fremont	<p>10. Grade Level(s) for which this course is designed</p> <p><input checked="" type="checkbox"/> 9    <input checked="" type="checkbox"/> 10    <input checked="" type="checkbox"/> 11    <input checked="" type="checkbox"/> 12</p>
<p>7. School Web Site -- <a href="http://www.fremont.k12.ca.us/ahs/">http://www.fremont.k12.ca.us/ahs/</a>  District Web Site -<a href="http://www.fremont.k12.ca.us">http://www.fremont.k12.ca.us</a>  MVROP Website- <a href="http://www.myrop.org/web">http://www.myrop.org/web</a></p>	<p>11. Seeking "Honors" Distinction?</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>
<p>8. School Course List Contact</p> <p>Name: Ms. Leanna Sutton Vice Principal &amp;            Mr. Jim Omlid, MVROP: High School Program Coord.            Photography Instructor: Mr. Thomas Bartholomew-Couts</p> <p>Title/Position: Instructor/ Photography VPFA, Dept.</p> <p>Phone: (510)-796-1776            Ext.: 57711</p> <p>E-mail: <a href="mailto:tcouts@mail.fremont.k12.ca.us">tcouts@mail.fremont.k12.ca.us</a>,            <a href="mailto:bseepphoto@Gmail.com">bseepphoto@Gmail.com</a></p>	<p>12. Unit Value</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p><input type="checkbox"/> 2.0 (two year equivalent)</p> <p><input type="checkbox"/> Other: _____</p>
<p>13. Is this an Internet-based course?    <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p>If "Yes", who is the provider?    <input type="checkbox"/> UCCP    <input type="checkbox"/> PASS/Cyber High    <input type="checkbox"/> Other _____</p>	

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- A course reinstated after removal within 3 years. Year removed from list? \_\_\_\_\_  
Same course title?  Yes  No  
If no, previous course title? \_\_\_\_\_
- An identical course approved at another school in same district. Which school? \_\_\_\_\_  
Same course title?  Yes  No  
If no, course title at other school? \_\_\_\_\_
- Year-long VPA course replacing two approved successive semester courses in the same discipline
- Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- Approved UC College Prep (UCCP) Online course
- Approved CDE Agricultural Education course
- Approved P.A.S.S./Cyber High course
- Approved ROP/C course. Name of ROP/C? \_\_\_\_\_
- Approved A.V.I.D. course
- Approved C.A.R.T. course
- Approved Project Lead the Way course

Other. Explain: This course was originally a wet-photography course accepted in 1995-2007, and has been converted to an advanced digital photography course starting 2008-2009 school year, under the same teacher, with past course lessons and the incorporation of new assignments, with adaptations to include the teaching of Adobe Photoshop (per phone call, new course description is attached.)

15. Is this course modeled after an UC-approved course from another school outside your district?  Yes  No

If so, which school(s)? \_\_\_\_\_

Course title at other school \_\_\_\_\_

16. Pre-Requisites : A "C" or above in Digital Photography 1 TACP, or equivalent.

17. Co-Requisites : None

18. Is this course a resubmission?  Yes  No

If yes, date(s) of previous submission? \_\_\_\_\_

Title of previous submission? \_\_\_\_\_

**19. Brief Course Description** : Now that you've conquered one year of digital photography, let's assess your current skills, and determine areas to expand your learning. No doubt, a photographer can always use practice in the art of taking and printing photographs. So, this year, the sky's the limit. All goals and objectives covered in Digital Photography one will be continued in this course as well the following: Students will explore their interests in photography, determine areas to learn, expand, and improve upon, and research and apply new techniques in creating unique visions. This applies both to camera operations and Adobe Photoshop CS3. Students will cover advanced digital printing techniques, development of a photographic idea prior to shooting, and evaluate and employ an understanding of photographic professionalism, copyright, responsibility and liability. Students will use their previous knowledge of photography to meet the challenges of "real life" clients, situations, and *scenarios*. Students will be asked to complete weekly reading assignments making assessments, coming prepared to share their questions, thoughts and ideas. Through the application of more challenging lessons, advanced photo students continue to develop their own photographic style, voice, and artistic work ethic. By inclusion of student inquiry based lessons, students tap their creative potential, while mastering the lessons presented. This disciplined-based course fulfills District Visual & Performing Arts requirements and meets the California State Model Curriculum Standards for the Visual & Performing Arts.

