

Students will use tools and materials in a safe and responsible way to demonstrate ways to create art. Student artists will experiment with a wide variety of art materials and processes to discover new ways of making meaning.

The goal for students in grades K-2 is to learn about the intentional use of qualities of various art materials.

<i>The student will:</i>			
<p>1. Identify the media being used in projects.</p> <ul style="list-style-type: none"> a. Tempera or acrylic paint b. Water color c. Clay d. Oil pastel e. Chalk pastel f. Drawing utensils (crayons, markers, colored pencils, etc.) g. Recyclables or found objects (paper tubes, milk jugs, etc.) h. Paper (construction, tissue, magazines, etc.) i. Computer j. Wood 	<p>2. Identify the techniques used in projects.</p> <ul style="list-style-type: none"> a. Color mixing b. Collage c. Rubbing d. Print making forms e. Weaving f. 3-dimensional construction using drawing tools (ruler, compass, stencil, erasers, etc.) g. Painting techniques (water color resist, pointillism, etc.) 	<p>3. Demonstrate the safe and proper use of tools and materials.</p>	<p>4. Compare and contrast the benefits and the limitations of various media and how they are used to express meaning.</p> <ul style="list-style-type: none"> a. In a class discussion b. In conversations with peers during the art making process

The elements and principles of art are used to express meaning. Students who are literate in art can articulate the processes, moods, feelings, techniques, and responses to visual art. They can use these elements and principles to communicate with others. They make the vocabulary of art their own and use their own work and the work of others. They can communicate through art and about art.

<i>The student will:</i>		
<p>1. Learn and use vocabulary.</p> <p>a. Elements of art:</p> <ul style="list-style-type: none"> Color <ul style="list-style-type: none"> <i>Color wheel and rainbow</i> <i>Cool and warm colors</i> <i>Neutral colors</i> <i>Primary colors</i> <i>Secondary colors</i> Form Shape <ul style="list-style-type: none"> <i>Geometric</i> <i>Organic</i> Texture Line <ul style="list-style-type: none"> <i>Vertical</i> <i>Diagonal</i> <i>Horizontal</i> <i>Curved</i> <i>Zigzag</i> 	<p>b. Principals of design:</p> <ul style="list-style-type: none"> Pattern <p>c. Other vocabulary:</p> <ul style="list-style-type: none"> Architecture Subject Landscape Horizon line Portrait Outline Overlap Symmetry 	<p>2. Read, write, and discuss about art.</p> <ul style="list-style-type: none"> a. Read aloud about a famous artist b. Explore a book with illustrations about art c. Use a story as an inspiration for art d. Use the vocabulary to write a short response to art

Art appreciation includes developing a life-long connection to the arts. It is a means of expression and a source of life-long enjoyment. The skills developed in the creation of art, such as planning, problem solving, team work, implementation are useful for success in all aspects of life.

Students develop the skills necessary to reflect on their own work and the work of others and critique works of art.

<i>The student will:</i>		
<p>1. Create art that expresses their own thoughts and beliefs.</p>	<p>2. Identify and value the thoughts, beliefs and expressions of others through critiquing the others' art.</p>	<p>3. Build career skills through:</p> <ul style="list-style-type: none"> a. Working on teams b. Problem solving c. Implementing projects d. Planning e. Working independently f. Developing creativity g. Expressing a preference for one piece over another and giving reasons why h. Participating in developing a foundation for life-long enjoyment of art

Connections between art, the faith, other disciplines, and culture allow students to react to the world, to express their understanding of their own culture through works of art. Art plays a role in the religious beliefs and values of the Catholic culture.

<i>The student will:</i>			
<p>1. Create and describe art that expresses the themes in the Catholic faith and prominent events.</p> <ul style="list-style-type: none"> a. Advent / Christmas b. Lent / Easter c. Saints days (patron of the school, Marian feasts, etc.) d. Sacraments e. Love 	<p>2. Create and describe art that integrates with other disciplines.</p> <ul style="list-style-type: none"> a. Curricula of grade level subjects. <i>(Art teachers are encouraged to consult and dialogue with classroom teachers.)</i> b. Other studies – outside the classroom, i.e., environmental, sociological, etc. 	<p>3. Identify and explore the history of art. <i>(See appendix for an art history timeline with suggested options.)</i></p> <ul style="list-style-type: none"> a. Movements b. Eras c. Styles 	<p>4. Create and describe art that expresses cultural heritage.</p> <ul style="list-style-type: none"> a. Their own b. Local culture c. World cultures

Students will use tools and materials in a safe and responsible way to demonstrate ways to create art. Student artists will experiment with a wide variety of art materials and processes to discover new ways of making meaning.

