

MISSION TRAILS REGIONAL OCCUPATION PROGRAM

1. **COURSE TITLE:** Beginning Photography
2. **CBEDS TITLE:** Commercial Photography
3. **CBEDS NUMBER:** 5755
4. **JOB TITLES:** Photographic Assistant
Photographic Apprentice-printing
Photographic Apprentice- general
Developer
Print Developer
Electronic Imaging Assistant
Commercial Photographer
Photo Finisher
Photographic Assistant- News Services
Graphic Designer
Digital Image Technician
5. **COURSE DESCRIPTION:** Beginning Photography students will learn to operate a 35mm manual camera and light meter. Students will use black and white roll film for wet photography and digital SLR cameras for color photography. Students will process negatives, create proofs, enlarge prints and manipulate images with Adobe photoshop. Students will learn the basics of design and lighting ratios related to photography. Students will be challenged with assignments that replicate professional assignments. Photography theories and the principles of art and design will be studied.
6. **HOURS:** 180 hours
7. **PREREQUISITES:** None
8. **REVISION DATE:** March 2008

9. COURSE OUTLINE:

a. CONTENT AREA SKILLS:

i. EXPECTED STUDENT OUTCOMES

ii. HOURS OF INSTRUCTION

COURSE OUTLINE

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS CL = Classroom CC = Comm. Class. CP = Co-op Ed.		
Instruction will include:	Student will be able to:	C L	C C	CP
<p>Classroom safety:</p> <p>To make students aware of the general classroom safety procedures</p> <p>Introduction to Photography: Course syllabi, class expectations and R.O.P. registration</p>	<p>1. Orientation</p> <p style="padding-left: 20px;">a. Explain Photo Lab rules</p> <p style="padding-left: 20px;">b. Identify major concepts of grading policy</p> <p>2. Personal Safety</p> <p style="padding-left: 20px;">a. demonstrate lab safety</p> <p>3. Understanding of class content and lessons</p>	5		
<p>Units of Instruction for Beginning Photography:</p> <p>Survey of photography and graphic industry careers</p> <p>History of photography</p> <p>Photography art and science</p> <p>Social and technical currently in implications of photography</p> <p>Evolution of the camera</p>	<p>1. Students will be able to articulate the different photography careers</p> <p>2. Explain the historical evolution of the camera.</p> <p>3. Identify major photographers throughout art history that have used the camera as their media</p>	5		
<p>Camera Construction and Operation:</p>	<p>1. Identify the different types and sizes of camera.</p>			

<p>Camera film types and sizes. Film loading and rewind.</p> <p>Mechanical functions of the camera as a system, light meter, shutter, lens aperture, film ISO and focus.</p> <p>Basic camera lens optics Pin-hole camera construction Basic camera care and maintenance</p> <p>Camera Formats Depth of Field Photographs/ Aperture priority</p>	<p>2. Operate a light meter</p> <p>3. Operate the shutter and aperture on a manual 35 mm camera</p> <p>4. Design and construct a pin hole camera</p> <p>5. Operate the basic optic features of a camera lens</p> <p>6. Understand the various camera sizes and film formats</p> <p>7. Produce prints which demonstrate great depth of field and shallow depth of field</p>	20		
<p>Design elements and principles</p> <p>Design and the Creative compositions</p> <p>Compositional guidelines</p> <p>Light theory and observation principles</p> <p>Experimental motion techniques</p> <p>Stop Action</p> <p>Panning the camera</p> <p>Shutter Speed Priority/ Motion Assignments</p>	<p>1. Explain the elements of design and relate how they are evident in their photographs</p> <p>2. Apply the rule of 1/3 and create an image demonstrating their understanding of the compositional rule.</p> <p>3. Create an image that freezes the action.</p> <p>4. Take image with the subject clear while the background is blurred.</p> <p>5. Create an image that captures motion.</p> <p>6. Explain the different ways shutter speeds can influence image making</p>	20		
<p>Film Processing:</p> <p>Introduction and development of light sensitive materials</p> <p>Basic photographic chemistry Processing procedures</p>	<p>1. Students will understand how to manually develop film.</p> <p>2. They will identify all the parts of the developing tank.</p> <p>3. Be able to load film in the dark.</p>	20		

