

Mr. Boe

Ironwood Ridge High School  
Digital Photography Course Syllabus

Needed materials:

SD card 32 gig or larger ScanDisk Ultra Plus SDXC 10 is a good card.

Composition notebook just for this class

Positive attitude

Course Description:

Digital Photography is designed for students who are seriously interested in the practical experience of art photography. At the end of the term, students will submit a portfolio for faculty review. In building the portfolio, students experience a variety of concepts, techniques, and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving, and ideation. The portfolio is developed within a concentration that investigates an idea of personal interest for each individual student. Students will be introduced to new photographers, digital artists, artists, and more sophisticated techniques as points of departure to create work that reflects that individual student's spirit and vision. By exploring photographic and digital media with the camera and computer, students will be able to develop a body of work that reflects a range of problem solving and ideation, and develops versatility with techniques to demonstrate their abilities. Students will research, keep art journals, have class critiques, individual critiques, and artistic dialogues that will inspire them as they create. There are project requirements, but projects are open-ended enough for students to develop their own styles and modes of expression. The development of the portfolio is an ongoing process that uses informed and critical decision making to assemble a body of works. Work is expected to be of high quality in thought, process, and product.

Learning Outcomes:

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making photographic art as an ongoing process that involves the student in informed and critical decision making.
- Develop technical skills and become familiar with the functions of the visual elements.
- Become independent thinkers who will contribute inventively and critically to culture through the making of art photography.

Evaluation:

Student work will be evaluated based on the following criteria:

1. Quality student work
2. Ability to focus on visual interests or problems
3. Breadth of experience in the formal, technical, and expressive means characteristic of photographers.

Course Structure:

In this course, students will create a photographic portfolio. This portfolio is broken up into 3 sections which will allow students to show a fundamental competence and range of understanding visual concerns and methods. The portfolio will ask that students demonstrate a depth of investigation and process of discovery through:

1. Quality
2. Concentration
3. Breadth

#### Section I: Concentration:

Students are free to work with any idea in any medium that addresses two-dimensional design issues. The concentration should grow out of the student's idea and demonstrate growth and discovery through several conceptually related works.

12 Photographs that demonstrate strong underlying visual idea in 2-D design. Students should be able to answer:

What is the central idea of your concentration?

How does the work in your concentration demonstrate the exploration of your idea?

A concentration should consist of a group of works that share a single theme--for example, an in-depth study of a visual problem or a variety of ways of handling an interesting subject.

Some concentrations involve sequential works, such as a series of studies that lead to, and are followed by, more finished works. If a student uses subject matter as the basis of a concentration, the work should show the development of a visual language appropriate for that subject.

#### Possible Concentration Projects:

- An exploration of patterns and designs found in nature and / or culture.
- A series of works that begins with representational interpretations and evolves into abstraction.
- A series of landscapes based upon personal experience of a place in which composition and light are used to intensify artistic expression.
- Design and execution of a children's book.
- Development of a series of identity products (logo, letterhead, signage, and so on) for imaginary businesses.
- A series of political advertisements using current events and images.
- Abstractions developed from cells and other microscopic images.
- Interpretive portraiture or figure studies that emphasize dramatic composition or abstraction.
- A personal or family history communicated through symbols or imagery.
- A series of fabric designs, apparel designs, or weavings used to express particular themes.

#### Section II: Breadth

• 12 Photographs that demonstrate a variety of concepts and approaches in 2-D design. The student's work in this section should demonstrate understanding of the principles of design, including:

- unity / variety
- balance
- emphasis
- contrast
- rhythm
- repetition
- proportion / scale

- figure / ground relationship

Successful works of art require the integration of the elements and principles of design. The works in this section should demonstrate the student's visual organizational skills. As a whole, the student's work in this section should demonstrate exploration, inventiveness, and the expressive manipulation of the form.

The best examples of breadth show experimentation and a range of conceptual approaches to the work.

Examples:

Collage

- Works that employ lines, shapes, or color to create unity or variety in compositions.
- Work that demonstrates symmetry / asymmetry, balance, anomaly
- Work that explores figure / ground relationships
- Development of modular or repeat patterns that create rhythm
- Color organization using primary, secondary, tertiary, analogous, or other color relationships for emphasis or contrast in composition
- Work that investigates or exaggerates proportion / scale

Two-dimensional design is, in a sense, an umbrella--everything that happens on a two-dimensional surface, regardless of media, is designed. This means that a work of art that is created with film will have aspects of two dimensional designs that contribute to its success.

The photograph may be well designed, showing:

- sophisticated positive and negative space / shape relationships
- visually unified
- visual balance
- creative coloring

The principles of design (unity / variety, balance, emphasis, contrast, rhythm, repetition, proportion / scale, figure / ground relationships), articulated through the visual elements (line, shape, color, value, texture, space), help guide artists in making decisions about how to organize the elements on a picture plan to communicate content. Good design is possible whether one uses representational, abstract, or expressive approaches to making art photography.

