

**Randolph Township Schools
High School
AP Photography Curriculum**

“A lot of photographers think that if you buy a better camera, they’ll be able to take better photographs. A better camera won’t do a thing for you if you don’t have anything in your head or in your heart.”

~Arnold Newman

Department of Visual and Performing Arts

Frank Perrone, VPA Supervisor

Curriculum Committee

James King

Curriculum Developed:

August 2019

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September 3, 2019

Randolph Township Schools
High School
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**Randolph Township Schools
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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

Advanced Placement Photography is a full year course for the highly motivated and skilled photography student seriously interested in pursuing photography on a challenging college level. A portfolio of photographic images will be created that falls within the guidelines established by the College Board for AP Studio Art. The requirements include two different components. The first is a portfolio of selected works that each demonstrate synthesis of materials, processes, and ideas utilizing photographic media and design skills. The second portfolio of a sustained investigation which included 15 photographs and process documentation that demonstrate a sustained investigation through practice, experimentation, and revision that exhibits the student's own personal aesthetic. Students will work with their teacher to develop an individualized plan. Summer assignments, study of photographers and research in the history of photography is also required. There is a major emphasis on the student's own personal vision and experience and how they can express that through their photographic work. Students are required to have a film and/or digital camera for this course. This class is recommended for photography students wishing to attend an art college or pursue an art-related career.

Prerequisite: Creative Photography I, Creative Photography II Honors. Teacher recommendation required/Supervisor approval required

AP Photography follows the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

**Randolph Township Schools
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Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
20 weeks – Ongoing	I	Investigate Materials, Processes, and Ideas
13 weeks – Ongoing	II	Make Art and Design – Sustained Investigation
3 weeks - Ongoing	III	Presentation and Submission

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Unit I: Investigate Materials, Processes, and Ideas

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.1.12.D.2- Stimuli for the creation of artworks can come from many places, including other disciplines.</p>	<p>Photography is a universal form of artistic expression and communication of ideas.</p>	<ul style="list-style-type: none"> • How do photographers employ their personal vision in a photograph? • How does photography influence our everyday life?
<p>1.2.12.A.2 – Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression and contributions to the community and global citizenship. Cultural and historical events impact art-making as well as how audiences respond to works of art.</p>	<p>The elements of art and principles of design form a foundation for photographers and artists to interpret and articulate their ideas.</p>	<ul style="list-style-type: none"> • What separates a snap shot from a fine art photograph?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
<p>1.3.12.D.1- How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.</p> <p>1.3.12.D.3- The artist’s understanding of the relationships among art media, methodology and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism and other genre styles to convey ideas to an audience.</p>	<p>An experience is an event or occurrence that includes interacting with actual surroundings, imagining abstract and fictional concepts, and communication and research.</p> <p>Reflecting on experiences can be documented by recording observations and perceptions related to an experience.</p> <p>Interpretation is understanding based on personal experiences and perspectives.</p>	<p>Brainstorm potential areas of photographic investigation based on personal experiences.</p> <p>Describe how inquiry guides investigation through photography and art utilizing a journal.</p> <p>Study photographs media, techniques and ideas.</p>

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Unit I: Investigate Materials, Processes, and Ideas

<p>1.3.12.D.4 – Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.</p> <p>1.3.12.D.5- Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials and methodologies that are germane to a particular cultural style.</p> <p>1.4.12.A.1—Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.</p> <p>1.4.12.A.2- Contextual clues within artworks often reveal intent, enabling the viewer to hypothesize the artist’s concept.</p> <p>1.4.12.A.3- Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>1.4.12.B.2- The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as the manner and physical context in which it is performed or shown.</p>	<p>Feedback is information relating to how someone responds to a photograph. Feedback can take the form of a conversation, written commentary and ideally should be constructive.</p> <p>The elements of art and principles of design are present as they relate to photographs, photographic media, composition, subject matter and techniques.</p> <p>Numerous approaches exist to explore interests in various technical and aesthetic options photography has to offer.</p> <p>The use of different photographic media and creative techniques allow for the expression and ideas to make a statement through work.</p> <p>Self-discovery is a strategy to help foster a personal photographic style.</p>	<p>Critique photographs and the art of others in an objective way to foster growth and maturity in developing a personal vision.</p> <p>Identify the different elements of art and principles of design in a photograph.</p> <p>Analyze photographs and other works of art based on the ideas, processes, and materials used by the artist.</p> <p>Explore photographic ideas, processes, and materials.</p> <p>Analyze how the elements of art and principles of design are employed to develop a personal style in the final image.</p>
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Unit I: Investigate Materials, Processes, and Ideas

