Secondary Course Description

COVER PAGE

1. Course Title: Advanced Photography 2D

2. Transcript Title / Abbreviation:

3. Transcript Course Code / Number (Office Use Only):

4. School: Davis Senior High School

5. **District:** Davis Joint Unified School District

6. Department: Art

7. Graduation Requirement it meets: Visual and Performing Arts, CTE

8. Length of Course: 1 year

9. Graduation Credits: 10

10. School / District Web Site: http://www.djusd.net

11. CBEDS Course Code:

12. School Contact:

Name: Rachel Sanchez-Mitchell

Title/Position: Teacher, Art

Phone: 530-757-5400   **Ext.:**

Fax:

E-mail: rsanchezmitchell@djusd.net

13. Subject Area:

- [ ] History/Social Science
- [ ] English
- [ ] Mathematics
- [ ] Science
- [x] CTE
- [ ] Language other than English
- [x] Visual & Performing Arts
- [ ] DJUSD Graduation Elective
- [ ] College Prep Elective (will seek UC/CSU approval)

14. Grade Level(s): 10-12

15. UC/CSU Requirement:

16. Seeking "Honors" Distinction? [ ] Yes   [x] No

17. GPA Types:

18. Credit Value:

- [ ] 0.5 (half year or semester equivalent)
- [ ] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

19. Was this course previously approved by UC? [x] Yes   [ ] No

If so, in what year? __2019_____   Under what course title? ___AP2D Art and Design_____

20. Pre-Requisites: Introductory Photography or Introductory Graphic Design

   Co-Requisites:

21. Preliminary Approval - Secondary Site Principal Signature (Must be signed before proceeding to Step 22):

   _____

22. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services: _____

23. Review & Approval:

Date		Signature
_____	Site Curriculum and Instruction Leadership Team	Signature/Title _____
_____	Secondary Department Articulation/Collaboration	Signature/Title _____

Secondary Principal Signatures: _____   _____

Date: _____   _____

Brief Course Description:
This course is a capstone for CTE pathways in Photography and Graphic Design.

AP (Advanced Placement) 2D Art and Design is a program administered by the College Board to provide highly motivated high school students an opportunity to earn college credit; this course also serves as the capstone in the Photography and Graphic Design CTE pathways. In AP 2D Art and Design, students will create a portfolio of artwork exploring two-dimensional design using the medium of digital photography and/or design. Design involves purposeful decision-making using the elements and principles of art in an integrative way. Students will develop mastery in concept, composition and execution. In May, students who opt to take the AP exam will submit their completed portfolios consisting of fifteen digital images and five printed original pieces to the College Board for scoring. If students receive a passing score of a 3, 4, or 5, they may receive college credit for the class. This course satisfies Career Technical Education standards by teaching the skills and knowledge for creating, refining, and exhibiting works of art. Students will also be creating online personal art portfolios to share with various audiences as a step towards career development. This emphasizes developing independent art practices as students direct the course of their individualized sustained investigations. As the year progresses, students are encouraged to find internships, practice entrepreneurship, and contribute to service programs as entry-level photographers and designers.

Context for Course:
List the State/District Standards addressed in this course.
California Arts Standards:

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Prof.VA:Cr1.1 Use multiple approaches to begin creative endeavors.
Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.
Adv.VA:Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
Adv.VA:Cr2.1 Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
Acc.VA:Cr2.2 Demonstrate awareness of ethical implications of making and distributing creative work.
Adv.VA:Cr2.2 Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

CREATING—Anchor Standard 3: Refine and complete artistic work.
Acc.VA:Cr3 Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.
Adv.VA:Cr3 Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Prof.VA:Pr4 Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
Acc.VA:Pr4 Analyze, select, and critique personal artwork for a collection or portfolio presentation.
Adv.VA:Pr4 Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Acc.VA:Pr5 Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work.
Prof.VA:Pr6 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Acc.VA:Pr6 Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Adv.VA:Pr6 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work
Prof.VA:Re7.1 Hypothesize ways in which art influences perception and understanding of human experiences.
Acc.VA:Re7.1 Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work.
Prof.VA:Re7.2 Analyze how one's understanding of the world is affected by experiencing visual imagery.
Acc.VA:Re7.2 Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
Adv.VA:Re7.2 Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work.
Prof.VA:Re8 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

CONNECTING—Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Prof.VA:Cn10 Document the process of developing early stage ideas to fully elaborated ideas.
Acc.VA:Cn10 Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
Adv.VA:Cn10 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Acc.VA:Cn11 Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary, local and global contexts.

