

Mr. Craig's Film/Analog Photography

About Photography at CHS

The Photography Classes at Cohasset High School are designed to provide a strong foundation in the technical aspects of photography while emphasizing visual literacy and students' exploration of the creative process. Students begin with traditional analog photography where they create their own pinhole cameras, work with manual film cameras, process their own film, and print their images in the dark room. Assignments are designed to reinforce skills, stimulate creative problem solving, and encourage personal expression. Writing is required at all levels. Throughout their courses students are exposed to topics in art history as well as photography in modern media and design.

Grading Policy

Grading is project based. Each project completed will be worth a certain number of points. The number of points I assign to a project is based on both the time it takes to complete it and the complexity of the task. For example lets say there are 3 projects- one that takes 3 days worth 4 points, a second that takes 8 days worth 10 points, and a 14 day project worth 15 points. That would make a total of 29 points to average. Obviously a poor grade on the long term 15 point project will impact the average more than a poor showing on the 4 point project.

Each day a project is late you will loose 1/3 of a letter grade. A project 3 days late that would have earned a B+ would drop to a B then B- then C+. Some time sensitive projects (hanging art for an exhibition, or meeting a deadline for a competition as examples) by their nature cannot be made up and a no credit (0) will be assigned. I will not accept *any* late work during the last 7 days of the term.

There will be extra credit opportunities offered. Please do not count on these to fix missing assignments. EC is good for tweaking a grade. Not saving it.

Class Rules

1. Bring your camera every day!!!!!!!!!!!!!!
2. Use class time effectively! If you complete your work early, help someone else, improve your project, or do homework.
3. No food or drink is allowed (except bottled water with the cap on).
4. Cell phones must be in the shoe rack unless directed by the teacher. Confiscated phones will be given to the office at the *end of the day*.
5. Names should be on the back of all of your photo paper before it goes in the developer! (except pinhole camera negatives)

Mr. Craig's Film/Analog Photography Photography Rubric

Let me preface this rubric with a very important statement. If you try, you will not fail. Effort counts for a great deal in my class. A student who struggles with an assignment, who comes in and battles every day trying to create their art, who seeks my help after school when they need it, will succeed in my class regardless of how their photography looks. In fact a student that puts forth great effort yet still hands in mediocre work could easily receive a higher grade than the talented student that throws together a great looking project then spends the rest of the class goofing off. Students that do not do their work, or clearly put in no effort, do fail.

Art is one of the hardest subject to grade. Many academic subjects have concrete answers. Your answer to a math equation is either right or wrong. In art, every vision is different. In every assignment, I am looking for certain criteria; to see you have assimilated what I was trying to teach in that lesson and you continue to use what we have already covered. To help you understand what your are being graded on, I've adapted the rubric that follows. All of the criteria start with the letter C making it incredibly easy to remember. At the bottom of all photography assignment sheets you will see a list of the rubric criteria you are expected to focus on. Typically it will be 2-4 things from this list. Citizenship- the first item in the rubric, will not be on your assignment sheets. It is a factor *every day*.

All of that said, many of you may have breakthroughs and unexpected tangents that lead you to some amazing work. As the instructor, I reserve the right to alter the criteria for grading for an individual when they produce great work that may not necessarily fit the assignment's parameters. This is my decision, not the students. Seek my council if you see yourself following a path away from the assignment. Altering the grading criteria must come with a conversation about the merits of your pursuit.

Finally, if you give me exactly what I asked for on the assignment sheet the best grade you should expect is a B. The rubric reflects this! If you want the A, push your work further!!!

