

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON
ART DEPARTMENT**

PHOTOGRAPHY 1: Darkroom

Course #VPS0013

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 12/5/19 .

VISION STATEMENT

The global economy of the 21st century requires that students be able to think creatively. Creativity is a driving force in the global economy. The workforce of the 21st century needs to apply unconventional ideas, new technologies, and new ways of thinking to their world and to their participation in the global economy. In addition, they will need to have an understanding of themselves and the world around them, and to be able to organize and express their thoughts and feelings.

Art education is, therefore, an integral part of the school curriculum. The production of visual arts encourages students to develop creative and critical decision-making skills, as well as creative problem-solving skills, production skills, and technology-based skills. It helps students to develop values and provides them with an understanding of the past, present and future.

Additionally, the goal of art education is to help students achieve a better understanding, of themselves and their world, by using visual materials. Human beings have the basic need to organize their thoughts and feelings. They want to make sense of their experiences and order their ideas. They do this in a number of practical, scientific, and artistic ways. The arts are different from other means of doing this, because in art it is important to consider the expressive qualities of form.

Visual art experiences lead us to a more developed self through exploration and growth personally, socially, and culturally contributing to a sense of identity and fulfillment. An aesthetically aware person is more prepared to contribute positively to society. It is imperative that we realize the impact that visual stimuli exert. Study in the visual arts teaches students to shape and build an aesthetically sound future in a highly technical society, participate more fully in a diverse society, and express and evaluate the human condition.

MISSION STATEMENT

This course provides an opportunity and the environment in which to create. The process of creation is necessary for students to progress and think creatively. Photography 1 introduces the student to the study of photography.

The goals of the Photography 1 will include:

- Learning and applying skills using, viewing and interoperating traditional and contemporary photographs, photographic equipment and their supplies.
- Learning and exposing students to both the art and science behind the photographic process in the dark room.
- Exposing students to the history of image making and the development and use of the tools necessary to successfully communicate visually.

Photography 1 is a one semester elective course earning 2.5 credits. It has no prerequisites and is open to students in grades 9-12. The course is designed to address 21st Century Life and Careers, Visual and Performing Arts, and Technology Literacy Core Curriculum Content Standards. The New Jersey Core Curriculum Content Standards can be accessed at www.state.nj.us

Since this class centers on the application of photography, students need to provide their own, or have access to borrow and use, a 35mm non-disposable film-based camera. Further, the student will use writing, research, and communication skills in this class.

COURSE PROFICIENCIES

COURSE OBJECTIVES

This course provides multiple opportunities for students to practice and refine their skills using a 35mm SLR camera.

Big Ideas: Course objectives/ Content statement(s)

- The 3 basic components in making an image (aperture, shutter speed and light sensitive material)
- Light and its relationship to photography and our environment
- Creative ways to make basic images
- Viewing our community, world, environment and social lifestyle using a single image making tool.
- Telling a story through a creative image

Essential Questions:

- What is the best way to understand light?
- What is the relationship of the 3 basic components of image making?
- How can we control the 3 basic components to make good quality images?
- How can we make our images tell a story?
- How can we be more creative in our storytelling?

STUDENT PROFICIENCIES

The student proficiencies represent the broad skills that students will gain by completing the course. Students will be able to:

- Teach photographic composition using the elements of art and principles of design.
- Explain the basic parts of the camera and how each control affects the appearance of the photograph.
- Understand the relationship of the 3 basic components of image making.
- Help students reach an understanding of film developing, processing and presentation.
- Discuss the history of photography and introduce work by major photographers.
- Introduce non-darkroom activities that do not require a camera.
- Create interesting photographs that tell a story.

METHODS OF EVALUATION

1. Individual projects
2. Portfolio/notebook
3. Classroom participation
4. Quizzes and tests
5. Workstation and laboratory maintenance
6. Timely completion of work
7. Written work
8. Class discussion
9. Conferencing
10. Reflections

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities

- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities

- Student choice

ELLs

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides

- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers

- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
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- Printed copies of class readings for application of Active Reading Strategies

SCOPE AND SEQUENCE **COURSE OUTLINE/STUDENT OBJECTIVE**

Unit 1: Introduction to the Camera

Duration: 2 weeks

Overview: In this unit, students will learn the basic components of the 35mm SLR camera, their functions and how to use it. Students get an introductory experience in the darkroom during this unit.

Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.2.12.A.2

Technology: 8.1.12.A.3; 8.1.12.C.1; 8.2.12.C.4; 8.2.12.C.5

21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3

Cross-Curricular: NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;

Essential Questions:

- How does light impact and create images?
- How can you use a camera to control light and time?

Students Learning Objectives

- Control the shutter speed and aperture settings
- Explain the impact of change shutter speed and aperture
- Load film into a 35mm camera
- Identify the major parts of a camera
- Understand the function of the major parts of a camera
- Demonstrate how to operate a 35mm camera
- Examine the advanced features that are available on certain types of cameras
- Compare/Contrast different types of cameras
- Understand the principle behind a darkroom and identify the major components within.
- Process a simple photograph
- Reflect on their photograph and consider how light and time impact their photo
- Identify elements of art that are present in their photo

Possible Activities

- Construct Pinhole camera and examine the different components that make this function
- Develop the pictures taken with this camera
- Tour the dark room
- Observe a 35mm and SLR camera and research the components
- Define terms such as: aperture, shutter speed, exposure

Unit 2: Introduction to the Darkroom and Equipment

Duration: 2 weeks

Overview: In this unit, students will learn the components of the enlarger, their functions and how to use it. Students gain an exploratory experience in the darkroom and create images during this unit.

Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.2.12.A.2

Technology: 8.1.12.A.3; 8.1.12.C.1; 8.2.12.C.4; 8.2.12.C.5

21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3

Cross-Curricular: NJLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;

Essential Questions:

- How does light impact and create images on light sensitive paper?
- How can you use the enlarger to control light and time?

Students Learning Objective

- Control the timer and aperture settings
- Explain the impact of the aperture and settings
- Identify the major parts of the enlarger
- Understand the function of the major parts of the enlarger
- Demonstrate how to operate the enlarger
- Examine the advanced features that a filters have to increase or decrease contrast
- Compare the camera to the enlarger
- Understand the principle behind a darkroom and identify the major components within.
- Process a simple photogram
- Reflect on their photogram and consider how light and time impact their photogram
- Identify elements of art that are present in their photogram

Possible Activities

- Shoot a photogram and examine the different transparent and opaque objects used.
- Create a reversal from your photogram
- Become more familiar with the enlarger stations and tools
- Observe, compare, contrast older models of the enlarger to modern enlargers
- Define terms such as: aperture, exposure, filter, contrast

Unit 3: Introduction to Processing Film

Duration: 2 weeks

Overview: In this unit, students will learn about the layers of film and how the chemicals are used to process film into negatives. Students gain an exploratory experience in the processing room during this unit.

Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.2.12.A.2

Technology: 8.1.12.A.3; 8.1.12.C.1; 8.2.12.C.4; 8.2.12.C.5

21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3

Cross-Curricular: NJLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;

Essential Questions:

- How does temperature and time affect chemicals, especially the developer?
- What important role does the emulsion layer play and how does it create the negative?

Students Learning Objective

- Know the 5 layers of film and the purpose of each layer.
- Explain order of processing and the affect each chemical has in creating a negative.
- Identify the 5 chemicals in order and their importance
- Demonstrate how to process film
- Examine film that has light damage or chemical damage
- Understand how silver halides of the emulsion form the “negative” of the image.
- Process a roll of film following the proper steps and procedures.
- Reflect on their completed negatives, success and failures.

Possible Activities

- Become more familiar with the processing stations, tools and chemicals
- Develop a roll of film into negatives using the proper processing steps.
- Observe, compare, contrast rolls of film that have been damaged by light and chemicals
- Define terms such as: emulsion, exposure, developer, stop bath, fixer, perawash, photo flo

Unit 4: Introduction to Developing an Enlargement

Duration: on-going

Overview: In this unit, students will learn to create an enlargement from a negative, using the enlarger, and then develop the image. Students get an introductory experience in the darkroom during this unit.

Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.2.12.A.2

Technology: 8.1.12.A.3; 8.1.12.C.1; 8.2.12.C.4; 8.2.12.C.5

21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3

Cross-Curricular: NJLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;

Essential Questions:

- How does light and time impact and create an image with light sensitive paper?
- How can you use an enlarger to control light and time?
- What special effects can a photographer use to enhance an image using the enlarger?

Students Learning Objectives

- Control the height, timer and aperture settings of the enlarger
- Explain the impact of exposure time and light on light sensitive photo paper
- Demonstrate how to set up a negative in the enlarger and expose a negative
- Explain and demonstrate the importance of making a test strip to determine time and exposure
- Demonstrate the steps of developing an enlargement through the 3 chemical baths
- Understand the effect that each chemical has on developing the image with the light sensitive paper.
- Understand the principles behind a darkroom and identify the major components within.
- Process a photograph from a negative
- Explain and understand how to dodge and burn an image with light exposure
- Reflect on their photograph and consider how light and time impact their photo
- Identify elements of art that are present in their photo

Possible Activities

- Experiment and use filters to control contrast
- Compare and contrast results of the same image using a low and a high filter
- Experiment with hand-coloring oil paints
- Combine 2 negatives together to make one enlargement
- Combine a photogram with a negative to create an enlargement
- Scan an enlargement into Photoshop and use basic tools to manipulate the image

Unit 5: History of Photography & Famous Photographers

Duration: On-going

Overview: In this ongoing unit, students will research and learn about famous photographers, inventors and the history of photography. By studying the masterpieces, students will learn and become familiar with photographic composition using the elements of art and principles of design.

Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.2.12.A.1; 1.4.12.A.4; 1.4.12.A.3; 1.4.12.A.2; 1.4.12.B.2

Technology: 8.1.12.A.3; 8.1.12.C.1; 8.2.12.C.4; 8.2.12.C.5

21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3

Cross-Curricular: NJLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9; 6.2.12.D.4.k; 6.1.12.D.10.d; 6.2.12.D.2.a; 6.2.12.D.1.f; 6.2.12.D.2.d

Essential Questions

- How has photography changed through time?
- What can famous photographs tell us about a culture or society?
- What can we learn from studying the art of others?

Students Learning Objectives

- Learn and identify elements of art in famous photographers works.
- How to apply these elements of art in our own photography.
- Identify and interpret themes throughout photographic history.
- Understand the influence of world events on photography.
- Understand the advancement of technology through the ages by studying a timeline.
- Understand how photographers can influence us to tell an interesting story.

Possible Activities

- Examine prints of famous photographers
- Research and create Google slide presentations on a famous photographer to share with class
- Create a timeline of the history of photography, including inventions
- Create a reenactment of a famous photograph
- Reflect on current photographers and how they use photography/media to tell a story

SUGGESTED MATERIALS AND RESOURCES

Websites:

- www.ilfordteacherlounge.com
- www.moma.org
- www.kodak.com
- www.eastmanhouse.org
- www.artsed.net
- www.getty.org
- [www.google arts&culture.com](http://www.googleartsandculture.com)

DVDs:

- *American Photography: A Century of Images*
- *Captured Light: The Invention of Still Photography* - The History Channel
- *Alfred Stieglitz, Photographer* - Museum of Modern Art
- *Annie Leibovitz: Celebrity Photographer* - Home Vision Arts
- *Ansel Adams, American Masters*

Resources:

- London, Barbara, and Jim Stone. *A Short Course in Photography*. 2006.
- Ciaglia, Joseph. *Introduction to Digital Photography*. 2006.
- *Aperture Magazine, Lensworks Magazine*, Lensworks Publishing.
- Rosenblum. *A History of Women Photographers*.
- *History of Photography*
- *Popular Photography Magazine*
- Uelsmann, Jerry. *Process and Perception*. Press of Florida.
- Walker, Richard, and Robert Walker. *Exploring Photography*. Goodheart-Willcox Publisher, 2012.
- Klassey, Jack. *Photo and Digital Imagery*. Goodheart-Willcox Publisher, 2002.