



# Photography II Syllabus

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**Course Description:** Using the artistic eye through digital photography and computer-aided photo manipulation, students will use the elements and principles of art to capture their world. Students will be exposed to the concepts that make a quality, fine art photograph. Various subjects will be covered and students will be encouraged to continually capture what they see, even when during off-school hours.

**Prerequisites:** Students must have completed Foundations of Art and Photo I or their equivalents.

**Goals/Objectives:** One goal of this course is to introduce and expand on the photography concepts, artists and processes. Another goal is to think critically of the photography we see and discuss important issues in the art world aesthetically. The final goal is to facilitate other core class essentials such as writing, reading, math and science while expanding on ways to visually express and communicate ideas and emotions.

## Essential Understandings:

- Capture up-to-the-minute photos that relate to the particular unit assignment.
- Utilize composition in a capturing and original manner
- Use the Elements of Art and Principles of Design to create original digital photos.
- Understand that art is perceived in many different ways
- Connect photography/art to history and other photographer's styles.

**Grading:** All grading is aligned to the Ray-Pec district approved grading system

Students are graded on studio projects, bell work, written work, quizzes and a semester final. The final is 10% of the student's grade. All art projects are grading with a scoring guide that incorporates the student's motivation, understanding and participation into the grade. All scoring guides are posted when the assignment is given. It is the student's responsibility to read through the scoring guide before turning in their assignment. If a student would like to know their current course grade they can check SIS or come see me before or after school (SIS is updated bi-weekly).

Projects are to be turned in to the designated location and will be graded within two weeks.

**\*\* If a student is absent they must come see me before or after school to see what they missed.**

**Late Work Policy:** All homework, assignment, or project deadlines will be strictly adhered to as defined by Ms. Pugh. Students who fail to submit any work at the time of a deadline can expect that a zero will be entered for their grade. If a student needs an extension, they are required to discuss that extension with Ms. Pugh at least 48 hours in advance of the deadline, never the day before. A new due date will be written at the top of the scoring guide at that point in time. Late work will not be accepted or graded without a penalty.

**Project Redos:** Since this is a studio based course with project deadlines, students are not allowed to "redo" projects they did not turn in by the deadline. Rather, students are allowed to redo a project that they turned in completed and on time but are not happy with their grade. In order to redo a project, the student must bring their scoring guide to the instructor so a new deadline can be written at the top.

**Materials Checkout:** There are several things you can check out in the photo room including cameras, flash drives and card readers. YOU MUST fill out the check out clipboard and you will be responsible for anything you use. The teacher must sign your item back in.

## Classroom Procedures:

1. Students come to class (inside the door to not be tardy) and get out their art folder and camera.
2. All classes will start with bell work and/or teacher instruction.
3. Students will then either participate in a teacher lead activity or work independently on assigned art projects.
4. Clean up will be called 5 minutes prior to the bell ringing.

## Photography II Vocabulary:

**Composition** \_\_\_\_\_

**Rule of Thirds** \_\_\_\_\_

**Landscape** \_\_\_\_\_

**Portrait** \_\_\_\_\_

**Leading Lines** \_\_\_\_\_

**Natural Light** \_\_\_\_\_

**Artificial Light** \_\_\_\_\_

**Watermark** \_\_\_\_\_

**3 Water Mark tips:**

- 1.
- 2.
- 3.

**Macro** \_\_\_\_\_

**Formal Portrait** \_\_\_\_\_

**Informal Portrait** \_\_\_\_\_

**Emulation** \_\_\_\_\_

**Vignette** \_\_\_\_\_

**Filter Distortion** \_\_\_\_\_

### Scoring Scale Used on All Projects

My art skills are refined and polished. I can problem solve and envision the end result before I have begun. I can assist others and help them critically think through a challenge.
<b>3</b> I have quality art skills. I can use them without help. I am capable and in control of those skills, and know what techniques to use in a given situation.
<b>2</b> Basic art skills are part of me as long as I have assistance along the way. I need guidance and support to finish. I know what to do, but need help.
<b>1</b> I participate in the process and understand the various techniques. I can only finish a project as long as others guide me through every step.
<b>IE</b> Insufficient evidence

# Using the lap tops and creating a shared Google folder

- Login into your assigned computer only, report any issues immediately.
- If your laptop will not log you in check on the side of your laptop for the wireless toggle switch. It may be turned off. If it says there is not enough space, hold the power button down until it turns of (hard shut down) and try again.
- Log into your Google account and open up your Google drive.
- Create a folder in your Google drive by clicking the red “create” button and then select the first option which is “folder”
- Name your folder with your HourLastnameFirstnameClass  
Ex: 2PughStephPhoto2
- You now need to share this, find the image and click on it
- Type in Ms. Pugh’s emails (Stephanie.pugh@raypec.org) and make sure to click “can edit”. Your folder is now shared with me.
- Inside that folder, for each new assignment you will make a folder.  
Ex: Rule of Thirds, Egg Photos (refer to scoring guide)
- NOTHING on this drive is permanent. You must always have back ups of your photos for this class. It is recommended that you keep your photos on a separate flash drive or on your SD card.
- Laptops need an SD card reader to read the memory cards from your camera. You are assigned one, it is the same number as your laptop. It is recommended that you buy a card reader to use as well (\$10 at Walmart).
- You may only use YOUR laptop number. Failure to comply with this will result in revoking your laptop rights, you will be assigned a desktop only.
- Report any issues with your laptop at the beginning of class. These may include; missing keys, low battery life, or not starting up.
- If you can not find photoshop, go to “computer” and in the search bar type “Photoshop”. The search will bring up many options, look for the option that has the feather icon.
- Please note that in photoshop you are only allowed to use the “curves” tool and grayscale your image for assignments unless specified



## **LABELING PHOTOS**

Each photo should be labeled LastnameFirstnameTitleAssignment  
If you are required to have a “favorite” photo for the project, label it  
LastnameFirstnameTitleAssignmentFAV  
Ex: PughStephFlowerpowerEggFav

## Photography II: Introduction 3 Concept Reviews

**Summary:** To get back into the swing of taking photos from an artistic standpoint, students will explore orientation, leading lines and lighting.

**Key Idea:** Everyone can take a photo, but artistic photographers have to know how to use their camera functions and exercise conscious decision making in compositions and subject matter. By utilizing orientation, leading lines and correct lighting, an artist can fully capture their idea.

