

Photography 1- Unit 1: Introduction (History, Analysis, Practice)

Content Area: **Fine Arts**
Course(s): **PHOTOGRAPHY**
Time Period: **Generic Time Period**
Length: **3 Weeks**
Status: **Published**

NJ Student Learning Standards

Visual Arts

| | |
|--------------------------|---|
| VA.9-12.1.5.12prof.Pr4 | Selecting, analyzing, and interpreting work. |
| VA.9-12.1.5.12prof.Re7 | Perceiving and analyzing products. |
| VA.9-12.1.5.12prof.Re8 | Interpreting intent and meaning. |
| VA.9-12.1.5.12prof.Re9 | Applying criteria to evaluate products. |
| VA.9-12.1.5.12prof.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |
| VA.9-12.1.5.12prof.Cr2a | Engage in making a work of art or design without having a preconceived plan. |
| VA.9-12.1.5.12prof.Cr2b | Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. |
| VA.9-12.1.5.12prof.Pr6a | Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings. |
| VA.9-12.1.5.12prof.Re7a | Hypothesize ways in which art influences perception and understanding of human experiences. |
| VA.9-12.1.5.12prof.Re7b | Analyze how one's understanding of the world is affected by experiencing visual arts. |
| VA.9-12.1.5.12prof.Re8a | Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. |
| VA.9-12.1.5.12prof.Re9a | Establish relevant criteria in order to evaluate a work of art or collection of works. |
| VA.9-12.1.5.12prof.Cn11a | Describe how knowledge of culture, traditions and history may influence personal responses to art. |
| VA.9-12.1.5.12prof.Cn11b | Describe how knowledge of global issues, including climate change, may influence personal responses to art. |

Transfer Goals and Career Readiness

Transfer Goals

Students will be able to independently use their learning to:

- Find meaning and interest in varied works of photography.

- Respond by analyzing and interpreting the artistic communications of others.
- Develop global awareness, by appreciating photography work from various cultures.

Career Readiness, Life Literacies, and Key Skills- NJSL-CLKS

9.1- Personal Financial Literacy

9.2- Career Awareness, Exploration, Preparation, and Training

9.4- Life Literacies and Key Skills

Creativity and Innovation

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Critical Thinking and Problem-solving

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Digital Citizenship

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

Global and Cultural Awareness

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6,

7.1.IL.IPERS.7, 8.2.12.ETW.3).

Information and Media Literacy

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Technology Literacy

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Concepts

Essential Questions

- What are some of the reasons that photography is important?
- What is the difference between a snapshot and a photograph?
- How do photographs tell stories?
- What are the steps for analyzing a photograph?
- How did the invention of photography change the art world?
- How has photography changed over the last 200 years?
- What is the difference between a "point and shoot" and a DSLR camera?
- Why is it important to know how to properly use and care for our cameras?
- What is automatic mode on a DSLR camera?

- What is the process for uploading and storing your photographs?
- What editing programs are commonly used by professional photographers?
- How can editing be used to improve and refine your photographs?

Understandings

- Photography is all around us. We are inundated with it. Examples: social media- Instagram, Facebook, TV, Ads, billboards...
- Technology, specifically, Adobe Photoshop, Camera Raw, and Adobe Lightroom are used in the professional photography industry.
- It is important to document your process as a photographer, so that you can see your growth over time.
- Editing is important to adjust lighting and composition in order for the final image to match the image in your mind's eye. Photo editing can be done on multiple programs such as Adobe Photoshop, Raw, Lightroom, and many apps.
- The difference between a snapshot and a photograph is that a snapshot is not planned or thought out, whereas a photograph has been considered compositionally, edited and usually tells a story.
- All good photographs have a subject, techniques that draw your eye to the subject, a universal theme and are simplified or not simplified depending on the message of the photo.
- It is important to be able to "read" or analyze a photograph so you can understand the message the photographer is trying to convey. A picture is worth a thousand words.
- It is important to know how to use and care for your camera so you can properly expose your photos and keep the camera in good condition.
- It is important to back up your photos, so that you won't lose all of your digital "memories".
- Art History is important because it shows how artists responded to historical events. We can see how many artistic styles developed and how artists solve problems in the past and today so we may continue to do so in the future.

