

**Southern Regional High School  
Manahawkin, New Jersey**

**Course of Study**

**For**

**Photographics  
8807**

Submitted By:  
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# **Southern Regional High School District**

## **Course of Study**

Department Applied Technology

**Course Title: PhotoGraphics I**

### **Essential Questions of the Course:**

1. What is graphic communication?
2. How do you produce a photograph?
3. How did photography evolve to its current place?
4. How do you compose a picture?
5. Which computer graphic program is the best to use?

### **Assessments:**

- Students will complete written assessments to show proficiencies at various stages of the course.
- Students will demonstrate proficient usage of equipment handling.
- Students will complete hands on performance-based activities throughout.

## Unit of Study

**Unit Title: What is Photography?**

### Essential Questions of the Unit:

1. How does photography evolve to its current place?
2. What are the behaviors of light and how do they affect photography?
3. What things do you need to make a photograph?
4. How do you analyze a photograph?
5. How is photography used to make a living?

### Assessments:

- Students will complete questions from a few chapters.
- Students will demonstrate proficiency by taking a written quiz.

## **Content:**

### Photo Analysis

- Center of interest
- Format
- Balance
- Point of view

### Principles of Light

- Electromagnetic Energy
- Reflection
- Refraction
- Transmission
- Absorption

### Basic Camera Parts

- LTB
- Shutter
- Focus knob
- Viewfinder
- Film transport
- Aperture
- Lens

### Needed for Photo Image

- Light
- LSM
- LTB
- Subject

## **Skills:**

- Application of practical skills from note taking
- Following directions
- Cooperation skills
- Darkroom safety
- Produce photogram
- Careers

## **Purpose / Rationale of the Unit:**

Students will gain the understanding of light, principles of and camera parts by applying acquired classroom knowledge. The mastery of photography comes from first understanding light.

## **New Jersey Core Curriculum Content Standards:**

### Visual & Performing Arts

- 1.3.D.1
- 1.4.B.1

### CECFLS

- 9.1.A.1, A.3, B.3, B.4, B.5
- 9.2.A.1, A.2, B.3, C.2, D.1, D.3, D.4, F.1-F.5

### Science

- 5.2.B.2, B.3

**Time Frame of Unit:** 4 weeks.

## **Instructional Activities:**

Chapter 1 – History of Photography

Chapter 2 – Career Component

Handouts

Photogram – Darkroom work

Mount Photogram

## **Materials and Resources:**

Handouts/PowerPoint presentations

Cameras

Prisms

Textbooks

Darkroom (enlarger, developer, short stop, fixer, wash, dryer)

Matte Board

## Unit of Study

**Unit Title: Using the Camera**

### Essential Questions of the Unit:

1. How do you compose a photograph?
2. What are the best lighting conditions?
3. How do you use the Rule of Thumb?
4. Why do you adjust the aperture?
5. How can you determine how far away your subject is?
6. What is the proper way to take a photo?
7. How do you load/unload film?
8. Name and describe the elements of composition and how they are used in photography.

### Assessments:

- Students will complete questions from related text chapters.
- Students will complete a test on identifying the parts of a camera.
- Students will complete a performance test demonstrating how to use a camera.
- Students will gather, identify and present photographs with specific elements of composition.

## Content:

### Camera Handling

- Safety
- Cleaning
- Repair

### Camera Types

- Parallax
- Viewfinder
- Inexpensive
- Few moving parts
- Light
- Quiet
- Small viewfinder

### Twin Lens

- Viewfinder
- Waist shooting
- Larger negative
- Parallax
- Reversed image in viewfinder
- Bulky
- Square format

### Press/View Camera

- No parallax
- Large screen
- Large negative
- Change lens
- Bulky
- Tripod
- Focus cloth
- Upside down image on viewscreen

### SLR

- Focus
- Loading film
- Making adjustments
  - Rule of thumb
  - SS, S-Stop
- Changing lens
- Aperture ring
- Focus ring – distance
- Shutter speed selector
- Strap lug
- Lens
- Hot shoe
- Viewfinder
- Max aperture
- Focal length
- Tripod socket
- Battery compartment and display