**Objectives:** The students will...

1. Discuss digital camera types and the basic functions.
2. Review the 3 concepts of orientation, leading lines and lighting.
3. Complete two photos of the same subject, one using landscape orientation and the other using portrait orientation. .
4. Take a photo of a subject and look at deciding how leading lines can be better thought out. Reshoot the same subject making sure the views eye has leading lines to follow into to their work.
5. Complete two photos of the same subject, one photo will use only artificial light and one will use natural light.
6. Photos should be uploaded to a file named "Introduction" on your drive folder that is shared with me.
7. **Folder Labeled: INTRO**

Use these **TITLES:** Landscape "ORiland", Portrait "ORIPort" Artificial Light "LIGHTArt" Natural light "LIGHTNat" Leading Lines "LLyes" and no leading lines "LLno".

**Student Friendly Objective:** I will review the concepts of orientation, leading lines and lighting and show these concepts through photographs I take.

**Missouri State Standards:** FA1, FA2, FA3

**GLE's:** I 1A HS level 1,

**Materials:**

Digital Camera

Computer with Photoshop

**Vocabulary:**

**Composition:** Where an artist puts things in their artwork, how they are arranged.

**Rule of Thirds:** Explains where to put your subject using a grid

**Landscape Format:** Holding the camera horizontal

**Portrait Format:** Hold the camera vertical

**Leading Lines:** Lines that are naturally or artificially created in a photograph that lead the eye into and around the composition.

**Natural Light:** Using the sun as a light source

**Artificial Light:** Using man made light such as flashes and lamps

**Resources:**

Handouts

**Evaluation:** See attached scoring guide.



# Concept Reviews

Folder Labeled: **INTRO**  
 Hand in photos using these titles:  
**Landscape “ORIlnd”, Portrait “ORIPort” Artificial Light “LIGHTArt” Natural  
 light “LIGHTNat” Leading Lines “LLyes” and no leading lines “LLno”**

Remember you label each file **lastnamefirstnameassignment**  
 an example for this project would be **PughStephanieORIlndIntro**

CLASSWORK/FORMATIVE	DUE _____						
Concept Review lecture is paid attention to		4	3	2	1	IE	
Concept Review Formative questions answered thoroughly on the Project Plan	10	8	6	4	2	IE	
Student has at least one concept complete on the drive <b>(for a 5, have more)</b>	5	4	3	2	1	IE	
<b>CLASSWORK/FORMATIVE TOTAL POINTS</b>							<b>/19</b>

SUMMATIVE	DUE _____						
All three concept reviews are completed from start to finish		4	3	2	1	IE	
Original and challenging compositions shows individual creativity		4	3	2	1	IE	
Compositions shows rule of thirds is considered		4	3	2	1	IE	
Subjects are obvious		4	3	2	1	IE	
Unnecessary background information is removed		4	3	2	1	IE	
Student shoots a variety of situations and ideas		4	3	2	1	IE	
Center of Interest is clear and fills the frame		4	3	2	1	IE	
Viewers eye flows through the photographs		4	3	2	1	IE	
Subjects are in focus properly		4	3	2	1	IE	
Final photos are chosen thinking about high quality work		4	3	2	1	IE	
Photos engage the viewer to keep looking for 10 sec. (for a 6 keep the viewer engaged for 20 seconds or more)	5	4	3	2	1	IE	
Orientation concept is exhibited clearly, both images are successful		4	3	2	1	IE	
Leading Lines concept is exhibited, both images are successful		4	3	2	1	IE	
Artificial and natural lighting is correctly used, both images are successful		4	3	2	1	IE	
Contrast is high with dark blacks, white whites and grays		4	3	2	1	IE	
Photos are art show quality, (for a 5 make them art contest quality)	5	4	3	2	1	IE	
Project and scoring guide turned in on the requested date		4	3	2	1	IE	
Photo class time is used wisely		4	3	2	1	IE	
If others are disruptive and non-productive you are still able to be productive		4	3	2	1	IE	
Sign Out sheet is used correctly w/ photo pass		4	3	2	1	IE	
Files are labeled appropriately on the google drive (see top of the page).		4	3	2	1	IE	
<b>SUMMATIVE TOTAL POINTS</b>							<b>/86</b>

# Concept Reviews: Project Plan

## Formative Questions

For full points, use complete sentences, vocab, and thorough explanations

1. Name 2 subjects you can use for your orientation photos. Also explain which orientation would be most successful and why for each subject.

- Subject: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Subject: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What are 2 objects that can create leading lines? How could those move the viewer's eye into and through the photo?

- Subject: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Subject: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Which do you prefer, natural or artificial light and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Photography II: Creating and Applying Watermarks

**Summary:** In order to copyright student work, they will create 3 watermark logos and choose their favorite to use throughout the year.

**Key Idea:** With a digital photo, a watermark is a faint logo or word(s) superimposed over the top of the photo. The idea of placing a watermark on your photos is so that others will not want to try to copy and use the photo without permission.

**Objectives:** The students will...

1. Discuss digital camera types and the basic functions.
2. Create your signature template. This is some kind of personal logo that can be placed on the image. The signature template should be as compact as possible **involving text and imagery**. It could be your initials, a copyright sign and the year, for example. You have to have 3 designs completed, one must have both non copyright imagery and text, the others can be text based.
3. Selecting the right spot for the signature, and placing the template onto your finished image.
4. Apply the correct perspective distortion to the signature to fit it into the scene.
5. Blending the signature with the rest of the image so that it looks like it has been there when you took the photograph. Use your opacity adjustment on your layers box.
6. Create a file folder in the student's shared folder labeled Watermarks. Put 3 photos in this file, each using a different watermark you created (**3 watermarks total**).
7. Your folder on the google drive should be labeled "Watermarks", you should have three different photos with three different watermarks in this folder labeled LastnameFirstnameTitleWM and one jpeg file of your favorite watermark labeled LastnameFirstnameTitleWMFAV

**Student Friendly Objective:** I will create an interesting and creative watermark that I can use throughout the semester to notify viewers that I own the image.

