



Think. Learn. **Grow.**



# Photography (ART221, 222, 225, 226) Curriculum Guide

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**Visual Arts Curriculum, Instruction, and Assessment**

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# Photography (ART221, 222, 225, 226) Curriculum Guide

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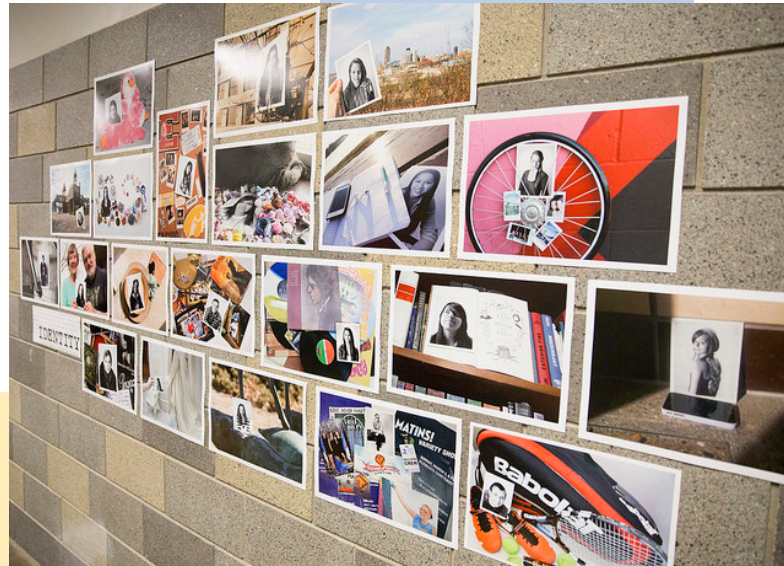
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## Foreword

Curriculum in this document is based on the National Core Media Arts Standards published in the spring of 2014. It has been developed by visual art educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in the visual arts that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in the visual arts.

## Definition of the Visual Arts

Visual arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. —*National Art Education Association*

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### How to use this document:

This curriculum guide is *not...*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

**Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.**

The curriculum guide outlines which learning goals are **most essential** for student learning; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students' learning beyond them.

The curriculum guide is a planning tool; assessed clusters and topics are provided, but **as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals.** You are encouraged to create your own sub-units of study within each cluster using the topics as a starting point. Within this document you will find a foundational structure for planning instruction in the visual arts which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts and prints.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop. As part of this logic model, common task banks and district-wide common formative assessments are being generated during the 2014-2015 and 2015-2016 school years.



# Photography (ART221, 222, 225, 226) Curriculum Guide

- **Des Moines Public Schools K-12 Student Learning Objectives in the Visual Arts**
  - Students can communicate at a foundational level in the visual arts. This includes knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and intellectual methods of the discipline.
  - Students can communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
  - Students can develop foundational evaluations and analyses of works of art from structural, historical, and cultural perspectives.
  - Students can develop an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.
  
- **Effective Components of an Educational Studio Program**
  - Demonstrations of artistic techniques and uses of media
  - Opportunities for practice, experimentation, and refinement based on effective feedback
  - Support for divergent thinking and multiple learning outcomes
  - A rich and robust variety of visual references
  - A variety of critique and response formats
  - Introductions to and expectations for use of appropriate art vocabulary
  - Connections among artists, careers, and art in everyday life and communities
  - An organizational system for storage and disbursement of materials and tools
  - Clear and maintained expectations for art room safety, cleaning, and classroom procedures
  - Integrations and connections with other content areas
  - Displays of various student works within the school and the community
  
- **Learning Clusters for Photography (Art 221, 222, 225, 226)**

Art221/Art222 Photography I	Art225/ Art226 Advanced Photography
<ul style="list-style-type: none"> <li>• Photography Design Concepts</li> <li>• Studio Skills: Camera as a Tool</li> <li>• Studio Skills: Processing Images</li> <li>• Critical Analysis: Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Photography Design Concepts</li> <li>• Studio Skills: Tools and Processes</li> <li>• Making Connection: Connecting to Contexts</li> <li>• Critical Analysis: Planning, Evaluating, and Presenting</li> </ul>

Learning goals for all curricular areas are organized by overarching concepts called clusters. Within those clusters live topics related to the cluster. All learning goals for the visual arts are guided by the 2014 National Visual Arts Standards and assessed on the provided reporting scales. The outline below serves to define the various elements of the curriculum structure.