<i>The student will:</i>				
<p>1. Identify the media being used in projects.</p> <ul style="list-style-type: none"> a. Tempera or acrylic paint b. Water color c. Plaster of Paris d. Papier-mâché e. Oil pastel f. Chalk pastel g. Drawing utensils (pen and ink, blending stumps, colored pencils, etc.) h. Recyclables or found objects (paper tubes, milk jugs, etc.) i. Computer (digital imaging / graphic design) j. Wood k. Charcoal l. Photography 	<p>2. Identify the techniques used in fine art projects.</p> <ul style="list-style-type: none"> a. Color mixing b. Shading / tinting c. Collage d. Print making forms e. 3-dimensional construction f. Using drawing tools (ruler, compass, stencil, erasers, etc.) g. Painting techniques (water color resist, pointillism, etc.) h. Calligraphy 	<p>3. Demonstrate the safe and proper use of tools and materials.</p>	<p>4. Identify the techniques used in craft projects.</p> <ul style="list-style-type: none"> a. Fibers – macramé, weaving, etc. b. Ceramics <ul style="list-style-type: none"> Pinch pots Coil Slab Slip and score (if a kiln is available) c. Jewelry making 	<p>5. Demonstrate the benefits and the limitations of various media and how they are used to express meaning.</p>

The elements and principles of art are used to express meaning. Students who are literate in art can articulate the processes, moods, feelings, techniques, and responses to visual art. They can use these elements and principles to communicate with others. They make the vocabulary of art their own and use their own work and the work of others. They can communicate through art and about art.

<i>The student will:</i>		
<p>1. Learn and use vocabulary.</p> <p>a. Elements of art:</p> <ul style="list-style-type: none"> Color <ul style="list-style-type: none"> <i>Color wheel</i> <i>Neutral colors</i> <i>Intermediate / tertiary colors</i> <i>Analogous colors</i> <i>Monochromatic colors</i> <i>Tint / shade</i> Form <ul style="list-style-type: none"> <i>Width</i> <i>Height</i> <i>Depth</i> <i>3- dimensional</i> Shape Texture <ul style="list-style-type: none"> <i>Actual</i> <i>Applied</i> Line <ul style="list-style-type: none"> <i>Direction</i> <i>Quality</i> Value 	<p>b. Principles of Design:</p> <ul style="list-style-type: none"> Pattern Emphasis Repetition Contrast Movement Space <p>c. Other Vocabulary:</p> <ul style="list-style-type: none"> Abstract Atmosphere Architecture Horizon line Foreground, middle ground, background Perspective Still-life Cityscape Seascape Portrait Outline Overlap Expression Asymmetry Radial symmetry 	<p>2. Read, write, and discuss about art.</p> <ul style="list-style-type: none"> a. Look at and discuss as a class works of art b. Write a response to a work of art using the vocabulary presented c. Write a report, word web, chart, etc., about a piece of art d. Mix creative writing with an art work e. Theorize in writing about the purpose of art and the process of making art f. Read various resource materials to research a selected topic

Art appreciation includes developing a life-long connection to the arts. It is a means of expression and a source of life-long enjoyment. The skills developed in the creation of art, such as planning, problem solving, team work, and implementation are useful for success in all aspects of life.

Students develop the skills necessary to reflect on their own work and the work of others and critique works of art.

<i>The student will:</i>			
<p>1. Create art that expresses his/her own thoughts and beliefs.</p>	<p>2. Develop pride and confidence in his/her own work.</p>	<p>3. Identify and compare the values, thoughts, beliefs and expressions of others through critiquing the others' art.</p>	<p>4. Build life skills through:</p> <ul style="list-style-type: none"> a. Working on teams b. Problem solving c. Implementing projects d. Planning e. Working independently f. Developing creativity
<p>5. Analyze, interpret and express a preference for a piece using the characteristics, merits, and meanings of works of art.</p>	<p>6. Identify the role art plays in our culture and develop a foundation for life-long enjoyment of art.</p>	<p>7. Compare multiple purposes for creating works of art.</p>	

Students make connections with the Catholic faith, art history, and other academic disciplines and culture, and allow students to react to the world, to express their understanding of their own culture through works of art. Art plays a role in the religious beliefs and values of the Catholic culture.