**Missouri State Standards:** FA1, FA2, FA3

**GLE's:** I 1A HS level 1,

### Materials:

Digital Camera

Computer with Photoshop

### Vocabulary:

**Watermark:** a faint logo or word(s) superimposed over the top of the photo.

### Resources: [www.artpugh.weebly.com](http://www.artpugh.weebly.com)

Handouts

[http://www.dpchallenge.com/tutorial.php?](http://www.dpchallenge.com/tutorial.php?TUTORIAL_ID=64)

TUTORIAL\_ID=64

[http://www.youtube.com/watch?](http://www.youtube.com/watch?v=iuIQSPMHk2U)

v=iuIQSPMHk2U

**Evaluation:** See attached scoring guide.



## Creating and Applying Watermarks

### Folder Labeled: Watermarks

3 photos with 3 different watermarks labeled **lastnamefirstnameWM**  
 1 jpeg file of your favorite watermark labeled **lastnamefirstnameWMFAV**

**Tutorial Alternatives: [www.artpugh.weebly.com](http://www.artpugh.weebly.com)**

#### CLASSWORK/FORMATIVE

DUE \_\_\_\_\_

Watermark introduction is listened to carefully		4	3	2	1	IE
Watermark design worksheet shows thought out design using a researched method	10	8	6	4	2	IE
Student has at least 2 photos they want to use and has started their watermark design	5	4	3	2	1	IE

**CLASSWORK/FORMATIVE TOTAL POINTS**

**/19**

#### SUMMATIVE

DUE \_\_\_\_\_

Original and challenging watermarks shows individual creativity		4	3	2	1	IE
Student shows an understanding of simple Photoshop commands		4	3	2	1	IE
3 watermarks are created, one uses imagery and text		12	9	6	3	IE
Watermarks are placed thinking about composition, not distracting from the photograph		4	3	2	1	IE
Watermarks are blended but still readable.		4	3	2	1	IE
Favorite watermark shows a creative solution to the problem		4	3	2	1	IE
Favorite watermark is chosen thinking about effectiveness		4	3	2	1	IE
3 separate, new photos are on the shared drive, showing the 3 watermarks		4	3	2	1	IE
Student was motivated to find new ideas and placements		4	3	2	1	IE
Favorite watermark has its own .jpg on the shared drive		4	3	2	1	IE
Favorite watermark looks professional and thought out, (for a 5 this should be business quality and ready for use)	5	4	3	2	1	IE
Watermarks do not use copyright material, (for a 5, use hand drawn images that you created)	5	4	3	2	1	IE
Project and scoring guide turned in on the requested date		4	3	2	1	IE
Photo class time is used wisely		4	3	2	1	IE
Files are labeled appropriately on the google drive (see top of the page)		4	3	2	1	IE
<b>How are your watermarks non-distracting from the photos but are still noticeable?</b>	5	4	3	2	1	IE

**SUMMATIVE TOTAL POINTS**

**/75**



# Creating and Applying Watermarks: Design Worksheet

## Formative Questions

For full points, use complete sentences, vocab, and thorough explanations

1. Describe 3 possible watermarks, explain why the imagery/text is significant.

- Watermark #1: \_\_\_\_\_

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- Watermark #2: \_\_\_\_\_

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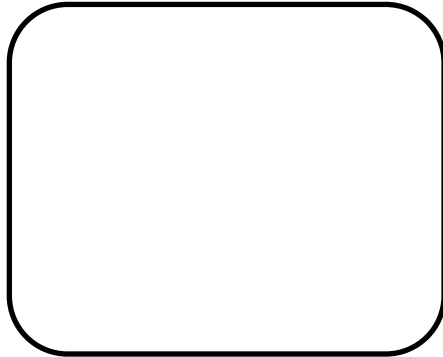
- Watermark #3: \_\_\_\_\_

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2. Sketch your watermark that will involve imagery and text.

- Thumbnail Sketch



3. How will you avoid using copyright material for your image?

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## Double Exposure: Using Photoshop to create a double exposure portrait



1. Double exposure photography originates from the film camera days when artists actually exposed two photos on the same piece of paper creating the composite.
2. You will need to decide which tutorial you would like to use.
3. [https://www.youtube.com/watch?v=GesHc9y\\_zVY](https://www.youtube.com/watch?v=GesHc9y_zVY)
4. <https://www.youtube.com/watch?v=Mbf-QXCCXgM>
5. <https://www.youtube.com/watch?v=BAX6R3SmyoI>
6. <http://design.tutsplus.com/tutorials/make-a-trendy-double-exposure-effect-in-adobe-photoshop--cms-23774>
7. The portrait and background (landscape, city scape or texture) must be photos you have taken. You may not have handed them in for other assignments.
8. When finished please print your project full page and save your Photoshop file and JPEG file to a folder labeled Double E. Files should be labeled as follows:  
JPEG: LastnameFirstnameTitleDE  
Photoshop file: LastnameFirstnameTitleDEPS

# Double Exposure

**Folder Labeled: Double E**

**Jpeg: lastnamefirstnameTitleDE**

**Photoshop File: lastnamefirstnameTitleDEPS**

**Please also include the two original photos, you don't have to label them**

CLASSWORK/FORMATIVE	DUE _____					
Student chooses high quality photos they have recently taken		4	3	2	1	IE
Subject is thought out, not based on convenience		4	3	2	1	IE
Photos they will be using are on the drive and were taken this semester		4	3	2	1	IE

**CLASSWORK/FORMATIVE TOTAL POINTS /12**

SUMMATIVE	DUE _____					
Examples are reviewed so the student has a grasp on the assignment		4	3	2	1	IE
Student uses the provided tutorial or finds a different one they like better		4	3	2	1	IE
Double exposure shows a thought out plan		4	3	2	1	IE
Background and portrait bled together making sense		4	3	2	1	IE
Project shows time is taken to perfect the image		4	3	2	1	IE
Student shows an understanding of double exposure through Photoshop		4	3	2	1	IE
Photographer has pulled the viewer into the images		4	3	2	1	IE
End product is display quality, (for a 5 it is contest quality)	5	4	3	2	1	IE
Photoshop skills are used to enhance photo		4	3	2	1	IE
Photos show originality and tells a story		4	3	2	1	IE
Student has given the photograph a uniform feel		4	3	2	1	IE
Work time is used to improve the quality of their work		4	3	2	1	IE
Project and scoring guide turned in on the requested date		4	3	2	1	IE
Jpeg and Photoshop files are on the drive		4	3	2	1	IE
<b>Why did you choose these two pictures in particular for this assignment?</b>	5	4	3	2	1	IE

**SUMMATIVE TOTAL POINTS /62**

# Truth or Lies

**Folder Labeled: Truth or Lies**  
 2 photos using the title “Truth” and “Lie”  
 lastnamefirstnameTitleAssignment  
**The photos should be printed out 8X10 and handed in mounted paying attention to measurements and craftsmanship**

CLASSWORK/FORMATIVE	DUE _____						
Student chooses a subject they know and that interest them		4	3	2	1	IE	
Artist researched their subject’s personality		4	3	2	1	IE	
Project plan is completed with thought out options and answers	10	8	6	4	2	IE	
Time to shoot, places to shoot, and things needed are preplanned out properly		4	3	2	1	IE	
<b>CLASSWORK/FORMATIVE TOTAL POINTS</b>							<b>/22</b>

