



Prepares Students for College and Careers

▲ Business Photography

COURSE CODES:

▲ROP 0000 ▲WUHSD 8095 ▲ERUSD 00000 ▲STATE (CALPADS) 7410

Course Leads to: Post-Secondary Education and Employment
Industry Sector: Business & Finance **Career Pathway:** Business Management
Classroom Hours: 180 **Course Level:** Concentrator
Work Based Learning: 180 (optional)

Approved Textbook/Curriculum: None

POST-SECONDARY EDUCATION	INDUSTRY CERTIFICATIONS	EMPLOYMENT
Articulation with College No Dual Enrollment with College No UC Approved a-g elective credit No COLLEGE MAJORS Photography Associate of Occupational Studies in Web Design Computer Science and Digital Arts Digital Media Technology Graphic Design Journalism	None NEXT STEPS	Related Careers (O*NET) 51-9151.00 Photographic Process 27-4021.00 Photographers 27-4031.00 Camera Operators, Television, Video, and Motion Picture 27-1014.00 Multimedia Artists and Animators

Prerequisites:

Completion of Introduction to Photography is recommended.

Course Description:

Students will learn the world of Business Photography through lecture and guest speakers. Students will be exposed to photographers working in, and photographic works demonstrating, various strands of Business Photography such as advertising; architectural and interior; event; fashion; food; journalism; portrait; product; and sports photography. Students will discuss and research how the strands have changed over time and what has influenced these changes. Students will discuss and evaluate, how history, culture, and technology have influenced Business Photography.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

COURSE OUTLINE

I. ORIENTATION

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Introduce portfolio requirement
- E. Complete course safety requirements/test

II. CAREERS IN BUSINESS PHOTOGRAPHY

- A. Research and report on the specialized occupations within the Business Photography industry
- B. Identify the steps in the hiring process from application to employment
- C. List the eligibility requirements for various photography positions
- D. Explain the impact of pre-employment activities on employability (e.g., financial irresponsibility, criminal record, improper social media behavior, etc.)
- E. Identify the reasons for disqualification
- F. Describe the physical fitness requirements and the impact of nutrition and a healthy lifestyle on employability/job performance

III. PREPARING FOR COLLEGE AND CAREERS

- A. Review and Discuss California CTE Model Curriculum Standards for Career Ready Practice
- B. Create an Education Plan and a Career Plan aligned with personal goals
- C. Create a Resumé
- D. Create a Career Portfolio
- E. Complete a handwritten/hand-printed Job Application neatly, legibly and with no corrections or mistakes
- F. Practice a professional job interview
- G. Evening of Excellence Essay

IV. TAKING PHOTOGRAPHS

- A. Understand the anatomy of a camera
- B. Explain aperture/f-stop/ depth-of-field/ white balance
- C. Understand shutter speed/motion/selective focus/back button focus
- D. Identify various types of film (speed and types)
- E. Understand bracketing
- F. Demonstrate proper use of a camera
- G. Understand the function of various lenses (wide, normal telephoto, and special lenses)

V. FRAMING AND COMPOSITION

- A. Assess the elements of composition
- B. Understand the principles of design: Harmony, contrast, balance, repetition, rhythm
- C. Understand elements of visual art: Line, shape, form, texture, space, value
- D. Understand the rule of thirds, negative space, visual paths, juxtaposition, layering, simplicity, framing
- E. Identify sensory and formal properties and be able to analyze
- F. Explore design in nature and design in the human-made environment
- G. Research design in the works of past and present Photographers

VI. UNDERSTANDING LIGHT (TONALITY/ VALUE)

- A. Explore what light is: understand why we see things, why they have color, and how our cameras and our eyes are different
- B. Explore the behavior of light: understand reflection, absorption, and transmission
- C. Study of exposure and direction (rear, frontal, side) and shape
- D. Explore shadows and silhouettes
- E. Explore how to control light and adapt to different lighting situations
- F. Understand technical and aesthetic aspects of light
- G. Understand how time of day affects digital photography (special emphasis on dusk, night-time, and lighting in special situations)
- H. Effectively use a light meter
- I. Explore how to use reflectors and how to recognize natural light reflectors
- J. Explore the work of past and present photographers

COURSE OUTLINE

VII. PORTRAITS

- A. Understand natural constructions, defining character
- B. Explore posing and how to work with models
- C. Demonstrate photo retouching using current industry software
- D. Understand studio portraits, senior portraits, family portraits, and head shots
- E. Explore outdoor portrait techniques
- F. Explore lifestyle photography versus editorial photography
- G. Explore the effects of setting, format, framing, vantage point, and lighting
- H. Explore the art of self-portraits using cell phones and camera applications
- I. Study the works of portrait photographers both past and present