- **Reporting Cluster – The Overarching Concept**

- Definition of the cluster/concept.
- National Standards alignments – those most closely related to the overarching concept.
  - Anchor Standard: *Anchor standards define the expectations for students entering college and careers, and provide the foundation for the K-12 visual arts standards.*
  - Enduring Understanding: *Statements summarizing important ideas and core processes that are central to visual arts and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying visual arts.*
  - Essential Questions: *Organizing questions to set the focus for lessons or units. They are the initiators of creative and critical thinking.*
  - Grade-level student learning objectives/ task generators
    - **Divided by grade level and meant to inform objectives for individual lessons or units.**

- **Assessment Scale:** Consistent with district grading practices, all scales follow this general structure. Scales have been designed to report progress against each visual arts cluster and topic.\*

M	0	1	2	3	4
Missing: Student has not submitted evidence.	No evidence of student understanding in submitted work.	Insufficient Progress	Developing Toward Standard	Meeting Standard	Exceeding Standard

\*For more information on district assessment and grading practices, please refer to the Grading Practices website <http://grading.dmschools.org/teacher-resources.html>

# Photography (ART221, 222, 225, 226) Curriculum Guide

## • 221, 222, 225, 226 Reporting Cluster – Photography Design Concepts

- The Elements of Art are defined as the visual components of color, form, line, shape, space, texture, and value.
- National Standards alignments
  - Anchor Standard: *Organize and develop artistic ideas and work.*
  - Enduring Understanding: *People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.*
  - Essential Questions: *How do artists and designers create works of art or design that effectively communicate?*
  - Grade-level student learning objectives/ task generators
    - **Select, organize, and design images and words to make visually clear and compelling presentations.**
    - **Collaboratively develop a proposal for an installation, artwork, or space that transforms the perception and experience of a particular place.**
    - **Demonstrate in works of art of design how visual and material culture defines, shapes, enhances, and empowers people’s lives.**

## • Assessment Scale

	1	2	3	4
ART221/222	Student’s performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: <ul style="list-style-type: none"> <li>• <i>Composition, strong horizontal, balance, repetition, color, line</i></li> </ul> Students demonstrate the have developed the ability to: <ul style="list-style-type: none"> <li>• Identify and describe elements and principles of photographic composition.</li> </ul>	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>• Independently apply multiple elements and principals of photographic composition to create an original image.</li> <li>• Provide evidence for their artistic choices.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
ART225/226	Student’s performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: <ul style="list-style-type: none"> <li>• <i>Composition, strong horizontal, balance, repetition, color, line</i></li> </ul> Students demonstrate the have developed the ability to: <ul style="list-style-type: none"> <li>• Identify and describe elements and principles of photographic composition.</li> </ul>	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>• Independently apply multiple elements and principals of photographic composition to create an original image that conveys a message or meaning.</li> <li>• Provide evidence for their artistic choices.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.



# Photography (ART221, 222, 225, 226) Curriculum Guide

- **221, 222 Reporting Cluster – Studio Skills: Camera as a Tool**

- Artistic Media and Processes are defined as the means of expression (tools, materials, and techniques) used to produce a work of art.
- New National Standards alignments
  - Anchor Standard: *Organize and develop artistic ideas and work.*
  - Enduring Understandings
    - *Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.*
    - *Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating art*
  - Essential Questions
    - *How do artists work?*
    - *How do artists care for and maintain materials, tools, and equipment?*
    - *What responsibilities come with the freedom to create?*
  - Tiered student learning objectives/task generators
    - **Engage in making a work of art or design without having a preconceived plan.**
    - **Through experimentation, practice, and persistence demonstrate acquisition of skills and knowledge in a chosen art form.**