SUMMATIVE	DUE _____						
Photographs are portraits, not action shots		4	3	2	1	IE	
Photos flow together as a pair		4	3	2	1	IE	
Compositions are strong, rule of thirds is used if needed		4	3	2	1	IE	
Orientation shows intentions (landscape vs. portrait)		4	3	2	1	IE	
Focus is on point for the whole body of work		4	3	2	1	IE	
Contrast looks good in color or black and white		4	3	2	1	IE	
Subject is shown in an interesting way, with angles and depth		4	3	2	1	IE	
Artist shows effort in creating and using successful lighting		4	3	2	1	IE	
One photograph of the subject captures a lie about their personality		4	3	2	1	IE	
The lie is convincing ( <b>for a 5, viewer with no info would believe it</b> )	5	4	3	2	1	IE	
One photograph of the subject captures truth of their personality		4	3	2	1	IE	
The truth is convincing ( <b>for a 5, viewer with no info would believe it</b> )	5	4	3	2	1	IE	
Props and environments feel natural to the subject in both photos		4	3	2	1	IE	
Presentation flows smoothly ( <b>for a 5 project should be contest worthy</b> )	5	4	3	2	1	IE	
Creativity is applied to their presentation		4	3	2	1	IE	
Project is mounted on black paper ( <b>for a 5 execute mounting in a creative way</b> )	5	4	3	2	1	IE	
Spacing and placement of mounted photos looks professional		4	3	2	1	IE	
Craftsmanship skills are high with the glue application		4	3	2	1	IE	
Project and scoring guide turned in on the requested date		4	3	2	1	IE	
Photo class time is used wisely		4	3	2	1	IE	
Photos are uploaded to the drive		4	3	2	1	IE	
Photos are labeled correctly, hard copy has their name on the back in pencil		4	3	2	1	IE	
<b>SUMMATIVE TOTAL POINTS</b>							<b>/92</b>

# Truth or Lies: Project Plan

## Formative Questions

For full points, use complete sentences, vocab, and thorough explanations

1. Describe 3 possible subjects, describe how you would show a truth and a lie.

- **Subject #1:** \_\_\_\_\_

Truth: \_\_\_\_\_

Lie: \_\_\_\_\_

- **Subject #2:** \_\_\_\_\_

Truth: \_\_\_\_\_

Lie: \_\_\_\_\_

- **Subject #3:** \_\_\_\_\_

Truth: \_\_\_\_\_

Lie: \_\_\_\_\_

2. Which subject do you think is most viable for you to chose? \_\_\_\_\_

- When could you shoot the truth?
- What are some things you need to consider (props, environment...)
  
- When could you shoot the lie?
- What are some things you need to consider (props, environment...)

3. Will you be using the photo studio for your project or any lights/cameras from class?

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# Creating and Applying Vignette

**Folder Labeled: Vignette**  
 Please use these titles: **Person, Animal, Landscape, and Nature. Originals should be titled by adding OG at the END of the title.**  
 LastnameFirstnameTitleAssignment  
**You should have 8 photos total, 4 with vignettes and the 4 original photos without vignettes so I can compare.**

CLASSWORK/FORMATIVE	DUE _____						
Vignette introduction and demo is listened to carefully		4	3	2	1	IE	
Project photographs are taken thinking about photo basics and interesting subject matter		4	3	2	1	IE	
Project Plan is completed	10	8	6	4	2	IE	
2 original photos are on the drive and one has a vignette version		4	3	2	1	IE	

**CLASSWORK/FORMATIVE TOTAL POINTS** **/22**

SUMMATIVE	DUE _____						
Vignette is created using introduced or researched method		4	3	2	1	IE	
A person is captured in a photograph using photo basics		4	3	2	1	IE	
Vignette enhances photo and blends well with composition		4	3	2	1	IE	
An animal is captured in a photograph using photo basics		4	3	2	1	IE	
Vignette enhances photo and blends well with composition		4	3	2	1	IE	
A landscape is captured in a photograph using photo basics		4	3	2	1	IE	
Vignette enhances photo and blends well with composition		4	3	2	1	IE	
Nature is captured in a photograph using photo basics		4	3	2	1	IE	
Vignette enhances photo and blends well with composition		4	3	2	1	IE	
Student shows an understanding of vignettes and how to manipulate them		4	3	2	1	IE	
Photos possess a professional quality. For a 5, they should be competition material	5	4	3	2	1	IE	
All photos are newly shot after the assignment was given		4	3	2	1	IE	
Photography ideas are strong and executed with a plan in mind		4	3	2	1	IE	
Original photos and vignette photos are saved to the Google drive, labeled properly		4	3	2	1	IE	
Project and scoring guide turned in on the requested date		4	3	2	1	IE	
Photo class time is used wisely		4	3	2	1	IE	
<b>Which photo was your favorite with the added vignette and how did that vignette enhance the feel?</b>	10	8	6	4	2	IE	

**SUMMATIVE TOTAL POINTS** **/75**

# Creating and Applying Vignette: Project Plan

## Formative Questions

For full points, use complete sentences, vocab, and thorough explanations

1. Brain storm 3 subjects for each category

- **PERSON**

- 
- 
- 

- **ANIMAL**

- 
- 
- 

- **LANDSCAPE**

- 
- 
- 

- **NATURE**

- 
- 
- 

2. Below, choose your favorite from each category and give me an explanation of how a vignette will enhance the viewers perception of the subject.

Person: \_\_\_\_\_

\_\_\_\_\_

Animal: \_\_\_\_\_

\_\_\_\_\_

Landscape: \_\_\_\_\_

\_\_\_\_\_

Nature: \_\_\_\_\_

\_\_\_\_\_

# Macro Photography

**Folder Labeled: Macro**  
**3 photos of nature in the macro style, title each however you want**  
**lastnameFirstnameTitleAssignment**

CLASSWORK/FORMATIVE	DUE _____					
Student has began to explore and choose subjects found in nature		4	3	2	1	IE
Student formulates a plan of action before starting (planning ahead)		4	3	2	1	IE
Student has revisited photo 1 basics and keeps them in mind while shooting		4	3	2	1	IE
Student has begun shooting and has one completed photo on the drive		4	3	2	1	IE