## B. COURSE CONTENT

### 20. Course Goals and/or Major Student Outcomes:

Advanced Digital Photography Students will continue to expand and develop their artistic voice, photographic style, and professional portfolio of artwork, web pages, and personal logos. Students will be able to develop ideas over an extended period of time, completing projects and portfolios meeting student and instructor established goals and criterion. Students will apply firm knowledge of advanced camera mechanics and photographic processes to digital rendering of images in Adobe Photoshop CS & Adobe Bridge. Student photographers become avid professional vision makers, exploring a variety of digital camera formats, software interfaces, printers and media, at the same time safeguarding their images through the practice and use of trademarks, watermarks, copyright, and International Photographic Metadata Conference Standards. Through projects and competitions using principles of aesthetics, graphic design, advertising and marketing research, students effectively communicate to their peers and communities at large, culminating in public exhibits of portfolios. With consistent practice, they create an artist's packet incorporating business logo designs, personal logos, business cards, webpage designs, curriculum vitae, and artist's statements. Finding their artistic voice, students gain confidence and empowerment to speak publicly and to articulate their opinions during critiques, presentations and group exhibitions.

#### Course Objectives: The student will be able to:

- 1. Continue to develop an artistic voice** through the ability to create, pre-visualize, analyze, identify, interpret, and constructive critique historical, cultural and contemporary artworks creations, in terms of: composition and the principals of art & design, aesthetics, media, & process, creativity and techniques, lesson objectives and relation to their own artwork. (VPFA 9-12 grade standards: 1,1.1,1.2,1.4,1.5,1.6, 2, 2.1, 2.3, 2.4, 2.5, 2.6, 3, 3.1,3.2, 3.3, 3.4, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.3,5.4)
- 2. Develop & execute ideas over extended period of time.** Ideas will be brainstormed, drawn-out, written down, and executed in multiple visual media formats. Ideas will be expressed to the class, in one-to-one, small groups, and the entire class. Consistency of an idea through the creative process will be evaluated and discussed throughout projects. (VPFA 9-12 grade standards: 1,1.1,1.2,1.4,1.5,1.6, 3, 3.1,3.2, 3.3, 3.4, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.3,5.4)
- 3. Mastery of Advanced digital camera techniques, knowledge and contemporary digital media,** in the creation of artworks, demonstrating advancing skills in camera techniques, Photoshop, Adobe Bridge, and applied learning in the development of lifelong work ethic, meeting assignment deadline comparable to practicing professional photographers. . (VPFA 9-12 grade standards: 1, 1.1, 1.2, 1.3, 2, 2.1, 2.2, 2.3, 2.5,2.6, 5.4)
- 4. Create a portfolio of artworks and secure multiple exhibitions and competition entries in a public space arena** , anticipating questions and conversation, writing an artist's statement, and presentation utilizing the

vocabulary of the discipline and media, software and aesthetics and relating artworks to inspirations and contemporary artists, while correlating the appropriateness of artwork the space and locale and advertising the exhibit in the surrounding community. (VPFA 9-12 grade standards 1.1,2,1.3,1.4,1.5,1.6,2.2,1.2.2,2.3,2.5,2.6, 3.2, 3.3, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4)

