



AP Photography

Green Valley High School

2019 - 2020 School Year

Instructor	Brian DeCania									
Phone	Green Valley HS Hotline 702.799.0950									
Email	decanb@nv.ccsd.net									
Grade Level	12									
Course Description	This rigorous one year course is designed for students who are seriously interested in exploring the practical experience of art through the investigation of photography. It is recommended that students enrolling in this AP Studio Art course come to the course prepared with the desire to pursue a personal artistic vision and style. Throughout this course students will be compiling a portfolio of original artworks and will be participating in regular critiques with their peers as well as participating in an ongoing dialog with the instructor.									
Course Goals	<p>By the end of this course, the student should be able:</p> <ul style="list-style-type: none"> • To encourage the artistic process and evolution through critique & dialog • To allow the opportunity for students to further develop technical proficiency of specific media. • To inspire creativity and personal exploration in the creation of artworks • To utilize the elements & principles of design in an original manner • To encourage students to think independently & to contribute inventively & critically to society through art making. 									
Prerequisite(s)	Photo 3 (May be run concurrently with Photo 3, if you're a senior)									
Required Book	None									
Lab Fee	\$40 per Year (Payable online or at the school Banker, before or after school) There is also a \$90 AP Test Fee on top of the class fee.									
Materials	While the Lab Fee trys to provide for your students education. It unfortunately can only provide for the comunial materials. There will be a need to purchase additional materials or supplies outside of the classroom as needs arise.									
Required Materials	Pen-Black or Blue / Pencil / Drawing Notebook or Journal Large Media Storage Drive (Portable Hard Drive or USB 16GB or Larger)									
Open Lab / Extra Help	My labs (Rooms 302 / 304 / 304a) will be open for Photography students to use after school every day until at least 3:00 (unless extenuating circumstances prevail). Students are welcome to attend open lab if they need extra time or assistance on projects, or if they need to make up participation points. Special extended open Labs will be posted in the classroom.									
Course Grading Breakdown	<table border="0"> <tr> <td>Assignment</td> <td>Percent of Grade</td> </tr> <tr> <td>Portfolio</td> <td>60%</td> </tr> <tr> <td>Class Work</td> <td>30%</td> </tr> <tr> <td>Exams</td> <td>10%</td> </tr> </table>	Assignment	Percent of Grade	Portfolio	60%	Class Work	30%	Exams	10%	
Assignment	Percent of Grade									
Portfolio	60%									
Class Work	30%									
Exams	10%									
Grading Scale	<table border="0"> <tr> <td>A = 100 - 90%</td> <td>C = 79 – 70%</td> <td>F = 59% & Below</td> </tr> <tr> <td>B = 89 – 80%</td> <td>D = 69 – 60%</td> <td></td> </tr> </table>	A = 100 - 90%	C = 79 – 70%	F = 59% & Below	B = 89 – 80%	D = 69 – 60%				
A = 100 - 90%	C = 79 – 70%	F = 59% & Below								
B = 89 – 80%	D = 69 – 60%									

A grade of “A” represents superior work that goes above and beyond the requirements of the course. “A” work shows creativity and insight.

A grade of “B” represents good, solid work with clear improvement over the duration of the course. “B” work meets all course requirements.

A grade of “C” represents work that meets course requirements, but fails to demonstrate significant improvement. “C” work is considered average.

A grade of “D” represents work that in one or more ways fails to meet the requirements of the course, but meets the basic competencies required and is reasonable enough to pass.

A grade of “F” represents general failure to meet the requirements and competencies of the course.

Cheating and Plagiarism will not be tolerated and will result in a zero for the assignment, and/or a failing grade in the class, and/or immediate reporting to Dean’s Office for possible disciplinary action. There is no flexibility.

Homework / Late Work

All Assignments are due at the beginning of class on the assigned due date. Any work turned in after that point will be considered Late.