- **Assessment Scale**

	1	2	3	4
221	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: <ul style="list-style-type: none"> <li>● <i>Camera, lens, shutter, aperture</i></li> </ul> Students demonstrate the have developed the ability to: <ul style="list-style-type: none"> <li>● Identify and describe the basic components of cameras</li> <li>● Identify and describe the functions of camera components</li> </ul>	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>● Apply intended uses and/or appropriate camera settings to create a clear and discernable photographic image.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
222	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: <ul style="list-style-type: none"> <li>● <i>Camera, lens, shutter, aperture</i></li> </ul> Students demonstrate the have developed the ability to: <ul style="list-style-type: none"> <li>● Identify and describe the basic components of cameras</li> <li>● Identify and describe the functions of camera components</li> </ul>	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>● Apply intended uses and/or appropriate camera settings to create a clear and discernable photographic image.</li> <li>● Provide evidence for artistic choices made with camera settings.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.

# Photography (ART221, 222, 225, 226) Curriculum Guide

## ● 221,222 Reporting Cluster – Studio Skills: Processing Images

- Artistic Media and Processes are defined as the means of expression (tools, materials, and techniques) used to produce a work of art.
- New National Standards alignments
  - Anchor Standard: *Organize and develop artistic ideas and work.*
  - Enduring Understandings
    - *Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.*
    - *Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating art*
  - Essential Questions
    - *How do artists work?*
    - *How do artists care for and maintain materials, tools, and equipment?*
    - *What responsibilities come with the freedom to create?*
  - Tiered student learning objectives/task generators
    - **Engage in making a work of art or design without having a preconceived plan.**
    - **Through experimentation, practice, and persistence demonstrate acquisition of skills and knowledge in a chosen art form.**

## ● Assessment Scale

	1	2	3	4
221	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: <ul style="list-style-type: none"> <li>● <i>Crop, filter, white balance</i></li> </ul> Students demonstrate the have developed the ability to: <ul style="list-style-type: none"> <li>● Identify and describe various processes for editing and altering photographic images.</li> </ul>	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>● Access and appropriately utilize hardware, software, and traditional processes to edit or enhance a photographic image.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
222	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: <ul style="list-style-type: none"> <li>● <i>Crop, filter, white balance</i></li> </ul> Students demonstrate the have developed the ability to: <ul style="list-style-type: none"> <li>● Identify and describe various processes for editing and altering photographic images.</li> </ul>	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>● Access and appropriately utilize hardware, software, and traditional processes to edit or enhance a photographic image.</li> <li>● Provide evidence for artistic choices made when processing images.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.

## Photography (ART221, 222, 225, 226) Curriculum Guide

- **221, 222 Reporting Cluster – Critical Analysis: Evaluating**

- Evaluating is defined as judging the merits or value of a piece of art based on a set of criteria.
- New National Standards alignments
  - Anchor Standards
    - *Refine and complete artistic work.*
    - *Interpret intent and meaning in artistic work.*
    - *Apply criteria to evaluate artistic work.*
  - Enduring Understandings
    - *Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.*
    - *People gain insights into meanings of artworks by engaging in the process of art criticism.*
    - *People evaluate art based on various criteria.*
  - Essential Questions
    - *How do artists grow and become accomplished in art forms?*
    - *How does collaboratively reflecting on work help us experience it more fully and develop it more completely?*
    - *How does the viewer “read” a work of art?*
    - *How is personal preference different from an evaluation?*
  - Tiered student learning objectives/task generators
    - **Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.**
    - **Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.**
    - **Reflect on, re-engage, revise, and refine works of art and design in response to traditional and contemporary criteria aligned with personal artistic vision.**