<i>The student will:</i>			
<p>1. Create and describe art that expresses the themes in the Catholic faith and prominent events.</p> <ul style="list-style-type: none"> a. Liturgical celebrations b. Seasonal church celebrations c. Saints days (patron of the school, Marian feasts, etc.) d. Sacraments e. Love f. Life, passion and death of Jesus g. Sacred vessels and other artifacts used in prayer and liturgical celebrations 	<p>2. Create and describe art that integrates with other discipline curricula of grade level subjects. <i>(Art teachers are encouraged to consult and dialogue with classroom teachers.)</i></p> <ul style="list-style-type: none"> a. Math – tessellations, string art with geometric figures b. Language Arts – illustrate idioms c. History – Egyptian, Greek, Roman art d. Science – use the environment as inspiration for art, i.e., using found items, discussing what trees do for us e. Music, dance, drama – improvisational games, musical mapping, etc. f. World Languages – Spanish, American Sign Language g. Other studies outside the classroom, i.e., environmental, sociological, etc. 	<p>3. Identify and explore the history of art and how it relates to the social and political events of the time. <i>(See appendix for an art history timeline with suggested options.)</i></p> <ul style="list-style-type: none"> a. Movements b. Eras c. Styles d. Artists 	<p>4. Create and describe art that expresses cultural heritage.</p> <ul style="list-style-type: none"> a. Identify, design and integrate personal symbols b. Identify and integrate other cultural and non-Christian religious symbols c. Analyze, describe, and demonstrate how factors of time and place of a specific culture (such as climate, resources, ideas, religion, and technology) influence visual characteristics that give meaning and value to a work of art

Students will use tools and materials in a safe and responsible way to demonstrate ways to create art. Student artists will experiment with a wide variety of art materials and processes to discover new ways of making meaning.

<i>The student will:</i>				
<p>1. Select and implement the appropriate media for projects.</p> <ul style="list-style-type: none"> a. Acrylic paint b. Water color c. Plaster of Paris d. Papier-mâché e. Oil pastel f. Chalk pastel g. Drawing utensils (pen and ink, blending stumps, colored pencils, ruler, compass, eraser, view finder, etc.) h. Recyclables or found objects (paper tubes, milk jugs, etc.) i. Computer (digital imaging, graphic design, animation) j. Wood k. Charcoal l. Photography 	<p>2. Implement the techniques used in fine art projects.</p> <ul style="list-style-type: none"> a. Color mixing b. Shading / tinting c. Collage d. Print making forms (etching, carving, press, brayer, etc.) e. 3-dimensional construction f. Architecture g. Using drawing techniques (thumbnail sketch, contour, gesture, use of view finder, etc.) h. Perspective (1- point and 2- point) i. Advanced painting techniques j. Book making 	<p>3. Demonstrate the safe and proper use of tools and materials.</p>	<p>4. Implement the techniques used in craft projects.</p> <ul style="list-style-type: none"> a. Fibers – macramé, weaving, batik, etc. b. Ceramics <ul style="list-style-type: none"> Pinch pots Coil Slab Slip, score, and glaze (if a kiln is available) c. Jewelry making <ul style="list-style-type: none"> Mold Cast 	<p>5. Demonstrate the process related to a medium and how it is used in producing a work of art.</p>

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<i>The student will:</i>		
<p>1. Learn and use vocabulary.</p> <p>a. Elements of art:</p> <ul style="list-style-type: none"> Color <ul style="list-style-type: none"> <i>Color wheel</i> <i>Neutral, intermediate, tertiary colors</i> <i>Color schemes (analogous, monochromatic, etc.)</i> <i>Tint / shade</i> <i>Hue</i> <i>Saturation</i> <i>Intensity</i> Form Shape Texture Line <ul style="list-style-type: none"> <i>Hatching and cross-hatching</i> Value <p>b. Principles of design:</p> <ul style="list-style-type: none"> Pattern <ul style="list-style-type: none"> <i>Regular, irregular</i> <i>Tessellation</i> 	<ul style="list-style-type: none"> Emphasis <ul style="list-style-type: none"> <i>Focal point</i> Repetition Contrast Movement Space <ul style="list-style-type: none"> <i>Advance</i> <i>Recede</i> Positive <ul style="list-style-type: none"> <i>Negative</i> Rhythm <p>c. Other Vocabulary:</p> <ul style="list-style-type: none"> Abstract Atmosphere Architecture Horizon line Perspective Foreground, middle ground, background Foreshortening Expression Proportion 	<p>2. Read, write, and discuss art.</p> <ul style="list-style-type: none"> a. Justify – orally and in writing – ideas behind a piece of art b. Look at, discuss, and write a synthesis (the date, the artist, style, color scheme, etc.) of an artwork c. Write a report, word web, chart, etc., about a piece of art d. Mix creative writing with an art work e. Theorize in writing about the purpose of art and the process of making art f. Read various resource materials to research a selected topic

