

# Introduction to Photography Overview

Content Area: **Art**  
Course(s): **INTRO TO PHOTOGRAPHY**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

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The course introduces the basic principles of photography and photographic composition. 35 mm and digital cameras are used. With traditional photography, the basic darkroom techniques, including taking pictures, processing negatives, making proof sheets and enlargements are experienced. With digital cameras, student emphasis is on composition. Students will use the computer program, Photoshop to enhance images and composition. Cameras, film, paper and computers are supplied for the assignments. **This course is a prerequisite to Photography Workshop.**

### PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics		8. Technology Literacy	S		

### Textbooks and other resources

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Pinhole cameras, digital cameras, 35mm film cameras, darkroom & enlargers, traditional photographic

supplies, computers, power points, student and professional work.

## Standards

Students will become aware of the difference between a snap shot and a photograph. Students will develop understanding and application of how exposure is made, cameras operate, and learn to control the tools needed for traditional and digital photography **(8.1.12.B.5) (M)**.

Students will gain an understanding and respect of the tools and materials provided. **(1.4.12.A.1) (M)**.

Students will be exposed to and be able to identify art forms of past and present, and view them as a form of cultural history **(1.4.12.B.3) (M)**.

Students will develop the ability to identify, describe, apply, and communicate personal criteria for assessing one's own work as well as the work of others through critique **(1.4.12.B.2) (M)**.

## COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide Reference
Unit 1  <u><b>Pinhole Camera</b></u>  Use of the pinhole camera as a tool to understand how camera exposure functions; experience the darkroom and chemistry needed to produce negative images on photographic paper.	1.4.12.A.1 (M)  1.3.12.D.1 (M)  1.3.12.D.2 (M)  1.3.12.D.3 (M)  1.3.12.D.4 (M)  1.4.12.B.2 (M)  1.2.12.A.1 (M)	1	4 weeks
Unit 2  <u><b>Composition</b></u>  With the use of the digital camera and its capability of storing many images, evaluating and deleting the weaker compositions will lay the foundation for creating strong compositions for future assignments as well as a personal tool.	1.4.12.A.1 (M)  1.4.12.A.2 (M)  1.3.12.D.2 (M)  1.3.12.D.3 (M)  1.3.12.D.4 (M)	1	4 weeks

	1.3.12.D.1 (M) 1.2.12.A.2 (M) 8.1.8.A.5 (A)		
Unit 3 <b><u>Hubcaps &amp; Taillights</u></b> Study of surfaces, applying compositional elements learned in the previous lab. Using 35mm film cameras and traditional film & darkroom processes, the student will begin producing proof sheets to evaluate the success of the lab.	1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.3.12.D.1 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.3.12.D.4 (M) 1.4.12.D.1 (M) 1.4.12.B.2 (M)	1-2	3 weeks
Unit 4 <b><u>Selective Focus</u></b> Use of different apertures in taking the same composition. Students will see that the photographer chooses an f-stop because it will provide a certain type of emphasis for their image. Having the same image shot twice using different apertures gives the student the comparison needed to understand what the f-stop can do.	1.4.12.A.1 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.3.12.D.4 (M) 1.3.12.D.1 (M) 1.4.12.A.1 (M) 1.4.12.B.2 (M)	2	2 weeks
Unit 5 <b><u>Action Photography</u></b> Students will realize that the other tool used for exposure, shutter speed, is both functional and aesthetic. Photographing the peak moment during gym classes places the student in an observational and professional situation. The student will get the feeling of what a sports photographer goes through as they try to capture students in a peak moment during gym class activities.	1.4.12.A.1 (M) 1.1.12.D.2 (M) 1.3.12.D.1 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.3.12.D.4 (M) 1.3.12.D.1 (M) 1.3.12.D.2 (M) 1.4.12.B.2 (M)	2	3 weeks

Unit 6	1.4.12.A.1 (M)	2	3 weeks
<b><u>Enlargements</u></b>	1.4.12.A.2 (M)		
The students will select their best technical & composed images from their 35mm lab proof sheets. They will proceed to make enlargements from the negatives. Traditional techniques such as cropping and the use of polycontrast filters will be used to enhance the enlargements.	1.1.12.B.2 (M)		
	1.3.12.D.1 (M)		
	1.3.12.D.2 (M)		
	1.3.12.D.3 (M)		
	1.3.12.D.4 (M)		
	1.3.12.D.1 (M)		
	1.4.12.B.2 (M)		

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to

evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

VPA.1.4.12.B.2

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

VPA.1.4.12.B.3

Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

## **Grading and Evaluation Guidelines**

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### GRADING PROCEDURES

All grading is done in the raw format. Each assignment, be it a lab or written work is assigned a total point value. The rubrics that accompany each lab have the point value included at the beginning of the format. Most labs have the largest value of 100 points. A test may have 35 questions and be worth 35 points. A written assignment might have a 12 or 15 point value.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

### COURSE EVALUATION

In Introduction to Photography, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

## **Other Details**

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Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
288	050	A	S	10-12	2.50	210	E	4/21/1986