- Assessment Scale (Evaluating)**

1	2	3	4
<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>	<p>Students will recognize or recall specific vocabulary including, but not limited to:</p> <ul style="list-style-type: none"> <li><i>Composition, perspective, media</i></li> </ul> <p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> <li>Formulate and convey a response to their own artwork and the work of others.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Critically analyze and evaluate their own work or the work of others based on established criteria.</li> <li>Collaborate with peers or other learning partners.</li> </ul>	<p>In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.</p>

# Photography (ART221, 222, 225, 226) Curriculum Guide

- **225, 226 Reporting Cluster – Studio Skills: Tools and Processes**

- Artistic Media and Processes are defined as the means of expression (tools, materials, and techniques) used to produce a work of art.
- New National Standards alignments
  - Anchor Standard: *Organize and develop artistic ideas and work.*
  - Enduring Understandings
    - *Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.*
    - *Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating art*
  - Essential Questions
    - *How do artists work?*
    - *How do artists care for and maintain materials, tools, and equipment?*
    - *What responsibilities come with the freedom to create?*
  - Tiered student learning objectives/task generators
    - **Engage in making a work of art or design without having a preconceived plan.**
    - **Through experimentation, practice, and persistence demonstrate acquisition of skills and knowledge in a chosen art form.**

- **Assessment Scale**

	1	2	3	4
225/226	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: <ul style="list-style-type: none"> <li>● <i>Camera, lens, shutter, aperture</i></li> </ul> Students demonstrate the have developed the ability to: <ul style="list-style-type: none"> <li>● Identify and describe the basic components of cameras</li> <li>● Identify and describe the functions of camera components</li> </ul>	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>● Independently apply camera settings and image editing tools to enhance the meaning or message in a photographic image</li> <li>● Provide evidence for their artistic choices.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.

## Photography (ART221, 222, 225, 226) Curriculum Guide

### ● 225, 226 Reporting Cluster – Making Connections: Connecting to Contexts

- Connecting to Contexts is defined as exploring links between works of art and history, society, culture, and personal experiences.
- New National Standards alignments
  - Anchor Standard
    - *Perceive and analyze artistic work.*
    - *Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*
    - *Synthesize and relate knowledge and personal experiences to make art.*
  - Enduring Understandings
    - *Engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.*
    - *People develop ideas and understandings of society, culture, and history through their interactions with and analyses of art.*
  - Essential Questions
    - *How do life experiences influence the way you relate to art?*
    - *How does art help us understand the lives of people of different times, places, and cultures?*
    - *How is art used to impact the views of society?*
  - Tiered student learning objectives/ task generators
    - **Analyze and describe the impact that an exhibition or collection has on one’s personal awareness of social, cultural, or political beliefs and understandings.**
    - **Make, explain, and justify connections between artists or artworks and social, cultural, and political history.**
    - **Curate a collection of objects, artifacts, or artworks to impact the viewer’s understanding of social, cultural, and/or political experiences.**

### ● Assessment Scale (Connecting to Contexts)

1	2	3	4
Student’s performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li>● <i>Context</i></li> </ul> <p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> <li>● Identify contextual elements from history, cultures, artistic movements, and society in the work of others.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>● Apply contextual elements from history, cultures, artistic movements, and society to their own artwork.</li> </ul>	<p>In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.</p>

# Photography (ART221, 222, 225, 226) Curriculum Guide

## ● 225, 226 Reporting Cluster – Critical Analysis: Planning, Evaluating, and Presenting

- Planning is defined as the process of conceiving and developing new artistic ideas and work.
- Evaluating is defined as judging the merits or value of a piece of art based on a set of criteria.
- New National Standards alignments
  - Anchor Standard:
    - *Generate and conceptualize artistic ideas and work.*
    - *Refine and complete artistic work.*
    - *Apply criteria to evaluate artistic work.*
  - Enduring Understandings
    - *Creativity and innovative thinking are essential life skills that can be developed.*
    - *Artists and designers shape artistic investigations, following or breaking with traditions, in pursuit of creative goals.*
    - *Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.*
    - *People gain insights into meanings of artworks by engaging in the process of art criticism.*
    - *People evaluate art based on various criteria.*
  - Essential Questions
    - *What conditions, attitudes, and behaviors support creativity and innovative thinking?*
    - *What factors prevent or encourage people to take creative risks?*
    - *How does collaboration expand the creative process?*
    - *How does collaboratively reflecting on work help us experience it more fully and develop it more completely?*
    - *How does the viewer “read” a work of art?*

