**Digital Photography 2 Curriculum:**

**National Core Arts Standards & “*Unpacked*” Learning Targets**

1. Creating
   1. **Learning Target 1\*:** Student demonstrates an understanding and knowledge of exposure through competent use of aperture, shutter speed, and ISO (film speed). Student demonstrates an ability to control and/or direct the lighting in their photography. Close attention is paid to the light source(s) and how they affect the subject(s) in the photographs. If/when applicable, student utilizes multiple lighting options (reflectors, catch lights, split lighting, loop lighting, Rembrandt lighting, butterfly lighting, broad and short lighting, etc.) in his/her final work. *Description of exposure and lighting must be included and documented in student digital entries.* ***(Photo portfolios)***
   2. **Learning Target 2\*:** Student demonstrates an understanding and knowledge of basic Photoshop techniques (selection tools and adjustments such as curves and levels). Students utilize tools such as the burn, dodge and sponge tools. If/when applicable, students exhibit knowledge and understanding of layer masking techniques and layer blend modes. Submitted files exhibit that adjustments have been executed on separate layers. *Description of techniques must be included and documented in student digital entries.* ***(Photo portfolios)***
   3. **Learning Target 3\*:** Student demonstrates an understanding and knowledge of advanced Photoshop editing and/or manipulation. Strategies and techniques have been employed to create cohesive and well-executed imagery. Techniques and strategies may include filters, transformations, actions and effects. *Description of techniques must be included and documented in student digital entries.* ***(Photo portfolios)***
   4. **Learning Target 4\*:** Student identifies quality control issues and makes adjustments in order to correct them by submitting photography that exhibits revisions from those presented at the beginning of the week. Student makes adjustments that results in work that exhibits growth and improvement over the course of the project. ***(Photo portfolios)***
2. Presenting
   1. **Learning Target 1\*:** Student demonstrates a knowledge and understanding of the formalist elements of photography & design. Student work exhibits a confident use of line, texture, pattern, color, space, balance, symmetry, depth of field, perspective, mass, proximity/unity, alignment, repetition/consistency, contrast, white space & framing. *Compositional description must be included and documented in student digital entries.* ***(Photo portfolios)***
   2. **Learning Target 2\*:** Student demonstrates a knowledge and understanding of *expressionist and contextualist* aesthetics. Student work exhibits cohesion and an awareness of context, narrative and/or intended meaning. *Descriptions must be included and documented in the student blog posts.* ***(Photo portfolios)***
   3. **Learning Target 3:** Student produces a log of conceptual brainstorming for each project. Log is documented in a digital artifact. Attention is paid to concept, meaning and narrative. ***(Google Doc)***
   4. **Learning Target 4:** Student applies digital tools to gather, evaluate research in the production of the presentation. Student uses at least three sources (not including image sources) in the collection of information. Student uses sources in an ethical manner. All sources are properly cited at the end of the presentation on a separate works cited slide. All images should be cited at the bottom of each image slide. ***(Art History Presentation)***
   5. **Learning Target 5:** Student selects, analyzes and interprets his/her work for presentation. Work is accompanied by a brief description and analysis. Work should include title, media and date. ***(Portfolio Website)***
3. Responding
   1. **Learning Target 1:** Student has demonstrated a knowledge and understanding of art criticism by evaluating weekly examples of artwork on the class blog. Responses should focus on *both formalist and expressionist/contextualist* aesthetics. ***(Gallery Forum Blog)***
   2. **Learning Target 2:** Student has utilized his/her digital log as a means of reflecting upon his/her own concepts and ideas and those of other artists. ***(Google Doc)***
   3. **Learning Target 3:** Student identifies and presents at least 5-10 examples of their artist’s/art form’s work to the class with titles and dates. Student will be expected to give an in-depth aesthetic analysis of each example provided during the presentation. Student is expected to discuss *both formalist and expressionist/contextualist* aesthetics. ***(Art history presentation)***
4. Connecting
   1. **Learning Target 1:** Student produces a digital log of compositional research for each project. Research is documented in a digital artifact. Attention is paid to compositional space. ***(Google Doc)***
   2. **Learning Target 2:** Student creates an art history presentation/artifact that provides comprehensive biographical/historical information about a specific artist or art form. Additionally, student provides an in-depth analysis of the historical and cultural identity and impact of this artist and/or art form.  ***(Art history presentation)***
   3. **Learning Target 3**: Student communicates and works productively with others, incorporating different perspectives and cross-cultural understanding, to increase innovation and the quality of work. ***(Collaborative project)***
   4. **Learning Target 4:** Student creates an artist’s statement that communicates an understanding of the personal and outside influences involved in his/her art-making. ***(Portfolio website)***

***\* These learning targets are part of the master project rubric. Each project will be assessed along these same targets. Scores in gradebook will reflect an assessment of all work submitted, but will place the most emphasis on the most current submission. Projects will be provided by the instructor and posted on the course website.***