5. **Estimate with increasing accuracy the timeframe needed to complete a specific photographic objective(s),** task, vision, job scenario, or goal. (VPFA 9-12 grade standards: 1.0, 1.4, 2.0,2.4, 2.5, 2.6, 4.6, 5.0,5.1, 5.2, 5.4)
6. **Create a web site consisting of multiple** pages which highlight personal style and a diverse portfolio. (VPFA 9-12 grade standards: 1.0, 1.4, 2.0,2.4, 2.5, 2.6, 4.6, 5.0,5.1, 5.2, 5.4)
7. **Practice and employ professional methods of safeguarding images against copyright infringement** through the use of watermarks, copyright laws, fair use copyright law application, gaining consent for image use, maintaining accurate records, and incorporating metadata within images using Photoshop & Bridge. (VPFA 9-12 grade standards:5.0, 5.1, 5.2, 5.4.)
8. **Increase their craftsmanship skills in various media,** through the emphasis upon multiple portfolio presentations (cutting window mats, artwork placards, exhibition labels, postcard / advertisement creation, and establishing a good work ethic. (VPFA 9-12 grade standards: 1.2, 1.3, 1.4, 2.0, 2.1,2.2, 2.3, 2.4, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 5.4)
9. **Effectively communicate their intended meaning within a given artwork,** its other possible derived meanings by perceiving , reading, analyzing and forming grounded opinions. (VPFA 9-12 grade standards: 1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 3.1, 4.2, 4.3, 4.4, 4.5, 5.2, 5.4)
10. **Apply knowledge & practice that idea creation is communication,** requiring: pre-visualization, analysis, sketches, perseverance, and determination to see an imagined artwork through a given media process. (VPFA 9-12 grade standards: 1, 1.2,1.3,1.5,1.6, 2, 2.2,2.3, 2.4, 2.5, 3.1, 3.2,3.3., 3.4, 4, 4.1, 4.2, 4.3, 4.4, 4.5, )
10. **Be able to communicate effectively with their community and peers, detailing the motives, intentions, of their artistic endeavors in a professional manner.** (VPFA 9-12 grade standards: 1, 1.1, 1.2, 1.3, 1.5, 2.0, 2.2, 3.2, 3.3, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.4)
11. **Be Able to demonstrate Workplace Behaviors and skills.** Students will be able to demonstrate skills used in current photographic industry. (VPFA 9-12 grade standards: 1, 1.1, 1.2, 1.3, 1.5, 2.0, 2.2, 3.2, 3.3, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.4)
11. **Be able to demonstrate commercial photographic technical skills** as they relate to creative problem solving, completion of visual communications, and development of idea and image. (VPFA 9-12 grade standards: 1, 1.1, 1.2, 1.3, 1.5, 2.0, 2.2, 3.2, 3.3, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.4)
12. **Be able to demonstrate job employment skills as they relate to careers and the photographic industry.** (VPFA 9-12 grade standards: 1, 1.1, 1.2, 1.3, 1.5, 2.0, 2.2, 3.2, 3.3, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.4)
13. **Be able to present to the community an artist's packet** containing: Artist's statement(s), portfolio(s), Curriculum Vitae, CD portfolio of images, and website representation of Artist's work (VPFA 9-12 grade standards: 1, 1.1, 1.2, 1.3, 1.5, 2.0, 2.2, 3.2, 3.3,4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 5.0, 5.4)

## C. CURRENT COURSE EQUIPMENT

### 27. Course Equipment: This course currently operates utilizing:

- 36 Intel ® Core™ 2 CPU 6400 @ 2.13 GHz, 2.13 GHz, 1.99 GB of RAM, Microsoft XP, Professional 2002.
- Adobe Design Premium CS3 Program License(s): PhotoshopCS3, Bridge CS3
- 36 Adobe Photoshop Lightroom 2 Program License(s)
- NetOp School for Windows, Version 3.02 (Demonstration & Management software)
- 1 X-rite Eye One Display 2, Monitor Calibration hardware/software
- 1 Laptop Computer (Instructor's)
- 1 Epson Stylus Photo R1800 Printer
- 1 Epson Stylus Photo R2400 Printer Bulk ink system
- 1 Stylus Photo R2400 Ink Kit with 9 Pigment Inks R2400 Bulk Ink
- 1 Epson Perfection V100 Photo Scanner: (negatives, slides and image capable)
- 5 Canon Digital Rebel XTI 10.1 MP, 1 and 2 GB CF Cards (American High's)
- 1 1 Gigabyte PNY flash drives