### Elements of Composition

- Format
- Horizontal
- Vertical

### Rule of Thirds

- Upper third
- Lower third

### Balance

- Formal
  - Vertical
  - Horizontal
- Informal
  - Vertical
  - horizontal

### Framing

- vertical
- horizontal

### Curved Lines

- show beauty
- show grace

### Point of View

- minimum focus distance

### Depth of Field

- S 2.0
- S 8.0
- S 16.0

## Skills:

- Proper handling
- Following directions
- Application from notes to practical
- Mechanical usage
- Safety
- Careers

### **Purpose / Rationale of the Unit:**

Visual identification to practical usage is the goal here. Students are also being introduced to the qualities of “good” photographs and how to set up a photograph once the mastery of using a camera has been accomplished.

### **New Jersey Core Curriculum Content Standards:**

Visual and Performing Arts

- 1.3.D.1
- 1.4.B.1

CECFLS

- 9.1.A.1, A.3, B.3, B.4, B.5
- 9.2.A.1, A.2, B.3, C.2, D.1, D.3, D.4, F.1-F.5

Technological Literacy

- 8.1.A.3, A.5, A.6, A.8, A.9, B.1 – B.4, B.9, B.11-B.12
- 8.2.A.3, B.2, B.3, C.2, C.3

### **Time Frame of Unit:**

- Camera handling & types – 3 weeks
- Composition – 3 weeks
- Advanced assignments for end-of-year – 11 weeks.

### **Instructional Activities:**

- Exposure of 2 rolls of film
- Camera handling practice
- Handouts/worksheets/notes
- Magazine search for composition pictures
- Line, shape, texture, pattern assignment
- Grayscale assignment
- Flash photograph
- Copy print

### **Materials and Resources:**

- Four types of cameras, film, tripod
- Handouts, overheads, PowerPoint presentations
- SLR cameras for practice
- Practice film
- Kodak/Canon software for composition demos
- National Geographic w/projector for composition demos

## Unit of Study

**Unit Title: Processing & Enlarging**

### Essential Questions of the Unit:

1. How do you load a daylight processing tank?
2. Where and how do you find the proper developing time for your film?
3. Why is temperature a factor in processing film?
4. What is the process for enlarging a negative?
5. What are the parts of the enlarger?
6. How do you mount and matte prints?

### Assessments:

- Students will complete a practical hands-on quiz before using the equipment
- Students will complete various written assessments to show proficiencies at various steps.

## **Content:**

### Processing

- Complete darkness

### Loading a processing tank

- Parts
  - Tank
  - LT lid (funnel)
  - Water tight lid
  - Light trap
- Reel/film
  - Empty reel
  - Changing bag
  - Can opener
  - Film

### Chemical Reaction

- Time/temp
- ISO
- Film type/developer
- Dark room data guide

### Chemical Process

- Developer
- Short stop
- Fixer
- Wash
- Dry
- Procedure & times

### Negative Sleeves

- Cutting
- Handling
- Analysis
- Contact sheet
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### Enlarger parts

- Bellows
- Light housing
- Focus knob
- Elevation crank
- Aperture
- Easel
- Focus sheet
- Focus scope
- Baseboard
- Timer
- Procedure

### How to make an enlargement

- Procedure
- Mounting

## **Skills:**

- Following directions
- Theory into practical experience
- Mastery of skills
- Safety
- Career

## **Purpose / Rationale of the Unit:**

Allow students the experience of taking photography from start to finish. Processing and enlargements must be included.

## **New Jersey Core Curriculum Content Standards:**

### Science

- 5.6.B.1

### Math

- 4.1.B.2, C.1
- 4.2.A.1, A.3, D.1, D.2,
- 4.5.A.1-A.3, B.1, B.2, B.4, C.3, C.4, C.6
- 4.5.D.1, D.2
- 4.5.F.2

### Technological Literacy

- 8.1.A.3, A.5, A.6, A.8, A.9
- 8.1.B.1 – B.4, B.9, B.11, B.12
- 8.2.A.2, B.2, C.2, C.3

### Visual & Performing Arts

- 1.2.D.2, D.3, D.4
- 1.3.D.1
- 1.4.B.1

### CECFLS

- 9.1.A.1, A.3, B.3, B.4, B.5
- 9.2.A.1, A.2, B.3, C.2, D.1, F.1-F.5

**Time Frame of Unit:** 3 weeks

### **Instructional Activities:**

- Loading a daylight process tank (and practice)
- Chemical processing of film
- Enlarger parts/timer practice
- Enlarging a photograph

