

<p>§117.303 Art, Level II (One Credit), Adopted 2013</p>	<p>§130.98 Commercial Photography I (One Credit), Adopted 2015</p>
<p>(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art II, Drawing I, Painting I, Printmaking I, Fibers I, Ceramics I, Sculpture I, Jewelry I, Photography I, Design I, Digital Art and Media I, and Art and Media Communications II (one credit per course). The prerequisite for each art course listed in this subsection is one credit of Art, Level I.</p>	<p>(a) General requirements. This course is recommended for students in Grades 9-12. Recommended corequisite: Commercial Photography I Lab. Students shall be awarded one credit for successful completion of this course.</p>
<p>(b) Introduction.</p>	<p>(b) Introduction.</p>
<p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p>	<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p>
<p>(2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through</p>	<p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p>

<p>increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</p>	
	<p>(3) Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.</p>
	<p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p>
<p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	<p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>
<p>(c) Knowledge and skills.</p>	<p>(c) Knowledge and skills.</p>
	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>

	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable; and
	(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:
	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents; and
	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem.
	(3) The student applies professional communications strategies. The student is expected to:
	(A) adapt language for audience, purpose, situation, and intent;
	(B) organize oral and written information;
	(C) interpret and communicate information, data, and observations;
	(D) deliver formal and informal presentations;
	(E) apply active listening skills;
	(F) listen to and speak with diverse individuals; and
	(G) exhibit public relations skills.
	(4) The student understands and examines problem-solving methods. The student is expected to:
	(A) employ critical-thinking skills independently and in groups; and
	(B) employ interpersonal skills in groups to solve problems.
	(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing,

	presentation, and spreadsheet or database applications for commercial photography projects.
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	
(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks;	
(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks;	(12)(D) analyze and apply the elements and principles of art to photographs; (12)(P) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background.
(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks; and	(12)(F) demonstrate knowledge of photographic composition and layout;
(D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately.	
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and	

<p>developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	
<p>(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;</p>	
<p>(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions;</p>	
<p>(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;</p>	<p>(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:</p>
	<p>(A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas;</p> <p>(B) discuss and apply copyright laws in relation to fair use and duplication of images;</p> <p>(C) model respect for intellectual property when manipulating, morphing, and editing digital images;</p> <p>(E) understand Creative Commons laws, including all licensing.</p>
<p>(D) create original artwork to communicate thoughts, feelings, ideas, or impressions;</p>	<p>(12)(L) produce a variety of photographs using appropriate, current, industry-standard production processes;</p>
<p>(E) collaborate to create original works of art; and</p>	
<p>(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.</p>	

<p>(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:</p>	<p>(6) The student understands commercial photography systems. The student is expected to analyze and summarize the history and evolution of commercial photography.</p>
<p>(A) examine selected historical periods or styles of art to identify general themes and trends;</p>	<p>(9)(D) analyze the impact of photography on society; (12)(B) research the history and evolution of photography;</p>
<p>(B) analyze specific characteristics in artwork from a variety of cultures;</p>	
<p>(C) collaborate on community-based art projects; and</p>	
<p>(D) examine and research career, entrepreneurial, and avocational opportunities in art.</p>	<p>(1)(A) identify and participate in training, education, or certification for employment; (1)(C) demonstrate skills related to finding and obtaining a desired job. (10)(B) examine employment opportunities in entrepreneurship. (12)(A) research career opportunities and qualifications in photography;</p>
<p>(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>(10) The student develops career-building characteristics. The student is expected to:</p>
<p>(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;</p>	
<p>(B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized,</p>	<p>(12)(O) identify and use the principles of design to discuss, analyze, critique, and write about visual</p>

interpreting the artist's intention, and evaluating the success of the artwork;	aspects in photographic work, including the student's own work;
(C) use responses to artwork critiques to make decisions about future directions in personal work;	
(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning; and	(10)(A) create a portfolio to document information such as work experiences, licenses, certifications, and work samples; and
(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.	(12)(M) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills;
	(11) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.
	(12) The student develops a basic understanding of commercial photography. The student is expected to:
	(C) analyze principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market;
	(E) demonstrate knowledge of different types of cameras and lenses and their applications to photography;
	(G) demonstrate knowledge of different types of photographic media;
	(H) demonstrate knowledge of the basics of digital photography;
	(I) demonstrate knowledge of photographic lighting techniques, including three-point lighting;

	(J) identify characteristics and uses of various types of photographic paper;
	(K) demonstrate an understanding of standard conventions for mounting, matting, or framing;
	(N) understand resolution and digital file format;