<p>Negative evaluation: exposure density and contrast</p> <p>Film development manipulation</p> <p>Negative Care and Storage</p>	<ol style="list-style-type: none"> 4. Identify all the chemicals necessary to develop film 5. Use the hurricane wash and the film dryer 6. Chart the appropriate time and temperature for film developing based on the ISO/ASA of the film 7. Push and pull development times 8. Use light sensitive materials 9. Properly store the negatives 			
<p>Negative Enlargements and Printing</p> <p>Printing Darkroom Layout, work-space procedure and safety, equipment care</p> <p>Enlarger construction and optical system</p> <p>Printing negative-less images: photogram,</p> <p>Photosensitive printing materials, papers, emulsions, filters</p> <p>Printing procedures: developing, fixing, washing, drying</p> <p>Print Manipulations: dodging and burning</p> <p>Alternative Printing</p> <p>Techniques: solarization, Negative Printing</p> <p>Sepia toning</p> <p>Oil Painting Photographs</p>	<ol style="list-style-type: none"> 1. Understand how to operate a photography enlarger 2. Make a test strip 3. Use a Grain focuser 4. Make a contact sheet 5. Print a photograph 6. Operate the lens aperture on the enlarger 7. Identify all the parts of an enlarger 8. Create a photogram 9. Create an original rayogram 10. Make a print demonstrating dodging techniques 11. Make a print demonstrating burning techniques. 12. Understand all the steps to properly develop an image 13. Use filter to control contrast on a print 14. Create portrait prints with window light 15. Create artistic series: shadows and reflection print, abstractions, 16. Hand color a toned print 17. Tone a print 	50		

<p>Print Finishing Lab and Exhibition:</p> <p>Retouching and Spotting Archival toning</p> <p>Matting and mounting techniques: dray, spray and window</p> <p>Framing and marketing sales Exhibitions and display installations</p> <p>Amateur and professional competitions</p>	<ol style="list-style-type: none"> 1. Spot a print 2. Dry mount a print 3. Mat a print 4. Display their photography 5. Exhibit their photographs in a public location 6. Frame a photography 7. Create a window mat for a photograph 	15		
<p>Exploration of the Photography Jobs</p> <p>Photographic and graphic industries</p> <p>Photojournalism</p> <p>Fine-art photography: exhibition and gallery management Employment:</p> <p>commercial/self-employment Business skills</p>	<ol style="list-style-type: none"> 1. Identify different careers for photographers. 2. Attend a museum art exhibit and critique the art work at the museum 3. Visit a local museum 4. Experience professional photographers sharing about their careers 5. Create a resume 	10		
<p>Adobe Photoshop tools</p> <p>Color correcting</p> <p>Batch Processing</p> <p>Correct Lighting Use Layers</p> <p>Selecting/ Saving Selections</p> <p>Use filters/ effects</p> <p>Combine Photographs</p>	<ol style="list-style-type: none"> 1. Create a Multiple Exposure Composite image. 2. Design a creative Advertisement 3. Digitally Paint Photos 4. Design a creative painting with Light Image 5. Make an original creative Portrait 6. Create an panoramic photo blending at least 3 photos together. 	35		

