

**Visual and Performing Arts**  
**Visual Arts Photography and Digital Imaging II**  
**Unit 1: Art History and Culture**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Photographers reflect and shape time and culture.</li> <li>▪ Photographers use different cameras and light sensitive processes to create many different styles of art.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do photographers shape history and reflect upon cultural influences during the past and present?</li> <li>▪ What cameras, alternative processes and experimental techniques have photographers used to capture an image and create individual expression?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Photographers create works using different cameras, processes and techniques to express and record experiences, thoughts and feelings, and/or to express social and/or political themes.</li> <li>▪ Photographers can freeze moments in time to document history in their own and other cultures.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ commercial photography, traditional and fine art photography, documentary, realism, abstraction, contemporary, surrealism, non- representational</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Compare and contrast the function and meaning of photography from various cultures and/or historic time periods.</li> <li>▪ Create work inspired by art movements and works of other artists.</li> <li>▪ Analyze and evaluate photographs.</li> <li>▪ Identify characteristics of photography from historical time periods.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Visual and Performing Arts</u>  D. Aesthetics and Criticism  D1.Aesthetics and Criticism  Students analyze and evaluate art forms.</p> <ol style="list-style-type: none"> <li>a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.</li> <li>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.</li> <li>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</li> <li>d. Research and explain how art and artists reflect and shape their time and culture.</li> </ol> <p>E. Visual and Performing Arts Connections  E1.The Arts and History and World Cultures  Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</p>

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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Compare and contrast digital and traditional photography</li> <li>▪ Review and create photographic images with alternative photographic processes</li> <li>▪ View the works of famous photographers through reproductions, slides and field trips</li> <li>▪ Compare and contrast photographs from different time periods</li> <li>▪ Research and create work in the style of a famous photographer</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quiz – technical photographic processes</li> <li>▪ Web early discoveries in photography</li> <li>▪ Rubric for comparing and contrasting photographs</li> <li>▪ Rubric for work in the style of a famous photographer</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>The New History of Photography</u> – Michael Frizot</li> <li>○ <u>Great Photographers</u> – Time Life</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>Man Ray</u> - Edward Weston</li> </ul> </li> </ul>