

# Creative Photography 2 (#0108320) 2015 - And Beyond (current)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

## Aligned Standards

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.2:</a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#">VA.912.C.1.5:</a>	Analyze how visual information is developed in specific media to create a recorded visual image. <b>Clarifications:</b> e.g., four-dimensional media, motion or multi-media
<a href="#">VA.912.C.1.6:</a>	Identify rationale for aesthetic choices in recording visual media. <b>Clarifications:</b> e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#">VA.912.C.2.2:</a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#">VA.912.C.2.7:</a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#">VA.912.C.3.2:</a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art." Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
<a href="#">VA.912.C.3.6:</a>	<b>Clarifications:</b> e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
<a href="#">VA.912.F.1.1:</a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#">VA.912.F.1.4:</a>	Use technological tools to create art with varying effects and outcomes.
<a href="#">VA.912.F.2.2:</a>	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. <b>Clarifications:</b> e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
<a href="#">VA.912.F.2.8:</a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#">VA.912.F.3.1:</a>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. <b>Clarifications:</b> e.g., presentation software, video, sound, open-access collaborative web applications
<a href="#">VA.912.F.3.5:</a>	Use appropriately cited sources to document research and present information on visual culture. <b>Clarifications:</b> e.g., visual, digital, and textual information
<a href="#">VA.912.F.3.10:</a>	Apply rules of convention to create purposeful design. <b>Clarifications:</b> e.g., exhibition guidelines, environmental concerns, required information, digital application
<a href="#">VA.912.H.1.5:</a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#">VA.912.H.2.1:</a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#">VA.912.H.3.3:</a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. <b>Clarifications:</b> e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#">VA.912.O.1.1:</a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
<a href="#">VA.912.O.1.2:</a>	Use and defend the choice of creative and technical skills to produce artworks.
<a href="#">VA.912.O.2.2:</a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#">VA.912.O.3.1:</a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#">VA.912.S.1.2:</a>	Investigate the use of technology and other resources to inspire art-making decisions.
<a href="#">VA.912.S.1.5:</a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. <b>Clarifications:</b> e.g., snapshot vs. photograph, drawing vs. digital mark-making
<a href="#">VA.912.S.1.7:</a>	Manipulate lighting effects, using various media to create desired results. <b>Clarifications:</b> e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<a href="#">VA.912.S.2.1:</a>	Demonstrate organizational skills to influence the sequential process when creating artwork.

<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. <b>Clarifications:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#">VA.912.S.3.4:</a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. <b>Clarifications:</b> e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.912.S.3.7:</a>	Use and maintain tools and equipment to facilitate the creative process. <b>Clarifications:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">LAFS.910.RST.1.1:</a>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Art - Visual Arts >  
**SubSubject:** Photography >  
**Abbreviated Title:** CREATIVE PHOTO 2  
**Course Length:** Year (Y)  
**Course Level:** 2

**Course Number:** 0108320

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Graduation Requirement:** Performing/Fine Arts

## Educator Certifications

[Art Education \(Secondary Grades 7-12\)](#)

[Art \(Elementary and Secondary Grades K-12\)](#)

There are more than 478 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2015%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/13671](https://www.cpalms.org?title=2015%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/13671)