VIII. SELF-PORTRAIT (SYMBOLIC, NOT LITERAL)

- A. Discover constructing the self (in relation to time, place, interests, and goals)
- B. Understand setting, format, framing, vantage point, lighting
- C. Understand the role of symbolism, attributes, mood
- D. Study the work of photographers both past and present

IX. LANDSCAPE

- A. Understand the relationship between mood and expressivity
- B. Explore tonality, value, and time
- C. Understand framing, saturation, filters, vantage point
- D. Review pictorialism, photographic realism, and modernism
- E. Study Stieglitz's equivalents
- F. Research landscape photographers both past and present

X. ADVANCED TECHNIQUES

- A. Demonstrate efficient workflow
- B. Understand editing techniques using current industry standard software
 1. Explore retouching
 2. Understand enhancements such as clarity, sharpness, and vibrancy
 3. Understand corrections to white balance, exposure, and contrast
 4. Designing digital composites and use of layers
 5. Explore dodging/burning and vignettes
 6. Explore templates, use of fonts and text
- C. Explore advanced techniques such as:
 1. Printing techniques
 2. Advanced applications on current industry software
 3. File management
 4. Color adjustment
 5. Dpi, filters, dodging/burning, adjustments, saturations, contrast
 6. Double exposure, photocopy, opacity changes, filters
- D. Discuss modernist techniques including those of Man Ray

XI. PHOTODOCUMENTARY/ STORY

- A. Research the FSA and its photographers
- B. Study Jacob Riis, Louis Hine, Bill Owens, Zwelethu Mthethwa
- C. Discuss the ethics of photo documentation and practices
- D. Explore the relationship of art photography in the works of Lange and Evans

XII. HISTORY OF PHOTOGRAPHY

- A. Understand the timeline history of photography
- B. Investigate the significant technological and scientific milestones in the world of photography
- C. Predict future trends in digital photography
- D. Identify the cultural and artistic significance and genres of photography
- E. Research the history of cameras from Camera Obscura to digital
- F. Research photographers from past and present who have contributed greatly to the medium
- G. Discuss environmentally sound practices and sustainability within the industry sector

COURSE OUTLINE

XIII. SPECIAL PHOTOGRAPHIC APPLICATIONS

- A. Inspect the relationships of the following special applications and their effect on photography:
 - 1. Scenery
 - 2. Still life
 - 3. Architecture
 - 4. People
 - 5. Action
 - 6. Human interest
- B. Compare and contrast close up and copy photography
- C. Understand the relationship between photography and advertising and graphic design
- D. Explore how to evaluate and select appropriate prints
- E. Understand the final printing process
- F. Demonstrate proper mounting of prints for exhibitions

XIV. PHOTOMONTAGE/ COLLAGE

- A. Explore various photomontage/ collage techniques
- B. Understand text, contradiction, exaggeration of scale, juxtaposition, figures of speech
- C. Research Victorian combination photography (Henry Peach Robinson, Rejlander, Hanna Hoch, Duchang, Picasso, Schwitters, Man Ray, Barbara Kruger, Joseph Cornell)

PROJECT-BASED LEARNING

(NAME OF PROJECT) (PRESENTATION ON)

- A.
- B.
- C.
- D.
- E.

KEY ASSIGNMENTS

KEY ASSIGNMENT I

- a. Alphabet Project
- b. HDR and Landscapes
- c. Collage Making
- d. Liquefy Tool
- e. Selective Color
- f. Levitation and Floating
- g. Advertisement Print Ads
- h. Food Photography Magazine Cover
- i. Movie Poster
- j. Commercial Photography and Creative Ad Campaign
- k. Self Portrait

KEY ASSIGNMENTS

ESSENTIAL STANDARDS AND KEY ASSIGNMENTS

INDUSTRY SECTOR: Business and Finance

ESSENTIAL PATHWAY STANDARD - A1.0

Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD - A2.0

Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – A3.0

Identify essential industry competencies, explore commercial applications and develop a career specific personal plan

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – A4.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARDS – A5.0

KEY ASSIGNMENT

CTE MODEL CURRICULUM STANDARDS FOR CAREER READY PRACTICE

1. **Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

2: Communications Language Standard

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

3: Career Planning and Management Speaking and Listening Standard

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

4: Technology Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

5: Problem Solving and Critical Thinking Writing Standard

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

6: Health and Safety Reading Standards for Science and Technical Subjects

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

7: Responsibility and Flexibility Speaking and Listening Standard

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

8: Ethics and Legal Responsibilities Speaking and Listening Standard

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

9: Leadership and Teamwork Speaking and Listening Standard

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

10: Technical Knowledge and Skills Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.