- 2 (12 in one) media card readers
- 1 300 Gb Seagate External Hard Drive
- 1 Minolta V Digital Light meter (*Instructor's*)
- 1 Spectron Strobe Lighting Kit Model D402
- 2 Slave flash units
- 2 Canon Powershot A630 8Mp
- 1 Epson PhotoPC 850z 2.1 Mp
- 1 Casio Qv-8000SX 1.3Mp
- 1 Mitsubishi XD110U LCD Projector
- 7 Tripods, a variety of styles: tilt-all, Bogen, etc..(*Instructor's*)
- A variety of 12' paper backgrounds
- 1 Kit Smith-Victor Economy Softbox 3 Light Kit - consists of: 2- SBL2436, 1- SBL1024 Softbox Lights, Light Stands, Boom Arm, Bulbs
- 2 Red-Wing Cocoon Shooting Tent 70 - Medium - 17 x 20 x 27
- 2 Adobe Photoshop CS2 For Photographers by Martin Evening
- 1 Adobe Photoshop CS2 For Photographers by Martin Evening
- 1 Adobe Lightroom 2 by Scott Kelby

## D. CURRENT COURSE OUTLINE

<u>Semester One</u>	Work Place Skills & Behaviors	Career Tech Skills	Employment Skills
<b>Week: 1- 2 Class introductions</b>	√		√
A. Student introductions	√		√
B. Student interviews & presentations: Interview and present another class; written and oral.	√		√
C. Class designed rubric for an excellent presentation	√	√	
D. Syllabus Reading & Q&A	√		
E. ROP Forms completion	√		
F. Computer lab use, agreements, safety, file management, protocol	√	√	√
G. Be able to identify and explain the Visual & Performing Arts Standards & Content standards in any given assignment.	√		
H. Photoshop tools review & Assessment Quiz	√	√	√
<b>On going weekly: readings on contemporary topics in photography</b>	√	√	√
<b>Week 3-4 Cultural Symbol Research &amp; Design Project</b>			
A. Image workflow : demo and lesson	√	√	√
B. Cultural Symbol Research : five cultural aspects to be typed and presented to the adv. students. for discussion.	√	√	√
C. Cultural Symbol Project Presentation to the class			
<b>Week: 5-6 Senior Sweatshirt Design &amp; Panel Presentation</b>	√	√	√
A. Polling the current ASB Senior Council, determine class desires and needs in a sweatshirt design.	√	√	√
B. Establish a plan of action, deadlines, and meeting times to continue to negotiate the design and creative process of sweatshirt design.	√		√
C. Create a client billing document to account for time, services rendered and application fees, and printing of sweatshirts..	√	√	√
D. Contact a printing company to determine required file specifications: size, dpi, file format, separation methods, etc..	√	√	√
E. Design two sweatshirts for the senior class council submissions.		√	
F. Design presentation to ASB & Critique.	√	√	√