### **Materials and Resources:**

- Daylight processing tank w/parts listed previous
- Enlarger (parts listed)
- PowerPoint presentation
- Practice film
- Handouts/demo materials/notes

## Unit of Study

**Unit Title: Graphic Communications**

### Essential Questions of the Unit:

1. What are the four steps in designing something graphically?
2. What is a thumbnail drawing and how does it help in designing?
3. How do you prepare a screen for printing?
4. What are the steps for adhering a logo to a screen?
5. Which presentation method is the best?

### Assessments:

Students will actively create each of the steps in designing a logo of their own.

## **Content:**

### Design

- Message analysis
- Principles
- Steps
  - Brainstorming
  - Thumbnails
  - Rough
  - Comprehensive/image carrier

### Pre-Production/Production

- How design is presented

### Finishing

## **Skills:**

- Sketching
- Brainstorming/thinking
- Following directions
- Design technique

## **Purpose / Rationale of the Unit:**

Students will gain experience in the design process from the start of an idea through a completed “printed” logo design to communicate a specific message.

## **New Jersey Core Curriculum Content Standards:**

### Visual and Performing Arts

- 1.2.D.2, D.3, D.4
- 1.3.D.1
- 1.4.B.1

### CECFLS

- 9.2.A.1, A.2

### Technological Literacy

- 8.1.A.3, A.5, A.6, A.8, MA.9
- 8.1.B.9, B.11, B.12

### Math

- 4.2.A.1, A.3, D.1, D.2
- 4.5.B.1, B.2, B.4
- 4.5.F.2

**Time Frame of Unit:** 4 weeks

### **Instructional Activities:**

Students will brainstorm, sketch and refine their designs. Graphically display student design with the medium chosen.

### **Materials and Resources:**

- PowerPoint
- Logo examples
- Given medium for logo

## **Unit of Study**

**Unit Title: Digital Photography**

### **Essential Questions of the Unit:**

1. How do you capture an image with a digital camera?
2. What is needed to take a digital image from image to printout?
3. What is the best way to output a digital image?
4. What applications can be used to enhance digital images?
5. How do you create a digital contact sheet?
6. How do you set up a “studio” to take digital portraits

### **Assessments:**

- Students will complete an assignment on composition using digital techniques.
- Students will complete tutorials on computer programs used to enhance digital photos.

## **Content:**

### Digital vs. Analog

- Memory
- Zoom
- Optical
- Quality
- Flash
- Downloading
- Contact sheet

### Enhancement

- 2003 programs in use
- Adobe Illustrator
- Adobe Photoshop
- Adobe Indesign
- Kodak Picture-it
- Other new software

### Lighting

- Flash vs. no flash
- Studio
- Still life
- Action
- Landscape
- 

## **Skills:**

- Mastery of using a digital camber to accomplish all assigned work
- Following directions
- Time management
- Presentation of photographs

## **Purpose / Rationale of the Unit:**

Students will get to know the ever changing world of digital photography, how to purchase a good quality camera for their needs and make adjustments to their camera in different situations.

## **New Jersey Core Curriculum Content Standards:**

### Visual and Performing Arts

- 1.2.D.2, D.3, D.4
- 1.3.D.1
- 1.4.B.1

### Technological Literacy

- 8.1.A.3, A.5, A.6, A.8, A.9

**Time Frame of Unit:** 8 weeks

### **Instructional Activities:**

- Photoshop mastery (3)
- Illustrator mastery (3)
- Digital retouch prints
- Digital studio prints
- Flash assignment
- Portfolio work
- Digital composition assignment

### **Materials and Resources:**

- Studio setup including lights
- Computer programs
- Digital cameras
- Consumer reports
- PowerPoint presentation