	<p>VOCABULARY: Elements of Art – Line, Color, Value, Texture, Shape/Form, Principles of Design – Space (negative/positive), Balance (symmetrical/asymmetrical), Repetition, Pattern, Harmony, Craftmanship. Style, Characteristics, Exposure Triangle, Bracket, Shutter Speed, Aperture, ISO, Lighting Conditions, Depth of Field, Photoshop, adjustment layers, brightness contrast, levels, curves, vibrance, color balance, hue saturation, photo filter, invert, posterize, threshold, mask, blend modes, style, non-destructive editing, image workflow, back-up strategy</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Participating in class critiques analyzing work as well as the work of others in the class • Employing the use of the elements of art and principles of design in their work • Exploration of photographic skill s and manipulation techniques in photo work • Exploration of a variety of different photographic materials • Exploration of art concepts and approaches to give depth to their work • Developing an eye for what works and doesn't work in a photograph <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Flesh out ideas and approaches in a written statement • Participate in various class demonstrations on various camera techniques 		

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Unit I: Investigate Materials, Processes, and Ideas

<ul style="list-style-type: none"> • Participate in class demonstrations on various image adjustment techniques using adobe photoshop • Participate in individual and group critiques to evaluate progress and assess personal development and growth • Create a self-appraisal of progress and end result after each assignment 	
SUGGESTED TIME ALLOTMENT	20 weeks - Ongoing
SUPPLEMENTAL UNIT RESOURCES	<p>Publications <i>Rangefinder Magazine, Student PDN magazine</i></p> <p>ELECTRONIC RESOURCES: WEB ADDRESS <i>Photography</i> - http://en.wikipedia.org/wiki/Photography <i>Black & White World</i> - http://www.photogs.com/bwworld/index.html <i>Developing/Chemistry Information</i> - http://www.digitaltruth.com <i>Ilford</i> - http://www.ilfordphoto.com/home.asp <i>Digital Photography Information</i> - http://www.shortcourses.com/guide/ <i>Digital Photography Tutorials</i> - http://www.cambridgeincolour.com/tutorials.htm <i>Professional Photographer Magazine</i> - http://www.ppmag.com <i>Making Digital Negatives</i> - http://www.ppmag.com/web-exclusives/2007/07/making-digital-negatives.html#more <i>Digital Infrared</i> - http://www.ppmag.com/web-exclusives/2007/04/digital-infrared-travel-photog.html#more <i>International Center of Photography</i> - http://www.icp.org/ <i>Photography Resources/Photoshelter</i> - http://www.photoshelter.com/learn <i>Kelby Training</i> - http://kelbytraining.com/ <i>Lynda.com</i> - http://www.lynda.com</p>

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Unit I: Investigate Materials, Processes, and Ideas

13 Photographs that changed the world - <http://www.neatorama.com/2007/01/02/13-photographs-that-changed-the-world/>

Images Source - <http://jpgmag.com/>

Suppliers Unique Photo - <http://store.uniquephoto.com/>

B&H Photo - <http://www.bhphotovideo.com/> *Dick Blick* - <http://www.dickblick.com/>

Freestyle Photography - <http://www.freestylephoto.biz/>

Digital Photography School - <https://digital-photography-school.com/>

Professional Photographer Magazine – <http://www.ppmag.com>

Tutorials Photoshop tutorials and information – <http://www.photoshop.com/>

Photography History site – <http://arthistoryresources.net/ARTHphotography.html>

Photography Resources/Photoshelter – <http://www.photoshelter.com/learn>

The Getty – <http://www.getty.edu>

PODCASTS

Photo Tips – Photography Tips by BC Photo – <http://itunes.apple.com/us/podcast/phototips-photography-tips/id317123201>

Digital Photography and Artistry – <http://itunes.apple.com/us/podcast/digital-photography-artistry/id109183923>

7 Photography Questions – <http://itunes.apple.com/us/podcast/7-photography-questions/id281827445>

Thoughts on Photography – <http://itunes.apple.com/us/podcast/thoughts-on-photography/id266581934>

LensFlare35 – <http://itunes.apple.com/us/podcast/lensflare35/id317908143>

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Unit I: Investigate Materials, Processes, and Ideas

	<p><i>Martin Bailey Photography Podcast</i> – http://itunes.apple.com/us/podcast/martin-bailey-photography/id79677184</p> <p><i>LensWork</i> – <i>Photography and the Creative Process</i> – http://itunes.apple.com/us/podcast/lenswork-photography-creative/id73802605</p> <p><i>The Art of Photography</i> – http://itunes.apple.com/us/podcast/the-art-of-photography/id294540619</p> <p><i>Moore Photography</i> – http://itunes.apple.com/us/podcast/moore-photography/id291205824</p> <p><i>Software</i> Adobe Photoshop, Adobe Bridge, Adobe Lightroom, Adobe DNG Converter, HELC Converter, Image capture, iMazing HEIC converter, Microsoft Teams, Word, Chrome, Safari</p>
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Unit II: Make Art and Design – Sustained Investigation