<b>Week: 7-9</b>	<b>Instructor Portraits</b>			
A.	Review Portraiture lighting techniques (scene/ location specific On Location Instructor portraiture assignments.	√	√	√
B.	Image editing: Curves, Color Balance, Dodging/Burning	√	√	√
		<b>Work Place Skills &amp; Behaviors</b>	<b>Career Tech Skills</b>	<b>Employment Skills</b>
<b>&gt;&gt;Quarter 1 Exam: Formal Cumulative Exam (week 9)&lt;&lt;</b>				
<b>Week 10-12</b>	<b>Channel (Hair) masks of Instructor portraits; layout display (Cont.)</b>			
A.	View and discuss previous years Faculty display images & process. Have students choose their department assignments.	√	√	
B.	Hair mask demonstration and tutorial completion: including fine turning with matting, Gaussian blur and history brush techniques.		√	√
C.	Backgrounds shoot assignment: matching instructor characteristics to a photographic background for the masking assign.		√	
<b>Week 13-14</b>	<b>Advanced Triptych: Symbolic &amp; Conceptual</b>			
A.	Show slide examples of the works of Joann Callis & John Baldessari, discuss qualities of refined triptychs, signs & symbol use.		√	
B.	Have students derive meaning they wish to express and symbolize it in a triptych sketch. Execute it in photos.		√	√
C.	Have students derive meaning they wish to express and represent it conceptually it in a triptych sketch. Execute it in photos.		√	
D.	Print and display these for presentation & critique.	√	√	√
<b>Week: 15-16</b>	<b>Impact Montage</b>			
A.	Definition of Montage, Presentation and discussion of Brooks and past advance. student works	√	√	√
B.	Preliminary sketches and discussion of impact montage idea.	√	√	
C.	Use of Adobe Photoshop Layers, labeling, grouping layers, and methods of creating blended montages.		√	√
D.	Establishing a good work ethic, discussion, rubric creation, and practice.	√	√	√
E.	Critique of Impact montages, Adv. student presentation and Q & A.	√	√	√
<b>Week: 17</b>	<b>Spyder Pro Monitor Calibration &amp; Best Printing Practices</b>			
A.	Demonstrate proper use, care and operation of Spyder Pro monitor calibration device.		√	√
B.	Discuss and practice best image printing practices: conservation of printing inks, testing print color, printer modes and settings.	√	√	√
C.	Have students successfully calibrate their workspace, monitor and printer.		√	√
D.	Completion of a match print monitor to printer.		√	√
<b>Week : 18</b>	<b>Semester 1 Exam: Formal Cumulative Exam</b>			
<b>Semester Two</b>				
<b>Week: 19-20</b>	<b>Adobe Bridge, 16 bit images, &amp; Camera RAW format</b>			
A.	Demonstrate the uses of Adobe Bridge; organization, batch renaming	√	√	√
B.	Lecture & presentation on bit-depth and color data.		√	√
C.	Comparison of 16 bit and 8 bit images & Prints	√	√	
D.	XMP /IPTC Headers (Information Interchange Model: IIM) designed by the International Press Telecommunications Council, metadata tagging reading & discussion, demonstration of orthogonal labeling of	√	√	√

JPEG/Exif or TIFF files			
E. Batch altering & renaming of files.	√	√	√
F. Opening Camera Raw format images through Adobe Bridge.	√	√	√
	<b>Work Place Skills &amp; Behaviors</b>	<b>Career Tech Skills</b>	<b>Employment Skills</b>
<b>Week: 21-22 High Dynamic Range Photography Project.</b>			
A. Review setting camera image format modes; RAW mode, review tripod use and management, review bracketing.		√	√
B. Share and discuss past student examples; design rubric for assessment together or show graded past examples in cell format rubric.		√	
C. Have students shoot two series of bracketed scenes up to 36 images per set, of a given scene using HDR techniques		√	√
D. Combine HDR photos in Adobe Photoshop; neutral density filtration.		√	√
E. Display these for presentation & critique.	√	√	√
<b>Week: 23-25 Portfolio Concentration 15 or more Photographs</b>			
A. Research an area(s) of concentration: (styles, processes, genres of photography) Submit print-outs of research, and hold meeting with instructor.		√	√
B. Assignment design meeting: establish objectives and measurable outcomes, rubrics.		√	√
C. Shoot & Photoshop Lab, Q&A Progress Checks	√	√	√
D. Selection of best images, and image refinement in Photoshop.	√	√	√
E. Print portfolio images using best practices methods.	√	√	√
F. Critique of portfolio prints.	√	√	√
<b>Week: 26 Photographic Restoration</b>			
A. Digital Restoration Reading, techniques & Image Scanning.	√	√	√
B. Design Lab, Q&A			
C. Complete Digital Restoration *		√	√
<b>Quarter 3 Exam: Formal Cumulative Exam (Week 27):</b>			
<b>Week: 28-29 (Concurrent with above lesson): Found Visual Letters</b>			
A. Demonstration on Found letters Assign, examples.	√	√	
B. Shoot found letters 26 man-made, 26 nature-made		√	
C. Create: A) Student's Name w/ complementary background image		√	
D. B) A Word w/ complementary background image		√	
E. C) A Phrase w/ complementary background image		√	
F. Presentation & Critique	√	√	√
<b>Week: 30 Creation of Google Doodle</b>			
A. See past examples and winners, discussion and class rubric creation.		√	√
B. Submission of preliminary sketches (2)		√	
C. Design Lab, Q&A	√	√	√
D. Doodle Presentations	√	√	√
E. Google Doodle Awards			√
<b>Week: 31 Creation of A Photo Business Logo</b>			
A. Discussion of Current business logos (H.W.-bring in logo designs), and past student examples.	√	√	√
B. Reading: Graphic Design: Logo Creation	√	√	√
C. Sketch design logo submission meeting	√	√	√
D. Design Lab		√	
E. Presentation of Logos: perspective displays (Brochure, letterhead, business card, webpage.)	√	√	√



