

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Art
COURSE TITLE: Photography
GRADE LEVEL: *10-12
PREREQUISITES: Art Explorations, B or higher or instructor approval
Aligns with DMACC ART 184, 3 semester credits

COURSE DESCRIPTION:

This photography course is designed to provide students with rich and meaningful experiences using traditional film photography and digital photography in the visual arts. Learning objectives build upon the knowledge of the art basics and design principles and expand to include a challenging arena for visual thinking, problem solving, visual communication, and appreciation for photography in our global society. Student produced work can be used to create a photographic portfolio and may serve as a springboard to encourage further student exploration into photography. Additionally, the production of photographs is relevant to the student in terms of understanding the purposes of art-communication, self-expression and aesthetic awareness.

CONTENT STANDARDS AND COURSE BENCHMARKS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Photography should be able to . . .

Content Standard I. Understand and apply media, techniques, and processes.
Benchmarks: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Content Standard II. Use knowledge of structures and functions.
Benchmarks: Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
Evaluate the effectiveness of artworks in terms of organizational structures and functions.
Create artworks that use organizational principles and functions to solve specific visual arts problems.

Content Standard III. Choose and evaluate a range of subject matter, symbols, and ideas.



Benchmarks: Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Content Standard IV. Understand the visual arts in relation to history and cultures.
Benchmarks: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art. Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Content Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others.
Benchmarks: Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Content Standard VI. Make connections between visual arts and other disciplines.
Benchmarks: Compare the materials, technologies, media, and processes' of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Content Standard VII. Understand and apply current digital technology.
Benchmarks: Utilize technology as a creative tool to create an artwork.
Utilize technology in order to conduct visual research.



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CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS:

Standard I: Understand and apply media, techniques, and processes. The students of Urbandale Community School District's Photography should be able to . . .

Benchmark: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Indicators: Identify the characteristics of single lens reflex cameras: both digital and film and their uses.
Explore the limitations of black and white darkroom printing versus digital printing.

Assessments: Quizzes: Parts/functions of the camera
Advanced darkroom printing techniques: Local density, artificial coloring, texture screens, Sabatier effect

Benchmark: Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Indicators: Analyze his or her artwork utilizing terms of art elements and principles and computer graphics.
Use judgment to determine the solutions to problems presented regarding major photography projects.

Assessments: Photo Analysis Assignments
Independent Photo shoot such as Documentary photography: Recording event or processes through images

Standard II. Use knowledge of structures and functions. The students of Urbandale Community School District's Photography should be able to . . .

Benchmark: Demonstrate the ability to form and defend judgments about the



characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Indicators: Identify the major differences between digital and film single lens reflex cameras and their uses.

Assessments: Compare and contrast research based camera activities

Benchmark: Evaluate the effectiveness of artworks in terms of organizational structures and functions.

Indicators: Communicate clear ideas through the creation of commercial based digital and/or film photographs.

Assessments: Project based commercial art unit

Benchmark: Create artworks that use organizational principles and functions to solve specific visual arts problems.

Indicators: Demonstrate an increasing skill in utilizing computer graphics.

Assessments: Adobe Photoshop tools evaluations

Standard III. Choose and evaluate a range of subject matter, symbols, and ideas. The students of Urbandale Community School District's Photography should be able to . . .

Benchmark: Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Indicators: Analyze photographs throughout history to inform their work.

Assessments: Collection of photographic images: online journal

Benchmark: Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Indicators: Be aware of the influence of past generations in the desktop publishing field especially as relates to photography.

Assessments: Ethics of photo manipulation and use of copyrighted images

Standard IV. Understand the visual arts in relation to history and cultures. The students of Urbandale Community School District's Photography should be able to . . .



Benchmark: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Indicators: Identify historical trends that have shaped and contributed to the vast photographic fine arts history.

Assessments: Collection of photographic images: online journal of photos through various cultures

Benchmark: Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

Indicators: Identify specific photography printing techniques or papers that have contributed to the history of photography in the fine arts tradition.

Assessments: Research based projects related to digital printing options

Benchmark: Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Indicators: Make connections between various historical contributions in photography and the work they hope to create.

Assessments: Oral critique: students will participate in class discussion and critique of their pieces and the work of others

Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others. The students of Urbandale Community School District's Photography should be able to . . .

Benchmark: Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Indicators: Identify different career options available in the photography and graphic arts fields.

Assessments: Presentations: students will participate in class discussions and presentations of careers

Benchmark: Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Indicators: Analyze iconic photographic images to determine how it relates to and shapes understanding of history and culture.



Assessments: Project based task inspired by iconic imagery or research

Benchmark: Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Indicators: Read art critics' reviews based on a particular photograph or photographer to gain a deeper understanding of the work.

Assessments: Written assignment; reporting findings and formulating an educated opinion of a work of art

Standard VI. Make connections between visual arts and other disciplines. The students of Urbandale Community School District's Photography should be able to . . .

Benchmark: Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Indicators: Compare the uses of the photograph to other means for creating visual art.

Assessments: Written reflections: Students will comment on the use of Photoshop, color usage, darkroom printing, and overall merits of their work

Benchmark: Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Indicators: Examine photography in terms of historical periods from early prints to modern advances.

Assessments: Project based photo assignments responding to historical works

Standard VII. Understand and apply current digital technology. The students of Urbandale Community School District's Photography should be able to . . .

Benchmark: Utilize technology as a creative tool to create an artwork.

Indicators: Exhibit basic knowledge of Adobe Photoshop.

Assessments: Digital projects and skill building activities

Benchmark: Utilize technology in order to conduct visual research.

Indicators: Show proficiency in image searches, academic database searches, and navigating the Internet efficiently.



Assessments: Research based Internet projects
Online based projects

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

