

Timeline
 Art IV: Photography III: Intro & History of Photography

Subject: Photography	Level: IV	Grade: 12	6 weeks: 1	Estimated time frame: 1 week(s)
Overview: Classroom introduction and brief overview of the history of photography from the 10 th century BC to present.				
Connection to Prior Learning: This is the first lesson of the year. No previous connection.				
<p>Introduction to lesson/Unit: Day 1-2 are an introduction to classroom rules and procedures and an overview of equipment that will be used over the year. Days 3-5 students will study historic photographic processes, photographers and photographic concepts related to the history of photography.</p>	Concept Taught:	History of photography which incorporates camera obscura, Pinhole, Polaroid, film, daguerreotype, tintype as well as modern photographic processing.		
	TEKS:	<p>§117.55. Art, Level IV.</p> <p>(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Drawing IV, Painting IV, Printmaking IV, Fibers IV, Ceramics IV, Sculpture IV, Jewelry IV, Photography IV, Graphic Design IV, Electronic Media IV, the College Board Advanced Placement (AP) Drawing Portfolio, AP Two-Dimensional Design Portfolio, AP Three-Dimensional Design Portfolio, AP History of Art, International Baccalaureate (IB) Art/Design SL Option A, IB Art/Design SL Option B, and IB Art/Design HL (one credit per course). The prerequisite for AP Two-Dimensional Design Portfolio, AP Three-Dimensional Design Portfolio, AP History of Art, IB Art/Design SL Option A, IB Art/Design SL Option B, and IB Art/Design HL is one credit of any Art II course. The prerequisite for all other Level IV art courses is one credit of Art III in the corresponding discipline.</p> <p>(b) Introduction.</p> <p>(1) Four basic strands-- perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to</p>		

		<p>acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.</p> <p>(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.</p> <p>(c) Knowledge and skills.</p> <p>(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:</p> <p>(A) create themes for personal artworks that integrate a broad range of visual observations, experiences, and imagination; and</p> <p>(B) make subtle discriminations in analyzing complex visual relationships and content, using precise art vocabulary.</p> <p>(2) Creative</p>
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		<p>expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:</p> <p>(A) produce an original body of artwork that integrates information from a variety of sources and demonstrates sustained, self-directed investigations into specific themes;</p> <p>(B) evaluate and justify design ideas and concepts for use in personal artworks; and</p> <p>(C) create artworks, singularly and in series, by selecting from a variety of art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiberart, jewelry, photography/filmmaking, and electronic media-generated art.</p> <p>(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:</p> <p>(A) identify and illustrate art history as a major source of interpretation;</p> <p>(B) analyze and evaluate the influence of contemporary cultures on artworks; and</p>
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		<p>(C) evaluate a selected career in art, justifying the choice.</p> <p>(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:</p> <p>(A) develop evaluative criteria for selecting artworks to include in a portfolio and senior exhibition that demonstrate a high level of creativity and expertise in one or more art areas; and</p> <p>(B) analyze a wide range of artworks to form conclusions about formal qualities, historical and cultural contexts, intents, and meanings.</p>
<p>What Teacher Does: present information through the use of a slide show. The slide show will depict images of different concepts discussed related to the history of photography.</p>		
<p>What Students Do: Students will follow a timeline from ancient photographic techniques from the 10th century BC to the present. They will read from their text "Photography" and participate in class discussion and lecture.</p>		
<p>Product: To provide students with a background and show them how rich and deep the history is for the subject of photography.</p>		
<p>Formative Assessments: Students will complete a handout covering the chapter on photographic history during class and turn it in for a grade.</p>		

Rubric: To come

Links/references: To come