CTE Standards:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.

A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.

A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.

A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.

A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production.

A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.

A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

A2.4 Use visual metaphors in creating an artistic product.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.

A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.

A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

A5.2 Explore the role of art and design across various industry sectors and content areas.

A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.

A5.5 Create a commercial artistic product that communicates a cross-cultural or universal theme.

A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.

A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.

A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.

A7.3 Enhance meaning by employing rhetorical devices, including extended use of parallel-ism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).

A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.

History of Course Development:

COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

FINAL PORTFOLIO REQUIREMENTS
The 2D Design portfolio consists of the following two sections:

1. **Sustained Investigation:** 15 digital images of works describing an **in-depth exploration** of a particular design concern. Students will work in a series much like professional artists do. Students will also need to type an essay answering the following questions:
What is the central idea of your concentration?
How does the work in your concentration demonstrate exploration of your idea?

2. **Selected Works:** 5 original works that demonstrate your **mastery** of design.

COURSE OBJECTIVES

COURSE OUTLINE

Unit 1: Review
Students will review foundational skills from their prerequisite Introductory Photography course and/or Introductory Graphic Design Course.

Unit Assignments:
Minor Assignments:
Aperture Experiments
Students will create a series of images that intentionally feature a wide depth of field, highlighting depth of space and sharp details throughout, focusing on appropriate subjects, such as landscape. Students will also create a series of images that feature shallow depth of field, a narrow range of focus, keeping a subject sharply focused, and blurring the foreground and background, particularly useful in portrait photography.
Light Drawing
Students will check out equipment and work with classmates, friends, and family to collaborate on long exposure light drawing experiments at night and in dark environments outside of the classroom. These images depend on practice with lighting equipment in class and experiments with shutter settings as the dominant camera control. Final images should incorporate multiple light sources (flashlights, light strings, fairy lights, ambient light, etc.) to create both "light painting" and "light drawing" effects.

Major Assignment:
Drop Cap design or Advanced variation -- Personal Logo Design
Students brainstorm ideas that relate to personal interests and symbols that represent individual characteristics. Students sketch ideas as design roughs before scanning sketches, importing into Adobe Illustrator, and learning/reviewing basics of Illustrator tools to create a drop cap design of their initial based on modifications of letter forms or a more elaborate personal logo design crated from scratch.

Unit 2: Still Life
Students will revisit the still life tradition by reviewing works from art history in paintings and photographs. Slideshow presentations will focus on two main types of still life. Formal still lifes emphasize the formal properties of the subject depicted, such as the contrasting textural surfaces, colors and values, a sense of pattern or repetition of shapes of objects. Narrative still lifes tell a story through the objects pictured. Lighting techniques are reviewed and a class still life is arranged to emphasize certain elements of art to model the process for students and allow for in-class practice before students create their still lifes at home or bring in objects to photograph in class.

Unit Assignments:

Major Assignment:
Create a series of four final photographs or one finished design that explores Still Life with an emphasis on element shape and principle of balance. Still lifes should explore formal and/or narrative subjects. Students will present final images to class

and participate in critique focusing on the element of shape and the principle of balance, as well as additional content explored by the artist.

Unit 3: Architecture
This unit challenges students to locate, research, and interact with various types of architecture before creating a photo series or design related to constructed spaces.