### Assessment Scale (Critical Analysis: Planning, Evaluation, and Presentation)

1	2	3	4
Student’s performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li>● <i>Form, value, symbol, mood, genre, allegory</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>● Formulate and convey a personal response to their own photography and the work of others.</li> <li>● Formulate and communicate an action plan</li> <li>● Develop and refine artistic work for artistic presentation.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>● Critically analyze and evaluate their own work or the work of others based on personal preference and established criteria.</li> <li>● Formulate, communicate, and implement an action plan, making appropriate adjustments.</li> <li>● Convey meaning through the presentation of artistic work.</li> </ul>	<p>In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.</p>

## Photography 221 Assessment Rubric

Cluster: Topic	1	2	3	4
	Insufficient Progress	Developing Toward Standard	Meeting Standard	Exceeding Standard
Photography Design Concepts	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Composition, strong horizontal, balance, repetition, color, line</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>Identify and describe elements and principles of photographic composition.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Independently apply multiple elements and principals of photographic composition to create an original image.</li> <li>Provide evidence for their artistic choices.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Studio Skills: Camera as a Tool	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Camera, lens, shutter, aperture, etc.</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>Identify and describe the basic components of cameras</li> <li>Identify and describe the functions of camera components</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Apply intended uses and/or appropriate camera settings to create a clear and discernable photographic image.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Studio Skills: Processing Images	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Crop, filter, tool bar, selections, layers, etc.</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>Identify and describe various processes for editing and altering photographic images.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Access and appropriately utilize hardware, software, and traditional processes to edit or enhance a photographic image.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Critical Analysis: Evaluating	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Form, value, symbol, mood, genre, balance, composition</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>Formulate and convey a personal response to their own photography and the work of others.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Critically analyze and evaluate their own work or the work of others based on personal preference.</li> <li>Critically analyze and evaluate their own work or the work of others based on established criteria.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.



# Photography (ART221, 222, 225, 226) Curriculum Guide

## Photography 222 Assessment Rubric

Cluster: Topic	1	2	3	4
	Insufficient Progress	Developing Toward Standard	Meeting Standard	Exceeding Standard
Photography Design Concepts	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Depth of field, inferred motion</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>Identify and describe elements and principles of photographic composition.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Independently apply multiple elements and principals of photographic composition to create an original image.</li> <li>Provide evidence for their artistic choices.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Studio Skills: Camera as a Tool	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Shutter speed, ISO, aperture, bracketing, depth of field, etc.</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>Identify and describe the basic components of cameras</li> <li>Identify and describe the functions of camera components</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Apply intended uses and/or appropriate camera settings to create a clear and discernable photographic image.</li> <li>Provide evidence for artistic choices made with camera settings.</li> <li>Proper exposure</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Studio Skills: Processing Images	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Crop, filter, white balance, etc.</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>Identify and describe various processes for editing and altering photographic images.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Access and appropriately utilize hardware, software, and traditional processes to edit or enhance a photographic image.</li> <li>Provide evidence for artistic choices made when processing images.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Critical Analysis: Evaluating	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Form, value, symbol, mood, genre</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>Formulate and convey a personal response to their own photography and the work of others.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Critically analyze and evaluate their own work or the work of others based on personal preference.</li> <li>Critically analyze and evaluate their own work or the work of others based on established criteria.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.