9 COURSE OUTLINE:

b) CAREER PERFORMANCE STANDARDS

- i) EXPECTED STUDENT OUTCOMES
- ii) HOURS OF INSTRUCTION

COURSE OUTLINE

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>1. Personal Skills</p> <ul style="list-style-type: none"> ▪ Classroom policies & procedures ▪ Ethics <ul style="list-style-type: none"> → Work → Business ▪ Sexual harassment laws ▪ Personal skills, including positive attitude, self-confident, honesty, perseverance & self-discipline ▪ Professional appearance ▪ Time management ▪ Lifelong learning 	<p>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, & other positive traits affect employability.</p> <ul style="list-style-type: none"> ▪ Demonstrate and understand classroom policies & procedures ▪ Define work and business ethics & demonstrate the importance of ethical standards & social responsibilities in the business environment. ▪ Discuss the laws applicable to sexual harassment & discuss tactics for handling harassment situations. ▪ Demonstrate personal skills in class and/or business environment: <ul style="list-style-type: none"> → Positive attitude → Self-confidence → Honesty → Perseverance → Self-discipline ▪ Demonstrate and model personal hygiene and acceptable professional attire ▪ Prioritize tasks and meet deadlines ▪ Explain the importance of lifelong learning 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>2. Interpersonal Skills</p> <ul style="list-style-type: none"> ▪ Group dynamics ▪ Conflict resolution and negotiation ▪ Team work ▪ Etiquette across gender and cultural groups 	<p>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</p> <ul style="list-style-type: none"> ▪ Identify and explain the key concepts of group dynamics ▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment ▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles ▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups 	<p>Integrated in content area skills</p>
<p>3. Thinking and Problem-Solving Skills</p> <ul style="list-style-type: none"> ▪ Critical and creative thinking skills ▪ Logical reasoning and problem-solving skills ▪ Numerical estimation, measurement, and calculation ▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions 	<p>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</p> <ul style="list-style-type: none"> ▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed ▪ Demonstrate logical reasoning and problem solving skills in a work environment ▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> → Whole number math → Decimals & fractions → Counting & monetary functions → Use of tables & graphs ▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>4. Communication Skills</p> <ul style="list-style-type: none"> ▪ Written communications ▪ Verbal and Nonverbal communications ▪ Active and effective listening ▪ Proper etiquette in business communications ▪ Writing and editing skills ▪ Use of reference material and handbooks ▪ Oral presentations 	<p>4. Understand principles of effective communication.</p> <ul style="list-style-type: none"> ▪ Read and implement written instructions, technical manuals, written communication, and reference books ▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods ▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback ▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones) ▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> → Use correct grammar, punctuation, capitalization, vocabulary and spelling → Write, proofread and edit → Select and use appropriate forms of communication ▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks 	<p>Integrated in content area skills</p>
<p>5. Occupational Safety</p> <ul style="list-style-type: none"> ▪ Good safety practices 	<p>5. Understand occupational safety issues, including avoidance of physical hazards</p> <ul style="list-style-type: none"> ▪ Model and implement good safety practices including: <ul style="list-style-type: none"> → Avoidance and reporting of physical hazards in the work environment → Safe operation of equipment → Proper handling of hazardous materials 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
6. Employment Literacy <ul style="list-style-type: none"> ▪ Expand awareness of career opportunities ▪ Set employment goals and objectives ▪ Aptitudes, personal characteristics and interests ▪ Develop portfolio to C-TAP standards ▪ Develop interviewing techniques 	6. Understand career paths and strategies for obtaining employment. <ul style="list-style-type: none"> ▪ Explore career opportunities and develop a career plan ▪ Identify steps for setting goals and writing personal goals and objectives ▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities ▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> → Letter of Introduction → Cover letter → Resume → Thank you letter → Job application → Licenses, Certificates and Awards → Transcripts → Letters of Recommendation → Work Samples 	Integrated in content area skills
7. Technology Literacy <ul style="list-style-type: none"> ▪ Apply Industry specific technology ▪ Use Industry specific software ▪ Demonstrate Keyboarding ▪ Accessing information ▪ Lifelong enhancement of technology skills 	7. Understand and adapt to changing technology. <ul style="list-style-type: none"> ▪ Identify and demonstrate use of appropriate technology ▪ Identify and use industry specific software ▪ Demonstrate proficiency in alphanumeric keyboarding ▪ Input and retrieve information ▪ Understand the importance of lifelong learning in adapting to changing technology 	Integrated in content area skills

10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS

a. ARTICULATION:

b. VOCATIONAL CREDIT:

c. ACADEMIC CREDIT:

d. INSTRUCTIONAL STRATEGIES:

e. INSTRUCTIONAL MATERIALS:

f. CERTIFICATES: