

CURRICULUM GUIDE
VISUAL/PERFORMING ARTS DEPT.

COURSE: AP Photography IV

Grades: 9 - 12

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where all students are challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially as well as contribute as responsible and productive citizens of our global community.

Mission Statement **Visual & Performing Arts**

The Township of Union Visual & Performing Arts Department strives:
To create an arts' community that is rich with cultural, social & intellectual diversity..... And, through collaborative partnerships between teachers, parents and members of the community at large, offer substantive art & music instruction and diverse artistic and performance opportunities for students of all ages.

Arts Vision Statement

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**

Course Description

The Advanced Placement Program in Photography is intended for the student who is interested in a serious study of photography. Students need to be highly motivated and willing to work intensely in and outside the classroom, beyond the regularly scheduled periods. The scope of the course work is the equivalent of an introductory college course in photography.

The curriculum is designed to allow students the opportunity to create a portfolio that will show fundamental competence in the creation of photography, as well as an understanding of aesthetic issues within an area of studio art/photography.

The course work for AP Photography requires the completion of extensive pre-course summer assignments. Students will be required to shoot 5 rolls of film over the summer to begin their area of concentration. Students will explore a wider range of aesthetic issues as well as varied photographic techniques. The Concentration Section of the College Board Portfolio is also constructed and developed around an initial exploratory piece. Second semester work focuses on the completion of the Concentration Section as well as the Breadth Section and the final draft of the Commentary.

Throughout the course elements and principles of design, expressive content and developing technical skill will serve as criteria for assessment of student progress. Students will be able to analyze the components of a good photograph, and be able to critique their own work and the work of fellow students. Art criticism is a required aspect of this course and provides a way to constantly edit and improve each portfolio.

New Jersey Student Learning Standards

Standard 9

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others

and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, changes. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11, Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Recommended Textbooks

The Photographic Eye, Learning to See with a Camera

Michael O'Brien and Norman Sibley

High Contrast

J. Seeley

Bystander: A History of Street Photography

Colin Westerbeck and Joel Meyerowitz

Looking at Photographs

Jacques Lowe

Course Proficiencies

Students will be able to...

Create a body of work that meets the requirements of the AP Studio Art Exam.

Create work that will also meet the New Jersey State Core Curriculum Standards.

Complete the Section on Concentration which is an in-depth, personal commitment to a particular artistic/photographic concern.

Complete the Section on Breadth with twelve photographic images that demonstrate the student's proficiency in both technical and creative skill.

Make a selection of five quality pieces from their work and mat them for presentation.

Write a commentary describing in detail their original photographic idea and the means in which they completed their task.

Complete all requirements for the AP Studio portfolio and be able to digitally send their body of work to AP Exam Board.

Curriculum Units

Unit 1: **Overview/Requirements**

Unit 2: **Concentration**

Unit 3: **Breadth**

Unit 4: **Critique/Commentary**

Unit 5: **Quality**

Unit 6: **Preparation of the Portfolio for AP Exam**

Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> Overview	2 weeks
<u>Unit 2:</u> Concentration	15-18 weeks
<u>Unit 3:</u> Breadth	6-8 weeks
<u>Unit 4:</u> Critique/Commentary	3 weeks
<u>Unit 5:</u> Quality	3-5 weeks
<u>Unit 6:</u> Preparation of the Portfolio	3-4 weeks

Unit 1;

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>What are the requirements for the AP Studio/photography Portfolio?</p> <p>What are the three areas of work students must complete for their portfolios?</p> <p>What importance does the commentary play in one's portfolio?</p>	<p>NJSLS# 1.4. 12.A.1,2. 1.1.12.D.1</p> <p>Students will be able to understand the benchmarks and challenges that the AP Photography portfolio presents.</p> <p>Students will be able to know the different work needed for each section of their portfolio; Concentration, Breadth, and Quality.</p>	<p>Handouts of guidelines and information from the AP College Board.</p> <p>Presentation of timeline to complete different areas of exam.</p> <p>Review previous work to see what meets the criteria for the portfolio.</p> <p>Begin first draft of a commentary.</p>	<p>Written assignments on what constitutes an AP Portfolio.</p> <p>Brainstorming to begin ideas for concentration.</p> <p>One on one meeting to see that each student understands requirements and is prepared to start their work.</p> <p>Students are required to keep a written journal where they will write about their experiences and new ideas.</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLS)	Activities	Assessments
<p>What ideas can one pursue for their concentration?</p> <p>What challenges can this in depth exploration of a subject present?</p> <p>What goals, time frame should be developed?</p> <p>What choices as far as both technical and creative skill must I make?</p>	<p>NJSLS# 1.1.12,D1,D2 1,3.12D.1 1.3.12.D.5 CRP6</p> <p>Students will be able to select an idea to explore for their concentration.</p> <p>Students will be able to use previous technical and creative skills in their development of their central idea and also be developing new skills.</p>	<p>Students will begin to brainstorm what are possible people, places or things to shoot.</p> <p>Students will plan and execute a storyline and exploration of one of their ideas.</p> <p>Students will begin their photography study by focusing on the process of investigation, growth and discovery.</p> <p>Students will continue to shoot their idea until a completed investigation encompasses 12 final works of art.</p>	<p>Several critiques will take place. One on one critique with teacher. Group critique.</p> <p>Written essay by student explaining the development of their concentration.</p> <p>Exploration of new directions and ideas.</p> <p>A beginning commentary on what their goals are and their own creative process.</p> <p>Work will be graded when finished on both technical and creative skills.</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(NJSL)</i>	Activities	Assessments
<p>What constitutes the Breadth section of the AP Studio/Photography Exam?</p> <p>What different techniques can I use to show a broad understanding of the field of photography?</p> <p>What work have I produced that could be considered as a Breadth piece?</p> <p>What new ideas can I photograph that would define my artistic vision and show the integration of art elements and design?</p>	<p>NJSL# 1.3.12.D.5 1.4,12A.1 1.1.12.D.2</p> <p>Students will be able to showcase a variety of skill and creative ability by using different photographic techniques and styles.</p> <p>Students will be able to complete the required 12 finished photographs for this section of the AP portfolio.</p> <p>Students will be able to work in both traditional black and white film photography and digital imaging for this section.</p>	<p>A hand out of ideas for this section will be provided.</p> <p>Students then will create their own list of Breadth photo pieces that they will create.</p> <p>Students will use techniques such as; high contrast, digital, hand color, sepia-toning, blue toning, and surrealism to demonstrate that they have mastered different photo techniques both technically and creatively.</p> <p>Students will work to complete the 12 pieces required for this section.</p>	<p>Critique by teacher.</p> <p>Student self-evaluation.</p> <p>Written report by students describing the different techniques used.</p> <p>Finished 12 photographs will be graded as a body of work.</p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>How does my selection of my final images communicate visually what I have been exploring for the past several months?</p> <p>How will my journal assist me in writing my commentary?</p> <p>How will a critique help me to produce a commentary that reflects my artistic endeavor?</p>	<p>NJSLs# 1.3,12.D.1 1.2,12.D.2 1.1,12.D.1 CRP4</p> <p>Students will be able to write a commentary in their own words that describes the creative process that they explored while completing the concentration section of their portfolios.</p> <p>Students will answer in their essay two questions presented by the AP College Board. Students will be able to write about their challenges, set backs and successes.</p> <p>They will tell the story of goal setting and the means that they used to achieve those goals.</p>	<p>Students will write several drafts throughout the school year.</p> <p>They will revise and re-write their commentary until it is a descriptive analysis of their artistic choices and the path that led to the selection of their final 12 photographic images for their Concentration section of their AP Portfolio.</p>	<p>Teacher will evaluate their written drafts and offer suggestions on their compositions.</p> <p>Final commentary will be read aloud to the class during a critique of the student's concentration.</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>What is the criteria for a work of Quality for the AP Studio Exam?</p> <p>How do I select 5 pieces of art to send to the examiners?</p> <p>How is the work to be presented to the AP Examiners?</p>	<p>NJSLs# 1.4.12.A.1 1.1.12.D.2 1.2.12.A.2</p> <p>Student will be able to understand that the Quality Section of the AP exam is looking for work that demonstrates excellence in original artwork/photography.</p> <p>Students will be able to select their 5 best photographs and prepare to send them as the third requirement for the exam.</p>	<p>Students will begin to select their best work from either their concentration or their breadth sections.</p> <p>They will choose 5 final works that they will then mount or mat for presentation to the AP Board.</p> <p>Students will be able to professionally mat their 5 pieces of work ranging in size from an 8"x10" to an 11"x14" photograph.</p>	<p>Student's 5 best photographs will be matted by students and presented to the teacher for an evaluation.</p> <p>Students will be graded on their selection and presentation of their Quality Section for the AP Studio Art Exam.</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>How do I prepare to send my photographs and written commentary to the AP Board for grading?</p> <p>How do I register online in order to submit my Concentration and Breadth Sections?</p> <p>How will my artwork/photographs be labeled and safely sent?</p>	<p>NJSLs# 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3</p> <p>Students will be able to prepare their portfolios for shipping.</p> <p>Students will be able to have mounted all artwork for Quality being sent via mail.</p> <p>Students will learn how to scan in their Concentration and Breadth Sections and submit it digitally on the computer.</p>	<p>Students will scan in their 12 Concentration and 12 Breadth Sections on the computer.</p> <p>They will then send them via email to the teacher for final approval.</p> <p>If approved, digital images will be forwarded to the AP School Coordinator who then sends the portfolio on to the Exam Board.</p>	<p>Teacher will evaluate each section of the AP Portfolio. The three sections are: Concentration, Breadth and Quality.</p> <p>If any section is incomplete or needs to be reworked the portfolio is returned to the student for further work and then re-submitted to the teacher.</p>

New Jersey Student Learning Standards
Academic Area

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in dance, music, theatre, and visual art.

Standard 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts, philosophies, judgment, and analysis to works in dance, music, theatre and visual art.

New Jersey Scoring Rubric

Students will be assessed by the following means:

Critique with fellow classmates.

Critique, one on one with the teacher.

The requirements for both the AP Studio Art Portfolio and the New Jersey Core Curriculum Standards.

Benchmarks for students to reach during the course of the year.

Written essays on their area of concentration and what they are trying to achieve.

Grading of photographic work in progress as it relates to both technical and creative skill in each content area.

Students will be required to keep a journal to record their experiences and their own artistic journey.

Students will use self-reflection to evaluate their work answering specific questions on their progress.