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.1.12.A.1- Cultural and historical events impact art making as well as how the audiences respond to works of art.</p>	<p>Photographers work is often driven by inquiry and the need to create.</p>	<ul style="list-style-type: none"> • What influences why, how and what artists create?
<p>1.2.12.A.2 – Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression and contributions to the community and global citizenship. Cultural and historical events impact art-making as well as how audiences respond to works of art.</p>	<p>Sustained investigation involves producing a sequential body of work that exhibits exploration, and depth of a single idea</p>	<ul style="list-style-type: none"> • What are some of the ways artistic concepts and ideas can be explored?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
<p>1.3.12.D.1- How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.</p>	<p>Photographers create based on traditions established over time and influenced by history and various cultures around the world.</p>	<p>Conduct a sustained investigation of a single idea, concept, and or theme through practice, experimentation and revision.</p>
<p>1.3.12.D.2 – Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of artistic statement.</p>	<p>Photographers are influenced by work they experience, and their work influences those who experience it.</p>	<p>Develop opinions in their approach to photography based on their photography experiences and environment.</p>
	<p>Developing awareness of photography traditions can expand the possibilities of thinking and creating.</p>	<p>Formulate questions that guide a sustained investigation of photography based on traditions and personal expression.</p>

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Unit II: Make Art and Design – Sustained Investigation

<p>1.3.12.D.3- The artist's understanding of the relationships among art media, methodology and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism and other genre styles to convey ideas to an audience.</p> <p>1.3.12.D.4 – Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.</p>	<p>A sustained investigation of photography is based on inquiry, study of materials and ideas over time.</p> <p>Practice and experimentation often include revision which allows the work to evolve and mature as the photographer grows with experience.</p> <p>Experimentation leads to further investigation, transformation, and in-depth exploration</p> <p>VOCABULARY: Edit, theme, idea, distill, elements of art, principles of design, synthesis, processes, revision, practice, sustained investigation</p>	<p>Create a portfolio of photographs that exhibits a blend of materials, processes, and ideas.</p> <p>Edit with a critical eye their work to distil down the essence of what they are trying to say or express through their work.</p> <p>Develop a natural curiosity and questioning about photography and the processes involved.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Successfully utilizing the Elements of Art and Principles of Design within their photographic compositions • Technically and conceptually exploring photographic ideas through sustained investigation of materials and approaches • Participating in class critiques and discussions to assist in exploring their concepts and work on a deeper level • Sustained investigation of materials, processes, and ideas 		

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Unit II: Make Art and Design – Sustained Investigation

- Written and visual evidence of questions/inquiry that furthers the sustained investigation
- Written and visual evidence of practice, experimentation, and or revision that furthers sustained investigation
- Visual evidence of synthesis of materials, processes, and ideas

KEY LEARNING EVENTS AND INSTRUCTION:

- Creation of 15 photographic images that demonstrate sustained investigation through practice, experimentation, and revision
- Writing the questions that guided the sustained investigation and describe how the sustained investigation shows evidence of practice, experimentation, and revision guided by your questions.
- Identify the following for each photograph submitted: materials used (maximum 100 characters), processes used (maximum 100 characters), size (height x width x depth, in inches).
- Explore interpreting AP Scores based on the scale below

AP Score	Credit Recommendation	College Grade
5	Extremely well qualified	A
4	Well Qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly Qualified	n/a
1	No Recommendation	n/a

SUGGESTED TIME ALLOTMENT

13 Weeks - Ongoing

SUPPLEMENTAL UNIT RESOURCES

Publications

Rangefinder Magazine, Student PDN magazine

ELECTRONIC RESOURCES: WEB ADDRESS

Approaching Sustained Investigation - -

<https://apcentral.collegeboard.org/courses/resources/approaching-studio-art-sustained-investigation-concentration>

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Unit II: Make Art and Design – Sustained Investigation

International Center of Photography - <http://www.icp.org/>
Photography History site - <http://arthistoryresources.net/ARTHphotography.html>
13 Photographs that changed the world - <http://www.neatorama.com/2007/01/02/13-photographs-that-changed-the-world/>
Digital Photography School - <https://digital-photography-school.com/>

PODCASTS

Digital Photography and Artistry – <http://itunes.apple.com/us/podcast/digital-photography-artistry/id109183923>
7 Photography Questions – <http://itunes.apple.com/us/podcast/7-photography-questions/id281827445>
Thoughts on Photography – <http://itunes.apple.com/us/podcast/thoughts-on-photography/id266581934>
The Art of Photography – <http://itunes.apple.com/us/podcast/the-art-of-photography/id294540619>