**CLASSWORK/FORMATIVE TOTAL POINTS /12**

SUMMATIVE	DUE _____					
A variety of subjects is represented in the 3 photos		4	3	2	1	IE
Each photo shows time given to that individual idea		4	3	2	1	IE
Time is taken to reshoot when needed, work time used to improve quality of their work		4	3	2	1	IE
Photo #1 shows a close up composition and DOF		4	3	2	1	IE
Photo #1 selection shows higher level photography skills, for a 5 make it comp quality	5	4	3	2	1	IE
Photo #2 shows a close up composition and DOF		4	3	2	1	IE
Photo #2 selection shows higher level photography skills, for a 5 make it comp quality	5	4	3	2	1	IE
Photo #3 shows a close up composition and DOF		4	3	2	1	IE
Photo #3 selection shows higher level photography skills, for a 5 make it comp quality	5	4	3	2	1	IE
Photo set shows high contrast and looks good in color or black and white		4	3	2	1	IE
Photo set has a set of 3 interesting images, that are unique from each other		4	3	2	1	IE
Student shows an understanding of macro photography		4	3	2	1	IE
Student has perfected the close up image formats		4	3	2	1	IE
Photographer has pulled the viewer into the images		4	3	2	1	IE
Correct focus is mastered in all 3 photographs, for a 5 use depth of field	5	4	3	2	1	IE
Subjects fill up the frames and are obvious		4	3	2	1	IE
Project and scoring guide turned in on the requested date		4	3	2	1	IE
All files are on the drive and labeled correctly as shown above		4	3	2	1	IE
<b>Use complete sentences, vocab and explanations (10 points)</b>	10	8	6	4	2	IE
<b>What is the title of the photo that is the strongest? Describe the photo in a sentence then provide 2 sentences backing up what makes this photo the most successful one of the three you turned in.</b>						

**SUMMATIVE TOTAL POINTS /86**



## Color Theory Photos

**Folder Labeled: Color Theory**  
**Assignment label for each of the 6 photos should be the color scheme**  
**LastnameFirstnameTitleAssignment**

CLASSWORK/FORMATIVE	DUE _____					
Color Theory Project Plan is complete	10	8	6	4	2	IE
Ideas for subjects on the plan are unique and show a wide variety		4	3	2	1	IE
Student has 2 photos completed for 2 color schemes		4	3	2	1	IE

**CLASSWORK/FORMATIVE TOTAL POINTS /18**

SUMMATIVE	DUE _____					
A variety of subjects is represented (only 1 idea can be “art supplies”)		4	3	2	1	IE
Each photo shows time given to that individual idea		4	3	2	1	IE
Time is taken to reshoot when needed, work time used to improve quality of their work		4	3	2	1	IE
<b>Complementary</b> photo shows higher level photography skills, 5=contest quality	5	4	3	2	1	IE
Complementary photo shows an understanding of the color scheme		4	3	2	1	IE
Complementary photograph engages the viewer		4	3	2	1	IE
<b>Monochromatic</b> photo shows higher level photography skills, 5=contest quality	5	4	3	2	1	IE
Monochromatic photo shows an understanding of the color scheme		4	3	2	1	IE
Monochromatic photograph engages the viewer		4	3	2	1	IE
<b>Analogous</b> photo shows higher level photography skills, 5=contest quality	5	4	3	2	1	IE
Analogous photo shows an understanding of the color scheme		4	3	2	1	IE
Analogous photograph engages the viewer		4	3	2	1	IE
<b>Triad</b> photo shows higher level photography skills, 5=contest quality	5	4	3	2	1	IE
Triad photo shows an understanding of the color scheme		4	3	2	1	IE
Triad photograph engages the viewer		4	3	2	1	IE
<b>Split Comp</b> photo shows higher level photography skills, 5=contest quality	5	4	3	2	1	IE
Split Comp photo shows an understanding of the color scheme		4	3	2	1	IE
Split Comp photograph engages the viewer		4	3	2	1	IE
<b>Double Split Comp</b> photo shows higher level photography skills, 5=contest quality	5	4	3	2	1	IE
Double Split Comp photo shows an understanding of the color scheme		4	3	2	1	IE
Double Split Comp photograph engages the viewer		4	3	2	1	IE
Class time is used wisely, project is turned in on/before the due date		4	3	2	1	IE
All files are saved to the drive and labeled correctly as shown above		4	3	2	1	IE

**SUMMATIVE TOTAL POINTS /98**

## Color Theory Project Plan

**Formative Brainstorm:** For each color scheme, take notes on the definition and write two possible ideas for a photo shoot for that color scheme (could include an idea, a color set, a subject matter).