<b>Week: 32</b>	<b>Research Schools of Photography</b>			
	A. Research and prepare a 7 minute PowerPoint. presentation with images on a photography school, arts school, or residency/ internship.		√	√
	B. Present presentations and allow for Q & A sessions.	√	√	√
<b>Semester 2 Exam: Formal Cumulative Exam:</b>				
<b>Weeks: 33-35</b>	<b>Final Project: (preparation for this final assignment is on-going throughout the year.)</b>			
	A. Secure Public gallery location for final exhibition	√	√	√
	B. Create Advertisement for Public Show	√	√	√
	C. Update & complete Artist's Curriculum Vitae	√	√	√
	D. Complete Artist's Statement to accompany portfolio & Artists Packet			
	E. Complete CD & web gallery portfolios: burn CD.		√	√
	F. Complete CD Design label and affix to CD.		√	√
	G. Install final exhibition of artworks		√	
	H. Organize and plan reception and artist lecture for final exhibition.	√	√	√
<b>Week: 36</b>	<b>Final Critique &amp; Portfolio Presentations</b>			
	A. Final Portfolio and Artist's Packet Presentation & Review	√	√	√
	B. Critique & Discussion of Final Exam	√	√	√
	C. End of the year class certificates & Awards Ceremony			√

## E. TEXTS & SUPPLEMENTAL MATERIALS

### 21. Textbooks:

The Photographic Eye, Michael F. O' Brien & Norman Sibley (Davis Publications, Inc.)

Photography In Focus, Jerry Burchfield, Mark Jacobs, Ken Kokrda NTC Publishing Group

**Supplemental Text #1:** Photography by Upton & London 6th edition (Scott, Foresman & Co. -B.L. Books Inc)

**Supplemental Text #2:** Adobe Photoshop CS2 for Photographers, Martin Evening (Focal Press.)

A variety of videos (*Annie Leibovitz, Leibovitz: A life through a lens, Chuck Close, National Geographic: The Photographers*, magazine articles (*Time, Newsweek, Life, Popular Photography, American Photography, View Camera, etc.*), book excerpts, slides, websites, visuals (art posters, newspaper images, ) and art books are used in the course throughout each lesson.

## F. Key Course Assignments

### Semester One

1. **Course introduction**  
(*The following assignments are continued throughout the year.*)
  - A. Create and maintain a photographic journal for the purpose of documenting and studying: course lectures, terminology, videos, word etymologies, methods, and personal artistic reflections, sketches, notes.
  - B. A weekly reading with a homework write-up in preparation for a class discussion.
  - C. Interview & be an interviewee, prepare a typed and oral presentation of your student partner to the class. Read & Complete, Twyla Tharp's The Creative Habit: Creative Autobiography Lesson.
  - D. Acknowledge a commitment to presented course goals, arts standards, grading policies and agreements presented within the course syllabus.
  