Critical Knowledge and Skills

Knowledge

Students will know:

- Classroom rules and grading system

- How to differentiate between a snapshot and a photograph
- How to analyze a photograph by identifying the subject, technique, universal theme and simplicity
- The major milestones of the history of photography timeline
- How to properly care for and use a DSLR camera
- Basic components of Adobe Photoshop and Camera Raw to edit photos

Skills

Students will be able to:

- Personalize a google slides process book to keep class notes and a portfolio of work for the semester
- Compare and Contrast snapshots and photographs
- Analyze a photograph by identifying the subject, technique, universal theme and simplicity
- Recall details of the major events in the history of photography timeline
- Create a camera obscura using a paper towel roll and other materials
- Properly focus a camera to take a clear photo using automatic mode on a DSLR camera
- Upload and back up their photographs from a memory card to our school's "h drive"
- Use basic components of Adobe Photoshop and Camera Raw to enhance and improve their photographs
- Add photography work to their process books and google classroom to turn them in for grading

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Process Book Work (setup, notes, journal entries)
- Peardeck lessons (add-on for google slides) of snapshot vs. photograph
- History of Photography Timeline
- History of Photography Mini-Research Assignment
- Analyze a Photo Worksheet
- In-Class Discussions
- Observation of student learning during guided practice- taking photos, editing photos, turning in photos

School Summative Assessment Plan

Google Forms Quiz, Course Pre-Assessment

Primary Resources

A Short Course in Photography Digital, Barbara London and Jim Stone

Focus on Photography: A Curriculum Guide, Cynthia Way, International Center of Photography

Supplementary Resources

All google slides presentations, worksheets, handouts, videos, quizzes and various resources are on Google

Classroom

Actual historical artifacts (old cameras, daguerrotypes, etc)

Artist Websites

Museum websites

College Websites

Textbooks

Worksheets/Handouts

Technology programs (Adobe Photoshop, Camera Raw, Google Slides, Google Classroom, Google Forms)

Art supplies (paper, poster board, large newsprint, stapler, markers, magazines)

Digital Cameras, lenses, lights, accessories

Instructional videos (YouTube- Silber Studios, Tedtalks, others)

Examples of prior student work

Image Resources: google images, unsplash, freestock, gettyimages

Technology Integration, Differentiated Instruction, Interdisciplinary Connections

Technology Integration

All students are given access to a desktop computer, allowing for 21st century learning to occur within every lesson/topic.

Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources

Other Google Apps: Forms, Docs, Slides

Use of Adobe Camera Raw, Adobe Photoshop, Adobe Lightroom

Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

Additional Support Videos (Youtube.com, TedTalks, etc.)

Use of search engines, online websites, databases, etc.

Online assessments- Google Forms

Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

- **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Students are always encouraged to develop project to highest skill level.
- AP option if available

- **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

- **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

- **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored:
 - Frequent checks for understanding
 - Preferred seating assignment
 - Multiple representations
 - Hard copy of notes
 - Extend the time needed to complete assignments and assessments (as per IEP or 504)
 - Provide grading rubrics
 - Model examples for projects
 - Clarification of directions and instructions
 - Repeat/rephrase instructions
 - Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Using ruler tool in Photoshop as well as actual rulers. Transferring measurements from actual

objects to a digital format

ELA - Evaluating peers and self through written analysis, reading artists' biographies and assessing

SCIENCE - Experimenting with light, color and art materials

SOCIAL STUDIES - Exploring how artists respond to current events throughout history

WORLD LANGUAGES - Exploring the work of international artists, designers and photographers

VISUAL/PERFORMING ARTS - developing visual literacy

APPLIED TECHNOLOGY - Incorporating motion graphics, cinemagraphs, creating promotional videos

BUSINESS EDUCATION - Developing business and Marketing ideas

HEALTH/PHYSICAL EDUCATION - Students explore issues of mental health, diet and environmental issues, also actively walking around investigating spaces

Learning Plan / Pacing Guide

Week 1-3: Intro to Photography (History, Analysis, Practice)

Take Pre-Assessment and SGO Survey

Review Syllabus

Behavior Contract

Classroom Tour

Process Book Setup- google slides

Icebreakers

Photography "Gallery Walk" Activity

"Why is Photography Important"- read article and complete Journal Entry #1

Snapshots Vs. Photographs Peardeck Lesson

"Snapshot Vs. Photograph" Journal Entry #2

Image Analysis- "Image Detectives"

History of Photography slideshow, videos, students complete a timeline of events

History of Photography Mini-Research Assignment

Make a Camera Obscura- using paper towel roll and other materials

History of Photography Quiz

Overview of Camera Use and Care, Memory Cards

"Raw Talent" Photoshoot

How to upload and back up photos from memory cards to school "h drive"