### **Complementary**

**DEFINE:** \_\_\_\_\_

Idea #1

Idea #2

### **Monochromatic**

**DEFINE:** \_\_\_\_\_

Idea #1

Idea #2

### **Analagous**

**DEFINE:** \_\_\_\_\_

Idea #1

Idea #2

### **Triad**

**DEFINE:** \_\_\_\_\_

Idea #1

Idea #2

### **Split Complementary**

**DEFINE:** \_\_\_\_\_

Idea #1

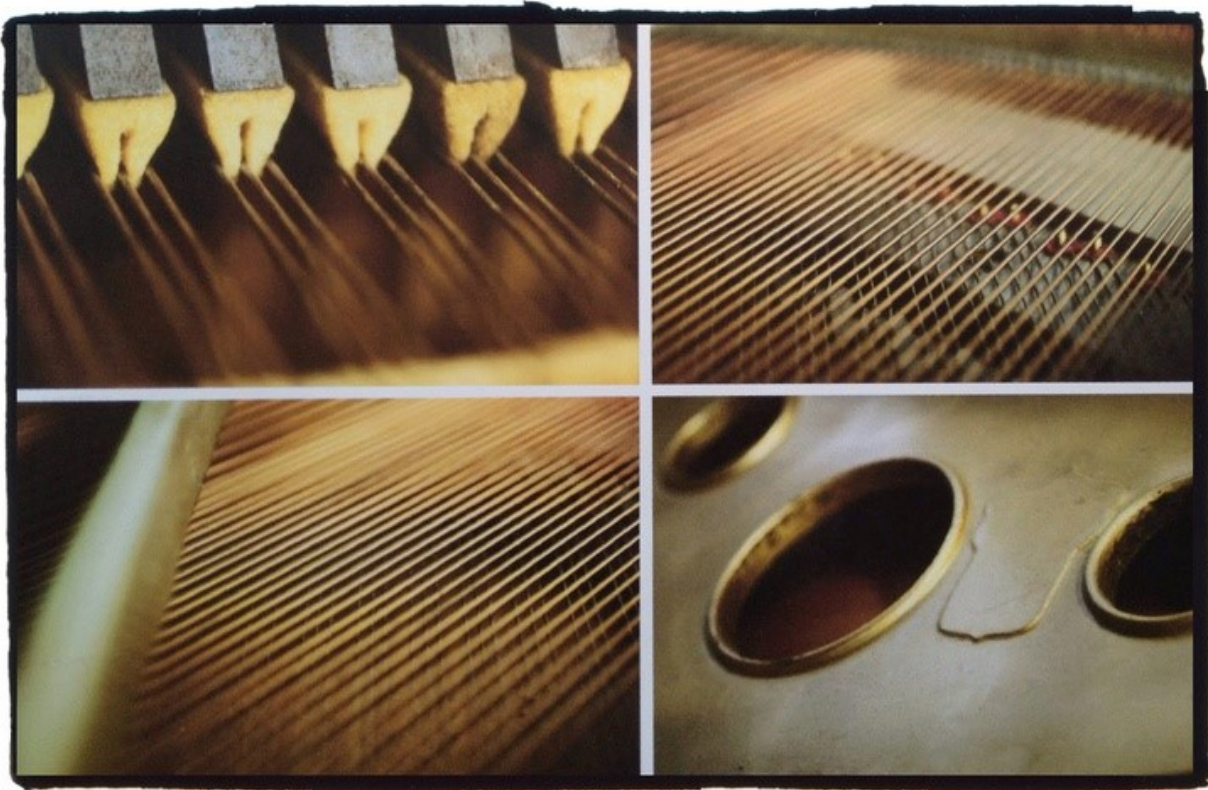
Idea #2

### **Double Split Complementary**

**DEFINE:** \_\_\_\_\_

Idea #1

Idea #2



## **One Important Object: A Photo Collage**

**Subject Matter: Focus on one object only, living or non living.**

### **Process:**

- 1. Take several photos of this object thinking about DOF, focus, angles, lighting and composition. Get close. Subject entirety should not be revealed in one photo, but within the combination of the four.**
- 2. Choose your favorite four photos**
- 3. Use Photo Shop to collage them together. Format is open on how you do this. You can stick to traditional formats or more creative. Photos do not have to be the same size. Think about background color/border.**

**<https://www.youtube.com/watch?v=p66gymxJqVI>  
<http://www.adobeforacademics.com/tutorials/110>  
<http://helpx.adobe.com/x-productkb/multi/create-collages-montages-photoshop-photoshop.html>**

# One Important Object

**Folder Labeled: One Object**  
 Save both your photoshop file and jpeg file to the drive  
**Photoshop:** LastnameFirstnameTitleOneObjectPS  
**JPEG:** LastnameFirstnameTitleOneObject

CLASSWORK/FORMATIVE	DUE _____					
Student has chosen an interesting subject that is significant to their life: _____		4	3	2	1	IE
Subject is thought out, not based on convenience		4	3	2	1	IE
Student has formulated a plan on when to shoot/what to shoot/how to shoot		4	3	2	1	IE
Work has begun in Photoshop to make their collage		4	3	2	1	IE

**CLASSWORK/FORMATIVE TOTAL POINTS /16**

SUMMATIVE	DUE _____					
Student executes their photos in a timely manner, giving them time to work in Photoshop		4	3	2	1	IE
Photos flow together as a cohesive whole		4	3	2	1	IE
Photos are close up to the subject		4	3	2	1	IE
Subject entirety is not shown in any ONE image		4	3	2	1	IE
Images act together to give the viewer the subject clarity		4	3	2	1	IE
Photo group has a set of 4 interesting images, for a 5 have more than 4 images	5	4	3	2	1	IE
Student shows an understanding of collage		4	3	2	1	IE
Student has perfected the close up image formats		4	3	2	1	IE
Photographer has pulled the viewer into the images/collage		4	3	2	1	IE
Correct focus is mastered in all 4 photographs, for a 5 use depth of field or vignettes	5	4	3	2	1	IE
Collage is creative and has high quality presentation		4	3	2	1	IE
Collage is created in a thought out format		4	3	2	1	IE
Borders of collage are correctly measured or properly scaled		4	3	2	1	IE
Photos are not cropped when placed into the collage (overlap is ok).		4	3	2	1	IE
Work time is used to improve the quality of their work, for a 5 work is contest quality	5	4	3	2	1	IE
Final project is saved as a JPEG and Photoshop file to the drive, labeled as above		4	3	2	1	IE
<b>Use complete sentences, vocab and explanations (10 points)</b>	10	8	6	4	2	IE
<b>Why is this object important to you and what things did you do in your photos to show that?</b>						

**SUMMATIVE TOTAL POINTS /77**

## **LOMOGRAPHY: Using Photoshop to create a vintage camera effect**



1. Use the link posted on [artpugh.weebly.com](http://artpugh.weebly.com) to access the Wiki page over Lomography. List on the scoring guide 6-8 notes you feel are important to the history of Lomography.
2. Chose a photo to practice on, complete a practice and save it to the drive (ANY photo can be used for practice)
3. For the actual project, you may use a photo you have taken in the last month but have not handed in (subject must be completely original from your other assignments). The photo should be something you think will be heightened by the Lomography effect.
4. Use the tutorial on the website to filter your image, hand in both the original and filtered image, using the file names outlined on the scoring guide.

Wiki Page: <https://en.wikipedia.org/wiki/Lomography>

Tutorial: <http://digital-photography-school.com/how-to-make-digital-photos-look-like-lomo-photography/>

# Lomo Style Photograph

## Folder Labeled: LOMO

You should have three photos in this folder, one with the title “practice”, then use the assignment “LOMO” for the manipulated photo and “LOMOOG” for the original photo.

**LastnameFirstnameTitleAssignment**

CLASSWORK/FORMATIVE	DUE _____						
Student completes a practice immediately after the introduction/demo (on drive)		4	3	2	1	IE	
<b>LOMO Style Photography Notes</b> (go to my website to find the link):	10	8	6	4	2	IE	

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**CLASSWORK/FORMATIVE TOTAL POINTS** /14

SUMMATIVE	DUE _____						
Student chooses a high quality photo they have recently taken and not used before		4	3	2	1	IE	
Subject is thought out, not based on convenience		4	3	2	1	IE	
Student uses the provided tutorial or finds a different one they like better		4	3	2	1	IE	
Lomo filtration enhances the impact of the subject matter		4	3	2	1	IE	
Photo is taken thinking about rule of thirds and other photo basics		4	3	2	1	IE	
Lighting shows it is thought out and successful		4	3	2	1	IE	
Subject is clear and fills the frame with no distracting objects		4	3	2	1	IE	
Student shows an understanding of LOMO filtration through photoshop		4	3	2	1	IE	
Photographer has pulled the viewer into the images		4	3	2	1	IE	
End product is display quality, for a 5 it is contest quality	5	4	3	2	1	IE	
Photoshop skills are used to enhance photo		4	3	2	1	IE	
Photos are not cropped		4	3	2	1	IE	
Work time is used to improve the quality of their work		4	3	2	1	IE	
Project and scoring guide turned in on the requested date		4	3	2	1	IE	
All files are on the drive and labeled correctly as shown above		4	3	2	1	IE	

