

Through the Lens 2

Teacher: Mr. Kaminski
ckaminski@fairview.k12.oh.us

Students will apply the elements learned in Through the Lens 1 to formulate an individual voice and personal style through the Photography and/or Video medium. This will be a self-paced course where students will propose a personalized learning path, document and reflect on their progress and publish their work for public display.

Grade breakdown: Your grade will be based on weekly projects, photos, edits, class participation, research projects, tests, and your portfolio. The portfolio will be ongoing and recorded on the Fairview Blogs.

1. **Photo and Video Projects : -50%** - The projects will focus on inclusion of the skills, tools and techniques learned in class related to Photography and Filmmaking
2. **Research Projects/Homework/Examinations: -25%** - Students will learn about artists from different period, movements and nationalities.
3. **Portfolio - 25%** - Digital Portfolio Entries and Display.

Grading: Assignments will be graded by the following criteria:

- Work turned in on time.
- Work follows guidelines given for that particular assignment.
- Work shows creativity and meaningful thought.
- Work demonstrates tools and techniques learned and their application to create meaningful art.
- All work will be graded based off of the following rubric:

Art Rubric	Poor	Fair	Good
------------	------	------	------

Elements of Photo/Video	Poor Student completed the minimum, and/or artwork was not completed. The work does not demonstrate the necessary techniques, elements and criteria for assignment.	Fair Student completed the minimum and demonstrated the necessary techniques, elements and criteria for assignment.	Good Student completed more than the minimum, demonstrated the necessary techniques, elements and criteria for assignment.
Creativity	Poor The student work lacked sincere originality.	Fair The student work demonstrated originality.	Good The student work demonstrated a unique level of originality.
Effort/Skill	Poor Student did not finish their work in a satisfactory manner, and their work reflected a lack of understanding.	Fair Student completed their art work at an average manner, and showed average understanding of the theme.	Good Student showed an above average effort on finishing the artwork. Work is outstanding and shows a deep understanding of the theme.
Class Participation	Poor Student communicates few, if any comments during class discussions.	Fair Student engages in answering questions in a sporadic manner.	Good Student continually answers questions and shares his/her feelings about the subject on an above average level.
Following Guidelines	Poor Student turns in work late or not at all. Student shows little to no responsibility of cleaning up their space in a timely manner.	Fair Student turns in work semi-regularly. Shows average responsibility but needs to perform it in a timely manner.	Good Student shows outstanding responsibility of cleaning up in a timely manner and turning in artwork on time.

COURSE STANDARDS

(Cognitive and Creative Learning Processes)

HS BEGINNING

PERCEIVING/KNOWING

- 1PE Examine and articulate the effects of context on visual imagery.
- 2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
- 3PE Identify the relationship between community or cultural values and trends in visual art.
- 4PE Identify the factors that influence the work of individual artists.
- 5PE Describe the role of technology as a visual art medium.
- 6PE Describe the decisions made in the design of everyday objects.

PRODUCING/PERFORMING

- 1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
- 2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
- 3PR Explore multiple solutions to visual art problems through preparatory work.
- 4PR Establish the appropriate levels of craftsmanship when completing artworks.
- 5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
- 6PR Identify and apply visual literacy as a means to create images that are personally expressive.

RESPONDING/REFLECTING

- 1RE Explore various methods of art criticism in responding to artworks.
- 2RE Identify assessment practices to manage, monitor and document their learning.
- 3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
- 4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.
- 5RE Identify and explain one or more theories of aesthetics and visual culture.
- 6RE Identify various venues for viewing works of art.
- 7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.