Software

Adobe Photoshop, Adobe Bridge, Adobe Lightroom, Adobe DNG Converter, HELC Converter, Image capture, iMazing HEIC converter, Microsoft Teams, Word, Chrome, Safari

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Unit III: Presentation and Digital Submission

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.2.12.A.2 – Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression and contributions to the community and global citizenship. Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p>1.4.12.B.2- The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as the manner and physical context in which it is performed or shown.</p> <p>1.4.12.B.3- Art and art making reflect and affect the role of technology in a global society.</p>	A portfolio of photographs gives insight into the thought process and personal expression of a photographer.	<ul style="list-style-type: none"> What does a body of work say about a photographer?
	Creating and editing a cohesive portfolio of photographs is a significant step in the development of a photographer.	<ul style="list-style-type: none"> What makes a cohesive portfolio of photographs?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
	Two required submissions of the AP Portfolio is made up of five printed physical works matted and fifteen photographs that are digital submissions.	Open and edit photographs in adobe photoshop in order to adjust the images for submission.
	Each submission should demonstrate a sustained investigation through practice, experimentation, and revision.	Explain each submission in connection with it demonstrating a sustained investigation.
	AP portfolio adjustments involve a focus on overall size and resolution of the digital photographs using adobe photoshop.	Navigate the photoshop menu and pallets to adjust photographs for submission.

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Unit III: Presentation and Digital Submission

		Save digital files using correct file format and compression for AP portfolio submission.
	Adobe Photoshop is an application that can best edit and optimize the digital files for submission of the AP portfolio.	Select appropriate file format (jpg) and compressions for best possible quality photograph.
	Questions that guide the sustained investigation should be documented throughout the artistic journey.	Journal the creative process recording thoughts, revelations and discoveries throughout the process.
	A sustained investigation should show evidence of practice, experimentation, and revision guided by selected questions.	Flesh out conclusions in a concise statement responding to both required questions (1200 characters maximum, including spaces, for response to both questions).
	AP Art and Design students who use images made by others as a basis for AP Portfolio Exam must show substantial and significant development beyond duplication.	Reflect on images being used to ensure significant development beyond duplication.

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Unit III: Presentation and Digital Submission

	VOCABULARY: Image adjustment, crop, levels, sharpen, color balance, RGB color, grayscale, resolution, pixels per inch (ppi), horizontal format, vertical format, image size, file format, compression, jpg, window mat, mat knife, craftsmanship	
ASSESSMENT EVIDENCE: Students will show their learning by: <ul style="list-style-type: none">• Photographing own work, importing images into Photoshop, editing and uploading images to prepare for AP digital portfolio presentation• Written and visual evidence of questions/inquiry that furthers the sustained investigation• Uploading two written responses for the Sustained Investigation component onto the digital AP portfolio area of the submission website• Demonstrating the proper matting procedures and craftsmanship for the required Selected Works component of the AP portfolio• Visual evidence of combining of materials, processes, and ideas• Visual evidence of advanced 2-D Photography skills KEY LEARNING EVENTS AND INSTRUCTION: <ul style="list-style-type: none">• Experiment with cutting a window mat for the printed photographs and prepare works for the physical work submissions portfolio (40% of final score)• Edit photographs for printing in Adobe Photoshop to create the strongest visually pleasing image possible• Adjust photographs to the proper size and resolution for upload to the AP digital submission web application (apstudio.ets.org/apstudioart) (60% of final score).• Upload completed two written commentaries that accompany the sustained investigation photographs		

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Unit III: Presentation and Digital Submission

SUGGESTED TIME ALLOTMENT	3 weeks - Ongoing
SUPPLEMENTAL UNIT RESOURCES	<p>AP Central – https://apcentral.collegeboard.org/ About AP - https://apcentral.collegeboard.org/about-ap AP 2-D Art and Design - https://apcentral.collegeboard.org/courses/ap-2-d-art-and-design?course=ap-2-d-art-and-design AP2-D Art and Design The Course - https://apcentral.collegeboard.org/courses/ap-2-d-art-and-design/course AP Instructions and Tipps - https://apcentral.collegeboard.org/scores/instructions-tips AP Scores - https://apcentral.collegeboard.org/scores AP Professional Development - https://apcentral.collegeboard.org/professional-development</p> <p>Software - Adobe Photoshop, Adobe Bridge, Adobe Lightroom, Adobe DNG Converter, HELC Converter, Image capture, iMazing HEIC converter, Microsoft Teams, Word, Chrome, Safari</p>