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Students develop the skills necessary to reflect on their own work and the work of others and critique works of art.

<i>The student will:</i>				
<p>1. Reflect upon and critique, both orally and in writing, works related to his/her personal artistic development.</p>	<p>2. Develop pride, confidence in and an ability to justify his/her own work.</p>	<p>3. Discuss the positive aspects, values, thoughts, beliefs and expressions of others through critiquing the others' art.</p>	<p>4. Build life skills through:</p> <ul style="list-style-type: none"> a. Working on teams b. Problem solving c. Implementing projects d. Planning e. Working independently f. Developing creativity 	<p>5. Analyze, interpret and express a preference for a piece using the characteristics, merits, and meanings of works of art.</p>
<p>6. Identify the role art plays in our culture and develop a foundation for life-long enjoyment of art.</p>	<p>7. Compare multiple purposes for creating works of art.</p>	<p>8. Consider seeking further art education experiences.</p>	<p>9. Explore possible careers in the field of art.</p>	

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<i>The student will:</i>		
<p>1. Create and analyze art that expresses the themes in the Catholic faith and prominent events</p> <ul style="list-style-type: none"> a. Liturgical celebrations b. Seasonal church celebrations c. Stations of the Cross d. Sacraments e. Love f. Icons 	<p>2. Create and analyze art that integrates with other disciplines</p> <ul style="list-style-type: none"> a. Curricula of grade level subjects. <i>(Art teachers are encouraged to consult and dialogue with classroom teachers.)</i> <ul style="list-style-type: none"> Math – tessellations, string art with geometric figures, Language Arts – cartoons, History – political symbols, flags, crest, coat of arms, etc. Science – use recyclables, environmental impact Music, dance, drama – improvisational games, musical mapping, etc. World Languages – Spanish, American Sign Language b. other studies outside the classroom, i.e., environmental, sociological, etc. 	<p>3. Identify and analyze the history of art and how it relates to the social and political events of the time <i>(see appendix for an art history timeline with suggested options)</i></p> <ul style="list-style-type: none"> a. Movements and suggested representative artists <ul style="list-style-type: none"> Abstract Expressionism <i>(Jackson Pollack)</i> Impressionism <i>(Monet)</i> Renaissance <i>(Michelangelo)</i> Post-impressionism <i>(Paul Gauguin)</i> Art nouveau <i>(Gustav Klimt)</i> Pop art <i>(Andy Warhol)</i> Fauvism <i>(Henri Matisse)</i> Cubism b. Schools <ul style="list-style-type: none"> Bauhaus

Continues on next page.

<i>The student will:</i>		
<p>(Continued from page 32.)</p> <p>c. Eras</p> <ul style="list-style-type: none"> Pre-historic Ancient Classical Medieval Contemporary (Kerry James Marshall) <p>d. Styles</p> <ul style="list-style-type: none"> Abstract (Pablo Picasso) Photo-realism (Chuck Close) Realism (Gustav Corbet) International Folk Art (Frida Kahlo) Surrealism (Salvdor Dali) Illustration (Honore Daumier) 	<p>d. Global / International art and artists</p> <ul style="list-style-type: none"> Asian print making (<i>Matsushika Hokusai</i>) Native / aboriginal art (<i>Totem poles, x-ray painting, dot painting, bark painting, weavings, basket making, etc.</i>) Sumi and Chinese brush painting Persian miniatures African mask making Islamic tiles Santos makers 	<p>4. create and describe art that expresses cultural heritage</p> <ul style="list-style-type: none"> a. identify, design and integrate personal symbols b. identify and integrate other cultural and non-Christian religious symbols c. analyze, describe, and demonstrate how factors of time and place of a specific culture (such as climate, resources, ideas, religion, and technology) influence visual characteristics that give meaning and value to a work of art