Unit Assignments:
Major Assignment:
Create a series of twelve final photographs or three finished designs that explore architecture with an emphasis on line and movement. Students will research artists, architects, and locations. Students will then visit locations, including at least one of the five architecturally significant local sites in Davis focused on in class, and gather 120 photographs or create 25 thumbnails that explore the grand view, details, and interiors. Students will edit their best shots (4 grand views, 4 details, and 4 interiors) and develop their best sketches into roughs. Students will then present final images to class and participate in critique focusing on the element of line and the principle of movement, as well as additional content explored by the artists.

Unit 4: Social Issues
This unit introduces the concept of social issues. Students will learn various definitions of the term as related to issues that affect our lives at local and global scales. We consider many (environmental, political, class, drug/addiction, mental health, food/hunger crisis, health, etc.) issues as potential topics for exploration and investigation as well as review art works created in response to such issues. We analyze artistic points of view and purposes when responding to social issues and students decide what type of art work and purpose they will create (call to action, journalistic/documentary, satirical, etc.)

Unit Assignments:
Major Assignment:
Social Issue Artwork
Students will examine controversial issues of today. They will find one which they feel strongly about and make a series of 10 final images (100 practice shots), a handmade 18x24" collage, or if using the computer, 3 8x10" related collages, or one detailed digital composition (poster design/billboard mock-up, etc.) that expresses their message.

Step 1: Review list of social issues and choose a few to explore and research. Select one issue to base project on.
Step 2: Create a digital file of inspiration or reference images. Include examples of art created by artists working to highlight social issues as well as images that reflect techniques, styles, settings, digital edits that may relate to work. Include at least 10 images.
Step 3: Write a brief (1-3 paragraphs) explanation of chosen social issue and explain message and point of view.
Step 4: Prepare to present social issue project to the class.

Unit 5: Artist Inspiration
This unit focuses on research and analysis of artists from various industries. Many artists will be reviewed in class and several examples will be focused on as models for student research and process.

Unit Assignments:
Major Assignment:
Students will choose three artists with distinctly different styles to focus on and research. Students will create three different art projects, each inspired by and in response to these artists. Photography students will create three series of 4 images and designers will create three final designs. Students will share their finished projects with the class, share background about artists' processes, and describe what inspired them and what their own process was. As a group, students will critique their photographs using the four-part method of art criticism.

Sustained Investigation/Concentration Development
Remainder of Semester 1 and Semester 2

Once students have decided on a concentration idea, they will be doing research, taking photographs, designing projects, and editing weekly based on their chosen theme. They will take many more pictures and create several more iterations of designs than the final concentration portfolio requires so that the theme can truly be explored in depth. The best 15 pieces from will be chosen in April. Students will create a blog and post ideas, research, works in progress, and finished pieces.

WEEKLY: Students will be required to post to their blog once a week. Students will work independently on their photographs in the computer lab during class. Photographs, sketches, and design roughs must be created outside of class. Students must come prepared daily to work on their series. New works must be posted weekly. Instructor will meet individually with students to view progress.

MONTHLY:

CRITIQUE/GRADING: Sustained Investigation progress will be graded monthly based on blog postings and meetings with students. Students' blogs will be displayed via projector in class as well as on computers in small groups. Students will

critique the work of fellow students verbally and via comments in writing on each other's blogs. Students will critique and evaluate their own work verbally and in writing. The instructor will give written and verbal feedback to each student as well.

FINAL PORTFOLIO

Between mid-April and the College Board deadline in May, the following tasks must be completed:

• Review and finalize best 15 pieces

• Submit 15 pieces to College Board website.

• Select 5 Quality pieces

• Print 5 Quality pieces.

• Type concentration essay

• Meet for final assembly of portfolio.

TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Title, Author, Publisher, Edition:

Previously Adopted? ☐ Yes ☐ No (If no, provide information directly below)

Cost per book	Total Cost	Budget Source

Other:

DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

ASSESSMENT METHODS AND/OR TOOLS

ASSESSMENT CRITERIA

HONORS COURSES ONLY

Indicate how this honors course is different from the standard course.