**SUMMATIVE TOTAL POINTS** /61





### Polaroid Photoshop Collage with added Creativity

There is a basic “Photoshop Polaroid Collage” tutorial link on [artpugh.weebly.com](http://artpugh.weebly.com) that you will be using as a BASIS for your project. Your task at hand is to take the tutorial and add your own spin on it. You may blur or remove the background, use filters, think about color or do what every you can to spice it up. Here is the link:

<http://www.photoshopesentials.com/photo-effects/collage-of-polaroids-from-a-single-photo/>

Feel free to browse the web for other tutorials and for examples of creative spins on this project. You will not be graded with a scoring guide, rather with this criteria:

#### **50 points possible:**

40-50 points for a completed print out of your project with a creative twist that engages the viewer and is exciting to look at.

30-40 points for a printed project that is something I have seen quite a bit but still got the assignment done with some success in an interesting image.

20-30 points for a project that is printed off and turned in but does not show creativity added to the process or an image that holds the viewers eye.

0-20 points for a project that is incomplete or rushed but still printed out and handed in.



## **Instagram it!**

Assignment: Post your favorite photo you have taken this semester on Instagram and tell your followers why you chose it. Use vocabulary to back up your decision.

Take a screen shot of your post and email it to [Stephanie.pugh@raypec.org](mailto:Stephanie.pugh@raypec.org)

If you don't have Instagram, you can use twitter or facebook. If you have not social media accounts, see me and I will have you post it on my twitter wall.

### **Scoring Scale**

25 points upon completion of your post with vocabulary and a valid explanation.

20 points upon completion of your post with a valid explanation that does not use vocabulary.

15 points upon completion of the post with a limited explanation.

10 points for a completed post with little to no explanation.



## Photography II: Artist Emulation

**Summary:** After researching an artist's style and body of work, a photography series is created emulating this artist using a specific style, idea or body of work. The student will present their finished project and compare it to the artist they researched while educating the class important facts surrounding that artist.

**Key Idea:** Viewing and researching other artist is an important way for artist to gain inspiration. Comparing and contrasting work is an interesting way to see links between artistic studies.

**Objectives:** The students will...

1. Research many artists and choose one that has a body of work, style or idea that interest them.
2. Fill out the Artist Research worksheet and begin to brainstorm project ideas.
3. Create a 5 photo series that emulates the chosen artist.
4. Create a media presentation that compares/shows/educates the class about your artist and your emulation project.
5. Within the media project the viewer should gain knowledge of the artist, their intents, details of their work and how that relates to the student project.
6. Present to the class, or turn in a week early and only have to present to the instructor.

**Student Friendly Objective:** I will research an artist and execute a 5 photo series that emulates their work. Then I will create a media presentation comparing the artists body of work with my project, showing the links between the two.

**Missouri State Standards:** FA1, FA2, FA3

**GLE's:** I 1A HS level 1,

**Materials:**

Digital Camera

Computer with Photoshop

Various Media outlets (you may use google presentations, powerpoint, prezi, or anything you can create digitally)

**Vocabulary:**

**Emulation:** When one system performs in exactly the same way as another

**Resources:**

Handouts

**Evaluation:** See attached scoring guide.



# Emulation Project

**Folder Labeled: Emulation**  
 Minimum of 5 original photos emulating your artist, title each with whatever title you like  
 LastnameFirstnameTitleAssignment  
**In this folder should also be your artist's 5 photos and your presentation**

CLASSWORK/FORMATIVE	DUE _____					
Student chooses and artist that interests them		4	3	2	1	IE
Artist research worksheet is completed	10	8	6	4	2	IE
Artist plan is completed	10	8	6	4	2	IE
Mid project assessment is completed	10	8	6	4	2	IE
Student completed the peer editing activity to improve their project.	10	8	6	4	2	IE
There are three photos completed on the drive for their emulation		4	3	2	1	IE

**CLASSWORK/FORMATIVE TOTAL POINTS /48**

SUMMATIVE	DUE _____					
An idea, body of work, or time period is specifically looked at		4	3	2	1	IE
Photos flow together as a series		4	3	2	1	IE
Compositions are strong	5	4	3	2	1	IE
Focus is on point for the whole body of work	5	4	3	2	1	IE
Contrast is high in color or black and white	5	4	3	2	1	IE
Student created 5 photos that emulate the artist and are professional quality. For a 10, submit more than 5 photos. Titles are included in the presentation.	10	8	6	4	2	IE
Student creates a presentation of artists history and work	5	4	3	2	1	IE
Presentation has a comparison of the two bodies of work	5	4	3	2	1	IE
Obvious ideas from the artist carry over into the student's work	5	4	3	2	1	IE
Photo titled " _____ " shows photo basics and an advanced composition	5	4	3	2	1	IE
Photo titled " _____ " shows photo basics and an advanced composition	5	4	3	2	1	IE
Photo titled " _____ " shows photo basics and an advanced composition	5	4	3	2	1	IE
Photo titled " _____ " shows photo basics and an advanced composition	5	4	3	2	1	IE
Photo titled " _____ " shows photo basics and an advanced composition	5	4	3	2	1	IE
Presentation flows smoothly		4	3	2	1	IE
Creativity is applied to their presentation		4	3	2	1	IE
Presentation shows time and research was put into it, class time used wisely		4	3	2	1	IE
Media shows knowledge of the program/app, for a 5 include video in the presentation	5	4	3	2	1	IE
<b>How did your work directly relate to the artist that you researched?</b>	10	8	6	4	2	IE
_____						
_____						
_____						
_____						

**SUMMATIVE TOTAL POINTS /100**

# Artist Research

Artist Name:  
Date of Birth:  
Date of Death:  
Location of Birth:  
Areas they lived:

Basic Information:

Choose a specific “thing” about this artist that you like and be specific. It can be a body of work, lighting, subject matter, ideas....ect. You need to FOCUS on something very specific. Explain what you are focusing on here:

Describe some photos you have seen by this artist that are examples of the above things you will be focusing on.