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<i>The student will:</i>			
<p>1. Learn and use the ceramics and sculpture vocabulary.</p> <p>3D Bone dry Burnishing Clay types Coil Electric and kick wheels Elements and principals Extruder Firing types - bisque, fixing, glaze, cone Functional vs. decorative sculpture Glazing techniques - dip, dry brush, airbrush Greenware Hand building Hollow forms Kiln loading Kiln types</p>	<p>Kneading / wedging techniques Lid types Marbling Mixed media Mold Pinch pots Pulling handles Pug mill Raku Score Scraffito Shrinkage Slab roller Slip Textures Tools Tromp l'oeil Wax resin Wheel throwing Wood fire</p>	<p>2. Work on the following ceramic and sculpture projects:</p> <p>Bowls Boxes Bronze sculpture Coil pots Cultural masks Empty bowls Line self-portrait Mugs Offering bowls - religious significance, tomb tour of Mexico Pinch pots Plates Platters Self-portrait masks Sketch books or project log Slab mugs Stamps</p>	<p>Storytellers (Native American culture) Teapots Textures - build and impress tiles/coasters Wax manipulation Wire as contour Whistles</p>

Continues on next page.

The student will:

(Continued from page 34.)

3. Learn and use the painting and drawing vocabulary.

- Art history - periods, styles and genres
- Color theory
- Critique
- Cultural context
- Elements of art
- Figure drawing
- Human proportions
- Line types
- Perspective
- Principals of design
- Social statements
- Theme
- Visual arts / drawing and painting

4. Work on the following painting and drawing projects:

- Artist study and imitation of genre
- Batik
- Billiard ball pastels
- Blind contour and gesture drawing
- Bones / skeletons
- Book making
- Calligraphy
- Careers
- Cartooning
- Celtic knot project
- Collage
- Color mixing unit
- Color scheme project
- Digital manipulation
- Finish photo (1/2 drawn, 1/2 original)
- Grid drawing

- Metal etching
- Mixed media Mosaics
- Paint furniture
- Pen and ink
- Photo manipulation
- Pointillism / use of line
- Prints (linoleum or wood)
- Reduction prints
- Research projects on art's influence on pop culture
- Research projects on artists and styles
- Research projects on careers
- Screen printing
- Sketchbook (weekly)
- Stained glass
- Still life
- Telemetry

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<i>The student will:</i>		
<p>1. Develop and utilize appropriate vocabulary to discuss works of art.</p>	<p>2. Skillfully and intentionally produce works of art using a variety of media and techniques, including technology.</p>	<p>3. Use art materials and tools in a safe and responsible manner.</p>
<p>4. Demonstrate the process related to a medium and how it is used in producing a work of art.</p>	<p>5. Evaluate the effectiveness of art works in terms of the elements of art and the principles of design.</p>	<p>6. Use the elements of art and principles of design to solve technical and creative visual arts problems in the creation of artwork.</p>

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Students develop the skills necessary to reflect on their own work and the work of others and critique works of art.

<i>The student will:</i>				
1. Identify the intentions of an artist, and justify the analysis.	2. Reflect upon and critique, both orally and in writing, his/her personal artistic development.	3. Collect a portfolio of original work.	4. Demonstrate pride and confidence in one's own work through exhibition of work.	5. Use moral guidelines to evaluate the ethical implications of one's own and others' art work.

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<i>The student will:</i>		
<p>1. Explain the function and meaning of a work of art within various cultures, times, and places.</p>	<p>2. Create an object of art by applying the characteristics of art from a culture or an era.</p>	<p>3. Demonstrate how history, culture, and the visual arts influence each other.</p>
<p>4. Research careers related to the arts.</p>	<p>5. Demonstrate a literary, scientific, or mathematical concept through the visual arts</p>	<p>6. illustrate social, religious, and political themes through art production explain or demonstrate how technological advancements have impacted art and society</p>

Computer Graphics 1 and 2

Computer Graphics 1 introduces the student to the beginning use of the computer as a creative medium. Using Adobe CS4 software, students explore modern desktop publishing techniques as well as establish a skill for drawing, creative process, design theory and critique. Visual images and thematic ideas will be created and students will build an electronic portfolio exhibiting works done throughout the semester. Computer Graphics 2 will further expand on concepts of modern desktop publishing and computer design theory. Using Adobe Creative Suite 4, students will develop an electronic portfolio which includes simulations of professional projects produced in today’s graphic arts studios. Animation and basic web design will also be explored.