Late work will be accepted in the event of an excused absence but must be made up within 3 days of the student’s return to class to avoid a loss of points. Other late work can be made up for a lesser amount of points as long as it is completed and turned in before the end of the grading period. Participation assessment points cannot themselves be “made up” but an alternative assignment may be completed for replacement points.

Tardy

It is vital that students are in class on time every day. The beginning of class is the time when critical information is given including important announcements and daily assignments.

Tardies will have a negative impact on student performance.

- First tardy: Warning
- Second tardy: Warning and last to leave
- Third tardy: Parent contact
- Fourth tardy: Classroom/teacher Detention
- Fifth Tardy: Deans referral

Citizenship

Citizenship Grading Scale

All students are expected to follow the Green Valley High School Code of Conduct, the rules of the Clark County School District as well as the specific classroom rules.

O=Exemplary Behavior: Students exhibit outstanding behavior in the classroom.

S=Satisfactory Behavior: Students exhibit acceptable behavior in the classroom.

N=Needs Improvement: Some behavior does not follow guidelines

U=Unsatisfactory Behavior: Most behavior does not follow guidelines

Classroom Rules

1. Follow All Directions
2. Be in class when the bell rings
3. Headphones, audio players, and cell phones need to be stowed away
4. Do not talk while the teacher is speaking
5. Treat the photographic equipment & materials with care

Severe Clause: Immediate Dean’s Referral

1. Fighting
2. Vandalism
3. Overt defiance
4. Stopping the class from functioning

Any unacceptable or inappropriate use of materials or equipment specific to the Photo labs (including gaming, inappropriate web searches, or inappropriate imagery) is strictly prohibited and may result in an immediate dean’s referral.

Parents and students may email me with any questions or concerns: decanb@nv.ccsd.net

Course Expectations

AP 2D Art & Design is a challenging and rewarding course that requires the utmost dedication on the part of the student. Students will be following the requirements as stated by the College Board Advanced Placement Program. This course will culminate with the submission of a portfolio of original artworks to the College Board Advanced Placement Program for evaluation toward the middle of the 4th quarter.

All AP Photography students will be required to complete the following sections for portfolio submission:

Section #1 – Selected Works: The student will submit 5 original artworks (**printed & mounted**) from their inquiry & investigation. These artworks must demonstrate excellence in Concept, through Research, Practice, Experimentation, & Revision.. to create a Synthesis of Materials, Process, & Ideas. In short, these are the best examples from your portfolio.

Section #2 – Sustained Investigation

Students must demonstrate through 15 slides original artworks (**digital upload**) that demonstrate a concentration of a particular concern. These artworks must clearly demonstrate a common idea and be expressed through the 2D Art Making process. Tools and methods include Photography, Photoshop, digital photography, traditional black and white darkroom photography, traditional mediums, ink wash, ink line, oil paint, watercolor paint, mixed media, liquid light with watercolor, photograms with color applied. Mediums can be mix-matched, combined, and modified across problems.

A Written commentary will accompany the work in this section.

This section is meant to be an area where you develop a body of work that comes from an investigation of a specific idea that is of interest to you. During ongoing one-on-one conferences with your teacher, you will be assisted in discovering and delving deeper into your inquiry question & ideals through experimentation and dialog. You will develop and present to the teacher, for approval, a written inquiry question and an artist statement about your specific plan of action, thoughts and concerns about the investigation, and the process for the development of your chosen theme. As your work develops, you may discover a need to modify your inquiry. It will be important for you to discuss this with the teacher. The written inquiry describing your theme and how it evolved must accompany the work.

You may refer to the following website for samples of student work at:

<http://apcentral.collegeboard.com/studio2d>

Artistic Integrity

While it is acceptable to be inspired and influenced by others it is not acceptable to copy a work outright, the use of published photographs or the work of other artists for duplication is considered plagiarism. If a student chooses to appropriate images from published photographs or artwork they must change that work enough so that it becomes their own rather than a mere duplication. Any artwork that appears to be copied will not be graded or included in the portfolio.