## Photography 225 Assessment Rubric

Cluster: Topic	1	2	3	4
	Insufficient Progress	Developing Toward Standard	Meeting Standard	Exceeding Standard
Photography Design Concepts	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li>Composition, strong horizontal, balance, repetition, color, line</li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>Identify and describe elements and principles of photographic composition.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Independently apply multiple elements and principals of photographic composition to create an original image that conveys a message or meaning.</li> <li>Provide evidence for their artistic choices.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Studio Skills: Tools and Processes	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li>Shutter speed, ISO, aperture, bracketing, depth of field, etc.</li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>Identify and describe the basic components of cameras</li> <li>Identify and describe the functions of camera components</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Independently apply camera settings and image editing tools to enhance the meaning or message in a photographic image</li> <li>Provide evidence for their artistic choices.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Making Connections: Connecting to Contexts	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li>Impressionism, symbolism, genre, still life</li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>Identify contextual elements from history, cultures, artistic movements, and society in the work of others.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Apply contextual elements from history, cultures, artistic movements, and society to their own artwork.</li> <li>Collaborate with peers or other learning partners.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Critical Analysis: Planning, Evaluating, & Presenting	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li>Form, value, symbol, mood, genre, allegory</li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>Formulate and convey a personal response to their own photography and the work of others.</li> <li>Formulate and communicate an action plan</li> <li>Select artistic work for presentation.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Critically analyze and evaluate their own work or the work of others based on personal preference and established criteria.</li> <li>Formulate, communicate, and implement an action plan, making appropriate adjustments.</li> <li>Develop and refine artistic work for presentation</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.

## Photography 226 Assessment Rubric

Cluster: Topic	1	2	3	4
	Insufficient Progress	Developing Toward Standard	Meeting Standard	Exceeding Standard
Photography Design Concepts	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li>• <i>Composition, strong horizontal, balance, repetition, color, line</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>• Identify and describe elements and principles of photographic composition.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>• Independently apply multiple elements and principals of photographic composition to create an original image that conveys a message or meaning.</li> <li>• Provide evidence for their artistic choices.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Studio Skills: Tools and Processes	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li>• <i>Shutter speed, ISO, aperture, bracketing, depth of field, etc.</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>• Identify and describe the basic components of cameras</li> <li>• Identify and describe the functions of camera components</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>• Independently apply camera settings and image editing tools to enhance the meaning or message in a photographic image</li> <li>• Provide evidence for their artistic choices.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Making Connections: Connecting to Contexts	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li>• <i>Impressionism, symbolism, genre, still life</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>• Identify contextual elements from history, cultures, artistic movements, and society in the work of others.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>• Apply contextual elements from history, cultures, artistic movements, and society to their own artwork.</li> <li>• Collaborate with peers or other learning partners.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Critical Analysis: Planning, Evaluating, & Presenting	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li>• <i>Form, value, symbol, mood, genre, allegory</i></li> </ul> <p>Students demonstrate the have developed the ability to:</p> <ul style="list-style-type: none"> <li>• Formulate and convey a personal response to their own photography and the work of others.</li> <li>• Formulate and communicate an action plan</li> <li>• Develop and refine artistic work for artistic presentation.</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>• Critically analyze and evaluate their own work or the work of others based on personal preference and established criteria.</li> <li>• Formulate, communicate, and implement an action plan, making appropriate adjustments.</li> <li>• Convey meaning through the presentation of artistic work.</li> </ul>	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.

## Common Vocabulary Terms

Common vocabulary for selected media, styles, art movements, and art expressions reflect the concepts, techniques, and skills for each grade level and course of study. Students will use these terms in oral, written, and visual communications. Teachers are encouraged to provide additional visual arts vocabulary to the identified lists.

Required Terms			Recommended Terms	
• Line	• Balance	• Composition	• Strong Horizontal	• Scale
• Shape	• Emphasis	• Image	• Strong Vertical	• Symmetry
• Forms	• Movement	• Aperture	• Diagonal	• Asymmetry
• Space	• Pattern	• Portfolio	• Negative Space	• White Balance
• Color	• Repetition	• Shutter	• Positive Space	
• Texture	• Proportion	• Context	• Point of View	
	• Rhythm	• Exposure	• Depth of Field	
	• Variety	• Critique		
	• Unity			

## Elements of Art

The elements of art are the building blocks used by artists to create a work of art.