Curriculum

Begin with Adobe Photoshop. Each project builds on skills that are learned in the project before. Photoshop is a good place to start because most students come into the class with basic photo-editing skills learned at home on programs like Photo Draw and other image editors. The programs are similar in concept.

<i>Computer Graphics 1 Course Content Outline:</i>	<i>Computer Graphics 2 Course Content Outline:</i>
<ul style="list-style-type: none"> Windows basics and hierarchies Folder construction and organization Illustrator basics and vectors Photoshop basics and bitmaps Logo design Corporate Identity design Packaging design Basic Typography Poster design Book Cover design Photoshop layering effects Photoshop collage 	<ul style="list-style-type: none"> Desktop publishing and Computer Graphics Adobe CS3 software applications InDesign page layout, typography, formatting, import, export and interactivity. Illustrator CS3 vectors, design, and advanced drawing techniques. Photoshop CS3 color editing, advanced layering, color modes, channels and clipping paths. Acrobat 8 saving options. Dreamweaver and Flash website construction <p><i>Projects include but are not limited to:</i></p> <ul style="list-style-type: none"> Logo design Packaging design Brochure design Book design, layout and pagination Rich Media animation Website design

This class covers a general history of photography and some basic skills, which the student can build on in future class work.

Curriculum

The first 9 to 10 weeks are spent in lecture, miniature projects, and labs to give the students a step-by-step approach to learning about photography. This is a technical "how-to" class as well as one where the artistic eye must be developed. Success is measured by accurately exposed and printed prints. It is also measured by what the students have learned and the potential tool they've developed with their cameras. The students learn technical as well as analytical and composition skills. Suggested texts include *Exploring Photography* by Richard J. Walker and Robert E. Walker.

Course Expectations

1. To develop ability to create and present photographs that are attractive, accurate, and reflect intelligent use of design and composition fundamentals
2. To develop competent use of lab tools, equipment and chemistry
3. To develop technical ability to produce a clean and good contrast print
4. To attain the ability to use good basic compositional techniques in photography
5. To explore interest in further photographic area through the exploration of other artists and their techniques
6. To develop communication skills using the power of 2-D images
7. To learn to see with an artist's eye

During the first quarter, students will learn the skills and techniques behind photography. There will be a series of 6 or 7 lectures (depending on class time spent in lecture) with 15 point quizzes at the beginning of each class. There will be a mid term test worth 100 points. During the second quarter, students will do developing and printing.

<i>Materials</i>	<i>Course Content Outline</i>	
3-ring binder notepaper 35mm SLR camera Students are responsible for buying their own film	a. History of Photography b. Careers in Photography c. Lenses and camera basics d. Composition and lighting e. Film basics f. Darkroom basics	g. Developing black and white film h. Printing i. Alternative photography methods j. Scanning and digital photography methods k. Photo Silkscreen

Photography Vocabulary

1. Accuracy
2. Aperture
3. Black and white vs. color
4. Camera operation
5. Chemicals
6. Collage
7. Composition
8. Cropping
9. Dark bag
10. Darkroom
11. Darkroom procedure
12. Darkroom safety
13. Develop and printing
14. Elements and principles
15. Enlarger
16. Fix
17. Flash
18. Mood
19. Negative theme

20. Overlays
21. Pinhole cameras
22. Prints - normal and reverse
23. Red light
24. Reels
25. Research photographs
26. Shadow and Light
27. Shutter speed
28. Photo vs. Snapshot
29. Space
30. Special effects
31. Stop
32. Studio
33. Tanks
34. Texture
35. Temperature
36. Time of day light vocabulary
37. Timing

Photography Projects

- a. Double Exposures
- b. Ethics of photography
- c. Glass - glasses, bottles, mirrors, windows
- d. Lighting effects
- e. Long exposure - slow shutter to show movement
- f. Photogram
- g. Photographic Composition
- h. Photo journalism
- i. Pinhole Camera Obscura
- j. Point of view - dramatic
- k. Portrait
- l. Reflection
- m. Research history of photography
- n. Still-life