Ideas on your project:

+++Photography must be a key part of this artist’s work+++++

# Emulation Project Plan (sketch and write)

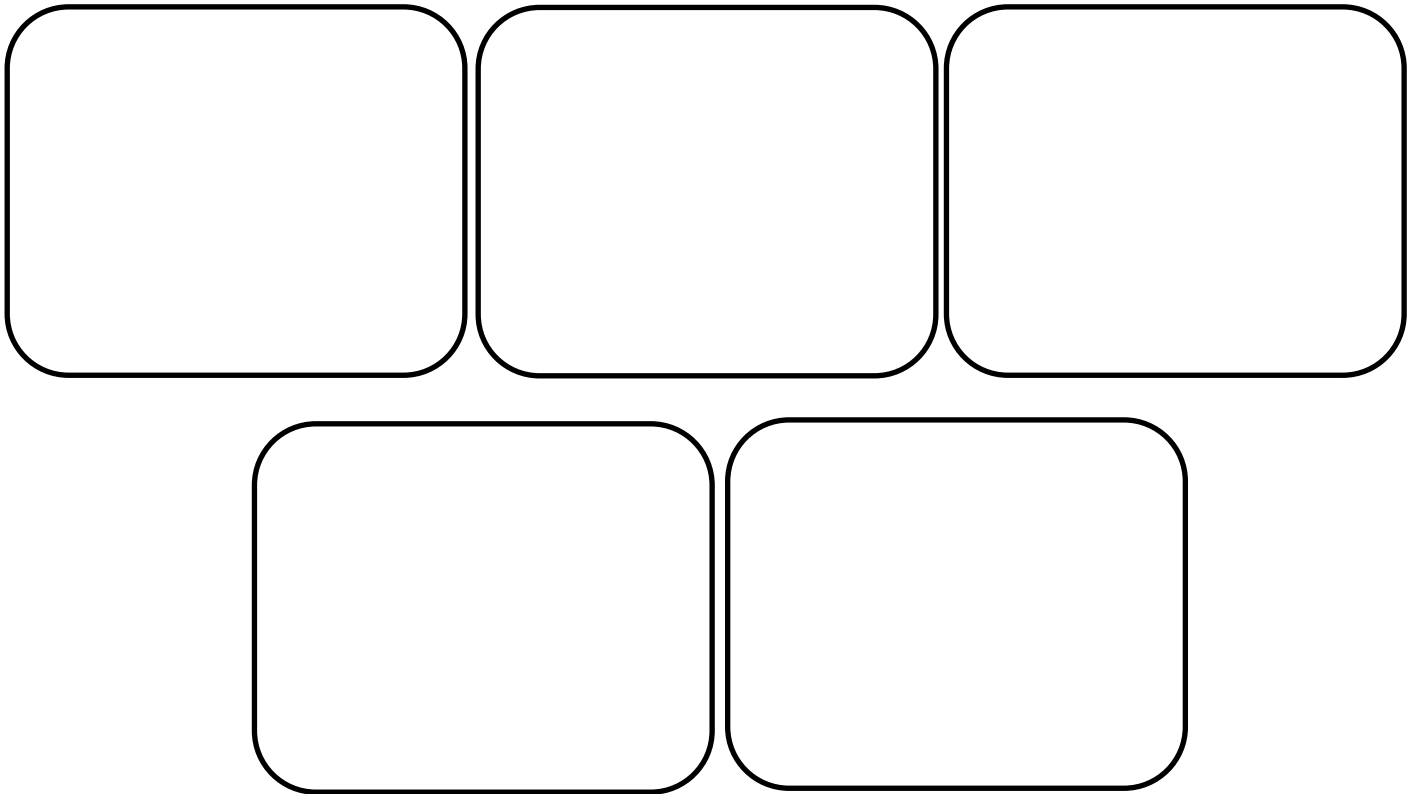
Type of Presentation:

Ideas for layout below (sketch frames of progression):


NOTES

# Artist Emulation Mid Project Assessment

Please draw thumbnail sketches of your first 5 slides (must correspond to what you REALLY have):



Five rounded rectangular boxes arranged in two rows: three in the top row and two in the bottom row, intended for drawing thumbnail sketches of the first 5 slides.

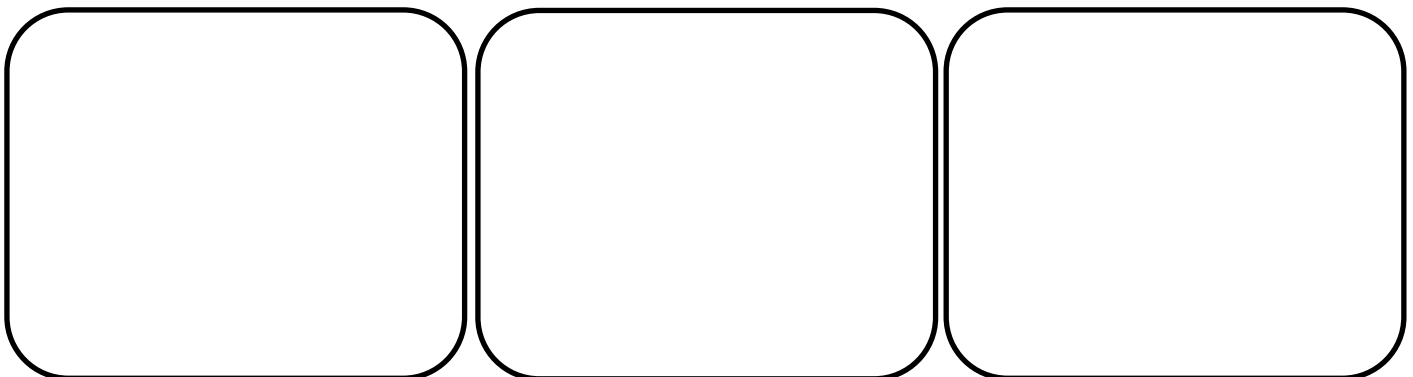
How many more slides do you have left approximately?

How many photos of the artist work have you found to use?

How many photos have you completed of your emulation?

What are the titles you have for your photos so far, are they included in the presentation?

Draw 3 thumbnail sketches of your completed photos here:



Three rounded rectangular boxes arranged horizontally, intended for drawing thumbnail sketches of completed photos.

## Peer Review: Emulation Presentation

**You fill this out over your Partners Presentation below;**

Peer's Name: \_\_\_\_\_

Length of presentation reviewed: \_\_\_\_\_

One positive comment about how the presentation went:

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What can the presenter work on to polish up their presentation?

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How many photos are in the presentation:

Is the artist information slide complete?

**Fill out the questions below over YOUR presentation:**

What is the biggest thing you need to work on by your due date?

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What can you add to your presentation to make it get a better grade?

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Do you have a video? \_\_\_\_\_

How do you feel about the quality of your work and the comparisons you can make between your work and the artist's work?

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How many photos are in the presentation:

Is the artist information slide complete?

Do you have titles included in the presentation?