How to edit a photo using Camera Raw- an extensions of Adobe Photoshop

How to turn in photos in process books and on google classroom for grading

Photography 1- Unit 2: Creation (Methods and Techniques)

Content Area: **Fine Arts**
Course(s): **PHOTOGRAPHY**
Time Period: **Generic Time Period**
Length: **16 weeks**
Status: **Published**

NJ Student Learning Standards

Visual Arts

| | |
|-------------------------|---|
| VA.9-12.1.5.12prof.Cr1 | Generating and conceptualizing ideas. |
| VA.9-12.1.5.12prof.Cr2 | Organizing and developing ideas. |
| VA.9-12.1.5.12prof.Cr3 | Refining and completing products. |
| VA.9-12.1.5.12prof.Pr4 | Selecting, analyzing, and interpreting work. |
| VA.9-12.1.5.12prof.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| VA.9-12.1.5.12prof.Pr6 | Conveying meaning through art. |
| VA.9-12.1.5.12prof.Re7 | Perceiving and analyzing products. |
| VA.9-12.1.5.12prof.Re8 | Interpreting intent and meaning. |
| VA.9-12.1.5.12prof.Re9 | Applying criteria to evaluate products. |
| VA.9-12.1.5.12prof.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| VA.9-12.1.5.12prof.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |
| VA.9-12.1.5.12prof.Cr1a | Use multiple approaches to begin creative endeavors. |
| VA.9-12.1.5.12prof.Cr1b | Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. |
| VA.9-12.1.5.12prof.Cr2a | Engage in making a work of art or design without having a preconceived plan. |
| VA.9-12.1.5.12prof.Cr2b | Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. |
| VA.9-12.1.5.12prof.Cr2c | Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. |
| VA.9-12.1.5.12prof.Cr3a | Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. |
| VA.9-12.1.5.12prof.Pr4a | Analyze, select and curate artifacts and/or artworks for presentation and preservation. |
| VA.9-12.1.5.12prof.Pr5a | Analyze and evaluate the reasons and ways an exhibition is presented. |
| VA.9-12.1.5.12prof.Pr6a | Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings. |
| VA.9-12.1.5.12prof.Re7a | Hypothesize ways in which art influences perception and understanding of human experiences. |
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| | |
|--------------------------|---|
| VA.9-12.1.5.12prof.Cn10a | Document the process of developing ideas from early stages to fully elaborated ideas. |
| VA.9-12.1.5.12prof.Cn11a | Describe how knowledge of culture, traditions and history may influence personal responses to art. |
| VA.9-12.1.5.12prof.Cn11b | Describe how knowledge of global issues, including climate change, may influence personal responses to art. |

Transfer Goals and Career Readiness

Transfer Goals

Students will be able to independently use their learning to:

- Find meaning and interest in varied works of photography.
- Respond by analyzing and interpreting the artistic communications of others.
- Develop global awareness, by appreciating photography work from various cultures.
- Use their creative thinking skills to solve problems and use their learned skills to create successful photographs, convey messages and express themselves creatively through photography and digital media.

Career Readiness, Life Literacies, and Key Skills- NJSL-CLKS

9.1- Personal Financial Literacy

9.2- Career Awareness, Exploration, Preparation, and Training

9.4- Life Literacies and Key Skills

Creativity and Innovation

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Critical Thinking and Problem-solving

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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Information and Media Literacy

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Technology Literacy

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Essential Questions

- What is exposure?
- What are the three parts of the Exposure Triangle?
- What is shutter speed and how does it influence exposure?
- What is aperture and how does it influence exposure?
- What is ISO and how does it influence exposure?
- What is Shutter Priority, Aperture Priority, and Manual Mode on a DSLR camera?
- How can photo techniques be used and combined to improve your photographs?
- How can you tell a story through using photo techniques?
- What are the types of portraits?
- What are the types of lighting patterns used in portrait photography?
- What is photo retouching and what programs and tools can be used for this?
- What is a photo collage and what programs and tools can be used to create one?

Understandings

- Photography techniques can be applied to photography to create dynamic compositions
- Every one has a story to tell. Students will be encouraged to think about an idea they want to express and bring it to light.
- Creative/ divergent thinking skills are essential to solve problems in the future that we aren't even aware of yet.
- Photography is all around us- social media, ads, TV, magazines.
- Photographs tell stories through the details in the image and the relationship of object in the image. Stories can also be told through a series of images that relate to a topic.
- We can print our work and display it to the public, art exhibitions, share on social media platforms, create videos, collages, WDTV, websites.
- Photographers use compositional photo techniques, good lighting and editing to create successful photos.
- Practice with using a camera, taking photos, and analyzing photos can all improve your "eye" for photography.