**Line** is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.



**Shape** is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.



**Forms** are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.



**Space** is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.



**Color** is light reflected off of objects. Color has three main characteristics: *hue* (the name of the color, such as red, green, blue, etc.), *value* (how light or dark it is), and *intensity* (how bright or dull it is).

- White is pure light; black is the absence of light.
- Primary colors are the only true colors (red, blue, and yellow). All other colors are mixes of primary colors.
- Secondary colors are two primary colors mixed together (green, orange, violet).
- Intermediate colors, sometimes called tertiary colors, are made by mixing a primary and secondary color together. Some examples of intermediate colors are yellow green, blue green, and blue violet.
- Complementary colors are located directly across from each other on the *color wheel* (an arrangement of colors along a circular diagram to show how they are related to one another). Complementary pairs contrast because they share no common colors. For example, red and green are complements, because green is made of blue and yellow. When complementary colors are mixed together, they neutralize each other to make brown.



**Texture** is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.

## Principles of Design

The principles of design describe the ways that artists use the elements of art in a work of art.



**Balance** is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale, these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.



**Emphasis** is the part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.



**Movement** is the path the viewer's eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art.



**Pattern** is the repeating of an object or symbol all over the work of art.



**Repetition** works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.



**Proportion** is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.



**Rhythm** is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Rhythm creates a mood like music or dancing. To keep rhythm exciting and active, variety is essential.



**Variety** is the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through and around the work of art.



**Unity** is the feeling of harmony between all parts of the work of art, which creates a sense of completeness.

## Four-Step Critical Analysis Process

- **Step 1: Describe** – *What do you see?*
  - Credit line information such as title, artist, date created, size, medium, location, genre.
  - What do you see in the art work? Use objective observations and identification skills. All descriptions must be observable facts.
  - EXAMPLE: “*Starry Night*, Vincent Van Gogh, 1832...I see a large cypress tree in the foreground. I can tell it is a cypress by the shape. The majority of the picture is taken up by a night sky. There are many stars in the sky. Etc....”
- **Step 2: Analyze**—*How is the work organized?*
  - Focus on how the Elements of Art and Principles of Design have been used in the artwork. You are still collecting clues, not guessing! How do the Principles organize the Elements? Use specific evidence from the art. This will help you discover how the artist might have created moods, messages, or ideas.
  - EXAMPLE: “The night sky is dark blue, and it is filled with vibrant yellow stars. The pattern of the stars moves the viewer’s eye back and forth throughout the painting. The repetition of the yellow into the village lights help give the picture unity. Etc....”
- **Step 3: Interpret** – *“What is the artist saying?”*
  - Using the information from the description and analysis, explain what the artist might be trying to communicate. What is the mood or the meaning of the artwork? Make some guesses and provide some evidence for your thinking using the Elements and Principles. Your interpretation might be different from someone else’s.
  - Answer the question, “I think \_\_\_\_\_, because I see \_\_\_\_\_.”
  - EXAMPLE: “I think the artist is trying to show a connection between a sleepy peaceful mood and the quiet little town, because the artists uses the some colors and kinds of lines in the sky and the village. I see the colors and the soft, swirling lines in the sky, and it makes me think the artist was trying to show that even a dark sky can have lots to see. Etc....”
- **Step 4: Judge** – *“Is this a successful piece of art?”*
  - Now you can finally express your own personal opinion about the piece of art. Your opinion, however, is still based on what you’ve discovered through description, analysis, and interpretation, all backed up with visual evidence and the language of art. This is a carefully thought out decision in which you decided if the art was successful or not successful, not necessarily a like or dislike.
  - Answer this questions, “I think this work is (not) successful because \_\_\_\_\_.”
  - EXAMPLE: “I think this work is successful because it the colors and lines are organized in an interesting, swirly way that grabs my attention. The work is almost like a lullaby because the yellow stars twinkle in the sky like peaceful little notes over the sleepy town. Etc....”