1st Quarter:

During the first part of the first quarter, You must present a collection of your best photographic work for critique. Since many of the techniques and approaches for this section of the AP Portfolio are taught during previous classes you may or may not have examples that demonstrate the skills you have acquired.

This critique will help establish the shooting plan for the entire school year. If your images demonstrate a missing or lack of mastery in certain techniques or conceptual approaches, a re-shoot for those techniques can be scheduled into the plan for experimentation.

Besides the potential re-shoots you must re-search and present a proposal for your inquiry question. This will help fulfill the requirements for sections of the AP Portfolio. An initial Artist statement will be required as a roadmap to guide you on the start of this personal exploration of vision. You may find as you progress that the original statement needs to be modified as your experiments may produce success or failure. This should be expected. You will note in your journal your thoughts, comments and concerns for this process, as these will be your notes for re-writing your artist statement later in the year and will act as evidence for the processes.

You will be responsible for organizing all outside resources you will need to conduct your shoots. This will be true for every shoot you conduct all year long.

Creating an exciting and engaging personal vision, can be a very trying experience. First attempts do not always succeed. Failures are only obstacles and problems that need to be worked out. Your dedication and perseverance to your vision will be the ultimate determining factor to your success.

2nd & 3rd Quarter:

During the 2nd and 3rd quarters several outside competitions or magazine submissions will occur, you will be required to submit for a minimum of 3 of these in addition to the shooting you will need to submit for the AP Portfolio. You may need to shoot an extra concept or set of images for these submissions so time management will become critical. In many cases your personal vision will suit the process the best.

It is critical to conduct regularly scheduled 1on1 critiques with your teacher as these will help guide you to your best work. Quality craftsmanship and Concept must work in tandem to produce the best possible work you can produce. This will require dedication to post processing techniques and pre-print testing. Printing resources is an area of concern, as printing to Aluminum will require a greater amount of resources than say printing to Archival Papers. This must be handled with utmost care, so that you are able to craft you final work in the manner that you believe will best suit the work for greatest impact.

4th Quarter:

During the final quarter you will be putting the final touches to your portfolio. The AP Portfolio submission is only one part of this. You will also be compiling your Print and Digital portfolio for this class. You should expect to be editing and printing final images for your print portfolio and finalizing your web portfolio. Again regular 1on1 critiques will be very beneficial.