Section III:

Quality:

Quality refers to the total work of art. Mastery of design should be apparent in the composition, concept, and execution of the works, whether they are simple or complex.

- 5 Photographs that demonstrate mastery of design in concept, composition, and execution.

Course Outline:

Unit Activities

- Syllabus
- Calendar
- Questions
- Posting Assignments
- Academic Honesty

- Plagiarism
- Questionnaire
- Daily Student Responsibilities

Unit 1:

Concentration:

Part I Lecture: Exploring Composition Review:

- Rule of Thirds
- Shooting Vertical vs. Horizontal
- Choosing a point of interest
- Adjusting your angle of view
- Placing subjects off center
- Lines
- Backgrounds
- Foregrounds
- Composition
- Light
- Positive and negative space
- Framing
- Color vs. Black and White Photography
- Balance
- Texture and Pattern
- Symmetry
- Perspective

Assignment 1: Hands

Assignment 2: Feet

Assignment 3: Geometric Shadows

Assignment 4: Organic Forms and Texture

Assignment: Rubric Journal

Assignment: Dorothea Lange Reflection

5 Things Assignment Discussion / Critique

Unit 2:

Concentration Part 2 Lecture:

Continuing to Explore Composition Global Issue or Theme Project Assignment

1: White on White Eggs Assignment

2: Lines Assignment

3: Glass / Transparency Assignment

4: Freelance Assignment Rubric Journal Assignment: Ansel Adams Reflection 5 Things

Assignment Discussion / Critique

Unit 3: Concentration:

Part 3 Lecture: Global Issue or Theme Portfolio in Practice

Assignment 1: Portraits

Assignment 2: Still Life

Assignment 3: Magnification / Reflection

Assignment 4: Landscape

Assignment Rubric Journal  
Assignment: John Steinbeck on photography  
Reflection 5 Things Assignment Discussion / Critique

#### Unit 4: Breadth

Part 1 Lecture: Breadth Portfolio (Elements of Design / Principles of Design)

Assignment 1: Kodalith

Assignment 2: Layering Photographic Images

Assignment 3: Story / Poem Imagery

Assignment 4: Box Design

Assignment Rubric Journal Assignment: Art in Education

Reflection 5 Things Assignment Discussion / Critique

#### Unit 5: Breadth Part 2

Lecture: The Psychology of Color

Assignment 1: Color in Photography

Assignment 2: Monochromatic Variations of One Color, Using Value

Assignment 3: Analogous Color

Assignment 4: Primary Colors

Assignment Rubric Discussion / Critique Reflection Journal

Assignment: How the Subject Changes the Photographer 5 Things Assignment

#### Unit 6: Breadth Part 3

Assignment 1: Circles

Assignment 2: Lines

Assignment 3: Positive and Negative Space

Assignment 4: Poster Design

Assignment Rubric Discussion / Critique Reflection Journal

Assignment: Henri Cartier-Bresson 5 Things Assignment

#### Unit 7: Quality Part 1

Assignment 1: Interpretative

Assignment: Abstraction

Assignment 2: Interpretative

Assignment: Family History Communicated Through Symbols or Imagery Portfolio  
Assembly

Assignment Rubric Discussion / Critique

Reflection Journal

Assignment: Edward Steichen 5 Things

Assignment Unit 8: Quality Part 2

Assignment 1: Interpretative

Assignment: CD or Album Design

Assignment 2: Interpretative

Assignment: Self-Portrait as an Industrial Product Portfolio Presentations and Critique

Discussion / Critique Reflection Journal

Assignment: Photography and Mind's Eye 5 Things

Assignment Final Exam Arizona CTE State Assessment Grade Scale: Letter Grade  
Percentage Earned A 90% - 100% B 80% - 89% C 70% - 79% D 60% - 69% F 59% and lower

Students Role and Expectations:

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of IRHS through their conduct and behavior. Students are expected to abide by all IRHS policies and regulations.

Communication: I strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Advanced Digital Photography A133

Mr. Boe Class Period: \_\_\_\_\_

Student Name: \_\_\_\_\_ (Please

Print) Parent Guardian Acknowledgement Students and parents/guardians: Please initial the statements below and sign at the bottom: I understand that the equipment in this class must be treated with respect and I can be personally liable if my neglect or carelessness causes equipment to be lost or damaged.

Student initial \_\_\_\_\_ Parent/Guardian initial \_\_\_\_\_ I understand that if I violate the rules outside the classroom or the rules of the equipment, I may not be allowed to participate in activities outside the classroom or use the IRHS equipment. Student initial

\_\_\_\_\_ Parent/Guardian initial \_\_\_\_\_ I have read the entire syllabus and understand that if I ever have any questions or concerns, I can contact Mr. Boe at: (520) 696-4145 [bboe@amphi.com](mailto:bboe@amphi.com)

Student signature \_\_\_\_\_

Parent signature \_\_\_\_\_

Parent Name (Printed) \_\_\_\_\_

Parent Contact Email Address: \_\_\_\_\_