

**REDLANDS UNIFIED SCHOOL DISTRICT
HIGH SCHOOL COURSE APPROVAL REQUEST FORM
GRADES 9-12**

THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:

School Submitting Information

School: Redlands East Valley High Department Visual & Performing Arts
(course offerings will be made available for all schools)

Contact Information

Contact Person: Heidi Van Deventer Phone: 909-389-2500

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Summer Contact Person: Heidi Van Deventer

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Course Information

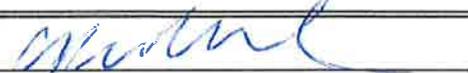
Course Title: Photography 1 Transcript Name (15 Max): Photo

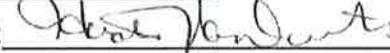
Length of course: one-year course Amount of Units: 10
(one semester, two semesters, or one-year course)

Area of Credit: Fine Arts
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

Teacher Requirements

Credential Required: Art: Industrial and Technology Education: Supplemental Photography Additional Training: _____

Department Review Date: 2/15/24 Dept. Signature: 

Site Administrator Signature: 

THIS SECTION IS RESERVED FOR DISTRICT USE:

Assigned Reviewer Section

Reviewed by: Julie Swan Date reviewed: 02/23/24

District section of this form is appropriately completed

All required attachments are affixed and appropriate

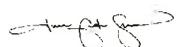
Site signatures current and appropriate

Recommendation: Approve Do Not Approve Signature: 

Course Approval Curriculum Committee

Approved by: Unanimous decision Date approved: 03/05/24

Date approval/disapproval notification letter sent: 03/07/24

Signature: 

Board Submission Date: 03/12/24 Board Approved Date: _____

Photography 1AB Course

Course Overview

The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Photography 1AB, students learn how to communicate visual ideas using basic photographic techniques incorporating historical and contemporary traditions. Traditional photographic traditions may be extended with digital cameras and multimedia technologies, including the addition of text, and scanned images. Students learn about photography as an avocation, vocation, and its relationship to other careers.

Teacher Credential (one of the following)

- Single Subject: Art, Industrial and Technology Education
- Specific Supplementary Authorization: Photography
- Specific Subject Matter Authorization: Photography; Two-Dimensional Art

Prerequisites & Co-requisites & Target Population

- **No prerequisites or co-requisites.** Must successfully complete both semesters for Fine Arts credit.
- **Target population:** all students

Course Content

Students will be able to:

- Create original works of art using photographic media of increasing complexity and with increased skill.
- Engage in expressive art experiences, gaining personal insight and appreciation of his or her accomplishments and the accomplishments of others.
- Integrate what he or she learns in photography to learning in other subject areas.
- Learn photography skills that translate to careers.
- Recognize, describe, analyze, discuss, and write about the visual characteristics of works of photography, objects in nature, events, and the environment.
- Identify, record, and use the elements of art and principles as he or she explores, analyzes, and talks about what he or she sees in the physical world and in what he or she creates in photographic media.
- Compare, contrast, and analyze styles of photography from a variety of times, places, and cultures.
- Recognize that photographs and photographers reflect, play a role in, and influence culture.
- Make informed judgments by applying the four steps of art criticism to his or her artwork and the work of others (describe the work, analyze the work in terms of the elements of art and principles of design, interpret the work in terms of ideas and

emotions, and judge the work as to its success both technically and in terms of communicating an idea or emotion).

Representative Performance Skills in accordance with their individual capacity, students will grow in the ability to:

- Produce a work of art effectively using the elements and principles of design in photography, or other media or emerging technology utilizing photographic sensibilities.
- Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating artworks in photographic media.
- Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthete) in relationship to the photographic arts.
- Research art and art-related careers in California.
- Describe the use of the elements of art and principles of design as they relate to specific images, styles, and periods of photography.
- Discuss and make choices about materials and equipment as they relate to function in photography.
- Identify some trends of contemporary styles in American photographic art and discuss the diverse cultural developments reflected in the artworks she or he has examined.
- Investigate a universal concept expressed in photography in visual and written form.
- Develop chains of reasoning for his or her judgments about photographic works of art that link the art elements and the principles of design, expressive characteristics, and technical qualities to the interpretation of meaning.

Students will be able to:

- Research the style, role, and influence of a well-known photographer
- List the photographer's roles in and influence on their culture.
- Create a work with stylistically related images to the well-known photographer.
- Present an oral report, including information about the photographer and examples of his or her work and their own stylistically related images.

Instructional Topics

Historical Foundations of Photography
Evaluation Introduction to Photography
Photographer Elements of Art
Photographer as Storyteller
Careers in Photography

Critical Comparison and Aesthetic
Traditional Materials and Equipment of the
Principles of Design
Digital Photography

Standards

Visual Arts Content knowledge and skills gained during this course will support student achievement of grade-level Student Learning Standards in the Visual Arts.

Students will be able to:

- Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. **Artistic Perception**
- Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. **Creative Expression**
- Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Historical and **Cultural Context**
- Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. **Aesthetic Valuing**
- Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem-solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. **Connections, Relationships, Applications Representative**

Course materials funded by Prop. 28

Cameras

Color printer

Materials for film development

Film