Photographic Rubric

Area of Focus	3- Excellent	2 - Good	1 - Needs Improvement	0 - Poor
Concept / Theme	- Photo thoroughly address the theme/topic or subject - Tells a compelling story related to topic theme	- Photo somewhat addresses the theme - Tells a story related to designated topic	- Weak connection to the Theme/topic/subject - Difficult to ascertain theme/subject - Vague story	- Weak to no connection to the theme - Unclear or no real story - Pictures seem random - Unable to ascertain subject/theme
Composition	Strong composition because of layout and Angle of View as well as effective usage of compositional techniques. Your varied angles and perspectives prove you were creatively and insightfully considering your subject.	Image composition has potential, but may be slightly off. You vary your angles and perspectives, proving to me you were thinking creatively about your subject.	Composition lacking some basic techniques. There are some pictures here that could have been more creatively displayed with some variance in angle and technique.	The images are shot in a plain manner, distracting from the composition and leaving image stagnant. Little to no consideration of basic photographic composition techniques.
Image Quality: Clarity Depth of Field	- Focus and depth of field all contribute to a powerful product - Picture is focused as intended.	- Focus and depth of field somewhat contribute to a powerful product.	- Focus and depth of field do not contribute to a powerful product; slightly out of focus subject	Focus and depth of field do not follow project guidelines; image out of focus, etc.
Exposure	Photo taken at perfect exposure for the setting. Colors vivid and eye-popping. Use of color or B&W coincides with the subject and the mood of the scene.	Photo taken at appropriate exposure. Colors stand out. Use of color or B&W adequate.	Some images are too dark or too light so that the viewer notices these as disturbances to the subject rather than as an added creative element.	Image(s) are too dark or too light so that the viewer notices these as disturbances to the subject. Hard to determine what subject is or get mood of picture because of flaws in under or overexposure.
Interest/ Emotional response	Powerful picture(s). You capture a moment or a subject well. The pictures speak for themselves. Picture(s) create interest for the viewer.	Some very nice picture(s) here. Good, interesting pictures. The captions/descriptions are needed on a few to add context.	Audience may need to read the captions or descriptions to understand the context. Picture(s) are somewhat interesting	These picture(s) lacked emotion. They were one dimensional, uninteresting.
Creativity	This photo/project was very creative, well beyond standard shots of this subject matter. The project as a whole had a unified meaning. - Thorough evidence of imagination, creativity, or thoughtfulness	This was a good photo project. It shows good creativity and effort above and beyond the norm. - Some evidence of imagination, creativity, or thoughtfulness	This photo could have been planned better and improved. - Limited evidence of imagination, creativity, or thoughtfulness	Photo demonstrated little to no creativity or was not student's own work. - Limited evidence of imagination, creativity, or thoughtfulness
Meets Project Requirements: (x2)	Photo/project <u>fully</u> meets or exceeds requirements, fully demonstrates concepts and techniques required.	Photo/project <u>mostly</u> meets requirements and demonstrates concepts and techniques.	Shows evidence of <u>some</u> requirements, techniques/concepts. Some missing components.	Photo/project shows no evidence or <u>minimal</u> evidence of requirements, concepts and/or techniques covered, or <u>no project submitted</u> .
Descriptive Essay or Required Information (EXIF / Copyright)	<ul style="list-style-type: none"> ☑ Contains no spelling, grammatical or punctuation errors ☑ Good, complete tags and headings leave no doubt which category the picture is submitted for; gives good information on the picture so full understanding of pics context and content can be understood. ☑ Complete EXIF Data added to submission per requirements 	<ul style="list-style-type: none"> ☑ Contains fewer than 3 spelling, grammatical or punctuation errors ☑ Basic necessary information included, could add more descriptive headings and/or tags to further describe picture.. ☑ EXIF Data added to submission per requirements 	<ul style="list-style-type: none"> ☑ 5 or more spelling, grammatical or punctuation errors ☑ Minimal information included. ☑ Incomplete EXIF Data 	<ul style="list-style-type: none"> ☑ Incomplete or not completed ☑ Headings or info are incomplete or not completed ☑ EXIF Data not added to submission per requirements
Presentation	Project presented in assigned required/desired format. Every photo is displayed cleanly and creatively with a caption or title for added context. All requirements are in place.	Most photos displayed with a caption or title for added context. Most requirements are in place, missing one or 2 elements of presentation.	Not every photo is displayed with a caption or title or presented in desired format. A few requirements may be missing.	Project presented poorly or not presented as required. You clearly are sending me a message that you do not care about the quality of your work. Several missing requirements.