2. **Composition**  
(*The following assignments ,except the last two, are continued throughout the year.*)
  - A. In writing and orally, demonstrate and identify the vocabulary used surrounding discussion, meaning, critique, and analysis of photographs
  - B. Be able to identify and apply in creating artwork the Principals and elements of design and composition.

- C. Create compositions in a variety of media and begin to understand your current compositional style: through the following assignments: impromptu cardboard construction, found objects, and photographic examples demonstrate all compositional and principals of art & design.
- D. In learning this objective students' first create a "Think aloud," a written documentation of the internal dialogue one has as they: Interpret, analyze, derive meaning and "read a photo."
- F. Read a photo and demonstrate in writing and verbally the difference between what is a sign and symbol is, the connotations, and devices at work in "reading" artworks.
- E. In photographs apply Umberto Eco's perceptual theory levels. Write and speak upon the levels obtained in primary perceptions you've had. share these with the class
- F. Identify and apply Etymology in deriving word meaning, History, language and origin as it aids in comprehension of photographic terminology used throughout the year.

### 3. **The Art of Critique**

*(The following assignments are continued throughout the year.)*

*Critique within the classroom happens in a scaffold manner. First having students' form words and opinions about works of art, and sharing these in small group settings. This is then elevated to table groups and eventually full class critiques, following the Critique: Art of conversation Method as put forth by Ms. Linda Yaven, California College of the Arts.*

- A. Apply and identify the differences between an opinion and an assessment in the context of critiquing artworks. Demonstrate the ability to ground opinions and change them to assessments in writing and speaking.
- B. Conquer the inability to speak in front of a group of peers, and identify the skills and techniques needed in a excellent presentation.
- C. Be able to form and opinion, and share it with others, and still be perceptive to others' opinions in relation to yours; if necessary formulate a new opinion.

### 4. **Adobe Photoshop CS3**

*Students in achieving the objective of learning Adobe Photoshop concurrently complete the following lessons containing the VPFA standard:*

- A. **Cultural Symbol Assignment:** Students research & find 5 "Cultural," symbols they believe strongly represent their self. (as they define Culture.) Incorporating Adobe Photoshop custom shapes tool, students learn about vector graphic paths, use of the pen tool, direct selection tool, and path selection tools at they augment a custom shape into their new designed shape consisting of all 5 research elements. Students then present to the class the process of creation detailing motivations, thought processes, changes, and aesthetical decisions.
- B. **Senior Sweatshirt Design Lesson:** incorporates working with clients, a panel of ASB officers, to submit possible designs for the senior sweatshirt. Chosen designs will be implemented and therefore photographers need to have working documents, allow client changes, input, and know the requirements of the printing shop creating the sweatshirts. By researching and contacting printing shops, photographers will learn the required parameters: files sizes, types and end up completing a tri-color separation of their files to meet the real-world requirements of producing such a graphic. Final designs will be presented to the committee at a formal meeting.
- C. **Instructor Portraits and Channel Masking:** Working on Portraiture locations, settings and capturing the characteristics of the subject, photographers will be learning practical world application of photographic bracketing, working with the model/ subject (arranging time, place, negotiation demeanor, and working with having to re-shoot and re-schedule sessions in order to obtain the best portrait possible.) Reading sections from Richard Avedon's Biography, students will consider traditional methods and non-traditional methods of portraiture lighting, backdrops, and poses. Students will then separately photograph background images to correlate with their chosen department instructor images. Once completing whole department of instructors, students will then learn Adobe Photoshop techniques to remove unwanted backgrounds a place their backgrounds seamlessly into their perspective instructor's portraits imbuing each with a characteristic quality they believe that instructor has. Along the way, students will have regular meetings with the instructor problem solve, check progress, and assess quality of work. Final display of the portraits will be placed in the school's display case for the year.