-Mr. Craig

	1	2	3	4
Citizenship • Effort (huge!) • Participation • Clean Up • Respect	Students needs regular redirection to stay on task while creating a project. Student puts in little or no time outside of class. After completing their own work the student is a distraction or disruption to others. Student offers no constructive criticism in critiques and is disrespectful of their peers.	Students needs occasional redirection to stay on task while creating a project. Student puts limited time outside of class. After completing their own work the student does not disrupt others. Student offers little or no constructive criticism in critiques.	Student is usually on task when creating a project. Student puts in necessary time outside of class. After completing their assigned work, the student creates additional projects or helps others in the class. Student offers some constructive criticism in critiques.	Student is consistently on task when creating a project. Student puts in extra time outside of class. After completing their assigned work, the student creates additional projects and helps others in the class. Student regularly offers constructive criticism and leadership in critiques.
Completion	70% of the assignment turned in. Many images are repetitive and lack direction.	85% of the assignment turned in. Some repetitive imagery.	Expected number of images turned in. No repetitive images.	More images than assigned turned in. Good variety of imagery.
Composition	The photo(s) exhibit little to no connection to the elements and principals of design or rules of composition.	The photo(s) exhibit a weak connection to the elements and principals of design or rules of composition.	The photo(s) exhibit a strong connection to the elements and principals of design or rules of composition.	The photo(s) exhibit an excellent connection to the elements and principals of design or rules of composition.
Clarity	Subject is not in focus. Depth of field does not compliment subject.	Subject is partially in focus. Depth of field does not compliment subject.	Subject is in focus. Depth of field is somewhat complimentary to the subject.	Subject is in focus. Depth of field compliments subject.
Creativity (Visual and Conceptual success)	Imagery shows no direction and lacks purpose. Imagery shows no personal reflection. Imagery shows no forethought. Imagery does not make effective use of software capabilities.	Imagery shows little direction or purpose. Imagery shows little personal reflection. Imagery shows some forethought. Imagery makes limited use of software capabilities.	Imagery shows direction and purpose. Imagery shows personal reflection. Imagery is deliberate. Imagery makes good use of software capabilities.	Elements within the imagery have purpose. Imagery shows direction. Imagery is personal and revealing. The imagery shows unexpected or well executed use of software capabilities.
Craftsmanship (The mechanics of making the product and the execution of the print)	The photo(s) are in need of both color and level adjustments. Student makes no use of layers or selective adjustments. Print is draft quality and on wrong paper. Print is oriented incorrectly on the paper.	The photo(s) are in need of color or level adjustments. Student makes little or incorrect use of layers and selective adjustments. Print is draft quality or on wrong paper. Print is oriented correctly on the paper.	The photo(s) are in need of either color or level adjustments. Student makes use of layers and selective adjustments. Print is the correct quality and on good paper. Print is oriented correctly on the paper.	The photo(s) color and level adjustments are correct. Student makes effective or innovative use of layers and selective adjustments. Print is the correct quality and on good paper. Print is oriented correctly on the paper.
Continuity	The progression of elements are inconsistent and do not contribute to a thematic whole	The progression of elements usually contribute to a thematic whole	The progression of elements consistently contribute to a thematic whole	The progression of elements strongly and consistently contribute to a thematic whole

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Assignments below are subject to change. I will be making constant adjustments to pacing, content, assignments, etc. Some of the assignments listed below may be dropped and others may be added as student progress demands.

Potential Assessments for Introduction to Photography:

Register for Remind.com

Photo for Discussion

Photograms (3+) with test strips

Sunny 16 Quiz

Pinhole camera construction- use your own materials for more points

Pinhole negatives- at least 2 good negatives in school and at least 2 shot outside of school grounds

Pinhole contact prints (positives)- at least 2 good prints

35mm SLR photography- Photo Buddy System (graded as a pair) - 1st roll of film - Shoot, Log, and Process

Contact print of 35mm negatives and 1 5x7 enlargement each with test strips. - Photo Buddy System (graded as a pair)

35mm SLR photography Elements of Art/Principles of Design- Solo - Shoot, Log, and Process - min. 15 shots done outside of school.

Contact print of 35mm negatives and 2 5x7 enlargements with test strips.

35mm SLR photography Depth of Field- Shoot, Log, and Process - minimum 15 shots done outside of school.

Contact print of 35mm negatives and 2 5x7 enlargements with test strips.

Vocabulary quiz.

35mm SLR photography Composition- Shoot, Log, and Process - all shots done outside of school.

Contact print of 35mm negatives and 2 8x10 enlargements with test strips.

Writing Assignment TBDFinal Exam

Potential Assessments for Intermediate and Advanced Photography:

Basic Studio Lighting for Still Life and Portraiture

Using Contrast Filters

Composition- yes again. • Shoot/Log/Process Film • Contact Print (1) and Enlargements (2)

Available Light Portraits • Shoot/Log/Process Film • Contact Print (1) and Enlargements (2)

Story Telling / Photo Journalism • Shoot/Log/Process Film • Contact Print (1) and Enlargements (5)

Free Shoot • Shoot/Log/Process Film • Contact Print (1) and Enlargements (2)

Antique Processes • Making negatives • Printing Cyanotypes

Solarization

Destroy the Negative!

Long Exposures- painting with light and creating ghosts. • Shoot/Log/Process Film • Contact Print (1) and Enlargements (2)

Infrared Photography • Shoot/Log/Process Film • Contact Print (1) and Enlargements (2)

Painting with Developer / Free shoot • Shoot/Log/Process Film • Contact Print (1) and Enlargements (3)

Multiple Exposures • Shoot/Log/Process Film • Contact Print (1) and Enlargements (2)

Self Directed Extended Study Project