Course Outline Quick View

Quarter	Assignment	Elements Due
1st Quarter	Introductions, Course Expectations	
Weeks 1-3	Review Portfolio, Research & Propose Inquiry of Study	Intended Artist Statement
Weeks 4-6	Exploration of Inquiry	Images from 3 weekly photoshoots
Weeks 7-9	Review and Re-shoot of Exploration	1on1 Critique
Final Day of Quarter	Critique of Progress	Preliminary final images
2nd Quarter	Introduction of Print and Digital Portfolios	Preliminary Web Portfolio Design
Weeks 1-3	Digital Portfolio Construction	Web Portfolio with Images added
Weeks 4-6	Review of Branding & Imagery	1on1 critique
Weeks 7-9	Re-shoot of imagery found lacking & Continuation of exploration	Images from 3 weekly photoshoots
Final Day of Quarter	Mid Term Exams / Critiques	Exam & 1on1 Critique
3rd Quarter	Continuation of Portfolio Construction	Web Portfolio with Images added
Weeks 1-3	Re-shoot of imagery found lacking & Continuation of exploration or Editing	
Weeks 4-6	Re-shoot of imagery found lacking & Continuation of exploration or Editing	
Weeks 7-9	Re-shoot of imagery found lacking & Continuation of exploration or Editing	
Final Day of Quarter	Critique of Progress	1on1 Critique
4th Quarter	Finalization of Portfolios Print & Digital	Preliminary Print Portfolio
Weeks 1-3	Last Re-shoots, retouches & editing	Printed images
Weeks 4-6	AP Portfolio Submission & Final Portfolio Prep	
Weeks 7-9	Final Classroom Portfolio Critiques Print & Digital	Critiques of Both Web & Print Portfolio
Final Day of Quarter	Final Exams	
Schedule subject to Change as per instructor or Classroom needs		

***Personal Critiques of images can occur at any given time. Feel free to ask for one if feeling stuck or confused.**

Resources

The Photographic Eye: Learning to see with a Camera.
M. O'Brien & N. Sibley Davis Publications, 1995

Photo Imaging: A Complete Guide to Alternative Processes.
Jill Enfield Watson-Guption Pub. 2002

<http://apcentral.collegeboard.com/studio2d>

Official site for examples of student work and portfolio requirements.

<http://www.digitalretouch.org>

PhotoShop tutorial site for retouching.

<http://www.phlearn.com>

Digital Photography & PhotoShop tutorial site.

<http://www3.telus.net/drkrm/index.html>

Alternative Black and White darkroom techniques.

<http://www.photo.net>

A great source of photographs, tutorials, techniques, and product reviews.

<http://www.planetphotoshop.com>

Plenty of PhotoShop tutorials and resources.

<http://www.photoed.ca>

Excellent source of photographers and their work, as well as tutorials.

Appropriate Darkroom & Studio Behavior Policy

Mission

Green Valley High School Photography provides resources, educational opportunities and individualized instruction to help instill best practices in becoming a competent commercial photographer with an emphasis in Portraiture.

Purpose

The Darkroom & Studio areas of Green Valley HS furthers the achievement of the mission through its service to students, faculty, staff and the greater community. This policy affirms that Green Valley HS students, faculty, and staff are the primary service population, and details the expectations for users to responsibly use the facilities in a safe environment conducive to research and study.

Policy

Users are expected to conduct themselves in a manner that is respectful of others and that is in keeping with the Darkroom & Studio's purpose. Those who engage in behavior that infringes on the rights of others, poses danger to themselves or others, or violates school or CCSD policies may be held to disciplinary action. Public Safety officers may be called to handle the situation if the teacher or staff member believes it is advisable to do so. Unlawful behavior will be reported immediately to Public Safety.

Expectations of Users

- Interact courteously with other users and staff.
- Comply with all policies, particularly with regard to acceptable use of computers, Photographic equipment and chemicals, and food and drink.
- Respect resources— e. g. print only when necessary; refrain from damaging materials & equipment; return checked out materials & equipment on time.
- Respect intellectual property including copyright.
- Keep all valuables and personal property with you at all times. Green Valley HS is not responsible for lost or stolen items.
- Use of cell phones is only designated for class assignments that require that type of technology and in cases of emergency.
- Maintain an acceptable standard of personal hygiene. CCSD dress code standards must be adhered to for models at all times. Creating a hazardous or offensive condition, such as inappropriate clothing or personal effects is unacceptable.

Unacceptable behavior

- Destruction or theft of materials or property
- Depicting the use of alcohol or illegal drugs or gratuitous violence
- Lewd, indecent, disruptive or boisterous behavior
- Threatening, harassing or intimidating language or behavior
- Sleeping in the Studio
- Bringing weapons into the Darkroom or Studio