- D. **Triptych Assignment:** Students having already familiarized themselves with the creation of a triptych in beginning photo, are now challenged to create a triptych in a more conceptual and symbolic way. Learning to decode signs and symbols in the context of photography having read Roland Barthes' Camera Lucida and discussed it, students will create an idea first, then implement the idea to completion taking note of changes and process as the idea is creatively executed through process.
- E. **Impact Montage Lesson:** Working with American High School Alumni attending/ or whom have attended, the Brooks Institute of Photography students will discuss & critique a variety of examples of montages created by these students. Students will then create a class made rubric for the objective of creating their own impact montage. Sketches of preliminary montage ideas will be used to assess a student's progress and challenge students to complete a primary idea the best of their ability. Idea consistency will also be a primary challenge. Final Montages will be formally presented to the class for open class critique.
- F. **High Dynamic Range Photography Project:** Going beyond the normal range of tones within a photograph, by shooting using professional techniques of bracketed shooting, use of internal camera light meters and hand-held meters, shooting in camera RAW mode, exposing for shadows and highlights and pre-visualizing a final artwork in its completion prior to shooting, then to compile multiple photographs into one seamless montage allows for a creative balance of light, time, and scenic qualities all into one. Students will be challenged to shoot a single location multiple times—perhaps multiple days, using advanced camera techniques including the use of a tripod, to complete their visions.
- G. **Found Visual Letters:** Using keen perception skills seeking their shots, photographers search their world both physically and in their minds as they compile two alpha sets a-z. The first set is comprised of solely found photographic letters which are man-made made. (Examples might incorporate welded letter on a high voltage metal plate, a branded telephone pole letters, an architectural window frame in the shape of the letter "E.") The second set is to be solely comprised of letters found in nature. (Examples might include the "Y" of a tree, a owl's snake's or spider's hole creating an "O." No letters types can be repeated in creation: a handrail "P" may not be used in your word compilations twice, another letter "P" must be shot if your word, phrase or name requires two.
- H. **Creation of Google Doodle:** Students will research and read the requirements for the Doodle 4 Google contest. After downloading a template and converting it into a Adobe Photoshop document, students will make a sketch of this template, and create three versions of a Doodle based upon either a Google given theme, Instructor given theme or Student derived theme. Sketches may be in ink, pencil or color pencil. Students will then present these prototypes to the class eliciting constructive criticism in order to better communicate the given theme, expressions or ideas. Should this contest continue in the future, upon completion, classmates' will make aesthetical choices assessing others' doodles and nominate the courses best six submissions to Google.

### Quarter Exam: Formal Cumulative Exam

- 5. **Digital Camera Operations**
  - A. Camera knowledge assessment: in a pre-lesson exam.
  - B. Camera lesson #1: (KWL: know, want to know / to learn) List the items upon your camera that you 100% know, don't know, and want to Learn. Investigate and research these items prior to our next class. Identify all adjustable and fixed parts inside and out of your camera.
  - C. Lecture and group work, discussion on Standard Camera: shutters, apertures, exposure, depth of field, metering, ISO. lenses, modes, media card types.
  - D. Camera Investigation: complete a questionnaire detailing all aspects of your current digital camera used in class.
  - E. Shoot one or more of each of the following: a photograph inside/ outside, something near (5-8) feet/ something far (20 ft. +), Something up-close- as close as one can get and still have clear focus, using a slow shutter speed/ quick shutter speed – above 1/60<sup>th</sup>, In full sun/ partial sun/ and shade, With flash/ without, Large aperture/ small aperture, With red-eye reduction without, Manual focus/ auto focus, and one

**I. EQUIPMENT REQUESTS NEEDED TO MATCH INDUSTRY "NORMS"**

**J. Art Cluster Advisory, Advisee Approval & Input**

We The Advisees of The Graphic Design Program which includes: the following media courses: (Digital Photography, Animation, Web Design, and Graphic Design,) Approve the above course, Digital Photography TACP, for teaching that strives to prepare students for the commercial, digital photography industry. We also approve the requested equipment items above, and acknowledge the curriculum changes we have recommended appear within this document.

Advisor's signature

Date: / /

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