Critical Knowledge and Skills

Knowledge

Students will know:

The functions of a DSLR camera

Photography Techniques

Various types of Portraiture

Image Manipulation in Adobe Photoshop and Camera Raw

How to think creatively and solve problems

Skills

Students will be able to:

- Use various photography techniques to produce successful photographs
- Manipulate shooting modes on a DSLR camera- like shutter speed and aperture
- Use Adobe Photoshop and Camera Raw to improve and refine their photographs
- Keep a record of their photography work and progress by keeping photos in their process books
- Create a fold-out photo book using cardstock and other materials
- Create various types of Portraiture using different lighting patterns, after studying the different types
- Examine their own work and the work of others through class critiques

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Participation in Peardeck Lessons (google slides add-on)
- Google Forms Quizzes
- Review Games- Kahoot
- Class Critiques
- Photo Check-Ins on google classroom and in process books
- Planning Sheets
- Process Book Journals, Notes
- Observation of student learning during guided practice

School Summative Assessment Plan

- Projects: graded using rubric/checklist

Primary Resources

A Short Course in Photography Digital, Barbara London and Jim Stone

Focus on Photography: A Curriculum Guide, Cynthia Way, International Center of Photography

Supplementary Resources

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Actual historical artifacts (old cameras, daguerrotypes, etc)

Artist Websites

Museum websites

College Websites

Textbooks

Worksheets/Handouts

Technology programs (Adobe Photoshop, Camera Raw, Google Slides, Google Classroom, Google Forms)

Art supplies (paper, poster board, large newsprint, stapler, markers, magazines)

Digital Cameras, lenses, lights, accessories

Instructional videos (YouTube- Silber Studios, Tedtalks, others)

Examples of prior student work

Image Resources: google images, unsplash, freestock, gettyimages

Technology Integration, Differentiated Instruction, Interdisciplinary Connections

Technology Integration

- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Google Forms, Google Slides

- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptop- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos (Youtube.com, TedTalks, Silberstudios, OffPress, ELEMENTS OF aRT VIDEO pbs WWW.GPB.PBSLEARNINGMEDIA.COM)
- Use of search engines, online websites, databases, etc.
- Online assessments- Google Forms, Linkit
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- Collaboration with teachers/ students from other districts.
- Adobe Photoshop
- Adobe Illustrator
- Adobe After Effects
- Adobe InDesign

Differentiated Instruction

- **Gifted Students (N.J.A.C.6A:8-3.1)**
 - Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
 - Students are always encouraged to develop project to highest skill level.
 - AP option if available
 - **English Language Learners (N.J.A.C.6A:15)**
 - Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
 - All assignments have been created in the student's native language.
 - Work with ELL Teacher to allow for all assignments to be completed with extra time.
- **At-Risk Students (N.J.A.C.6A:8-4.3c)**
 - Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- **Special Education Students (N.J.A.C.6A:8-3.1)**
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 - All other IEP modifications will be honored:
 - Frequent checks for understanding
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 - Hard copy of notes
 - Extend the time needed to complete assignments and assessments (as per IEP or 504)
 - Provide grading rubrics
 - Model examples for projects
 - Clarification of directions and instructions
 - Repeat/rephrase instructions

- Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Using ruler tool in Photoshop as well as actual rulers. Transferring measurements from actual objects to a digital format

ELA - Evaluating peers and self through written analysis, reading artists' biographies and assessing

SCIENCE - Experimenting with light, color and art materials

SOCIAL STUDIES - Exploring how artists respond to current events throughout history

WORLD LANGUAGES - Exploring the work of international artists, designers and photographers

VISUAL/PERFORMING ARTS - developing visual literacy

APPLIED TECHNOLOGY - Incorporating motion graphics, cinemagraphs, creating promotional videos

BUSINESS EDUCATION - Developing business and Marketing ideas

HEALTH/PHYSICAL EDUCATION - Students explore issues of mental health, diet and environmental issues, also actively walking around investigating spaces

Learning Plan / Pacing Guide

Weeks 3-18: Creation (Methods and Techniques)

Intro to photo techniques

Journal #3

All About Cameras- Peardeck Lesson

All About Cameras Notes

Camera Simulator Worksheet

Photo Techniques #1-18 (2-4 per week)

- Process Book Notes on each technique
- Turn in 1-3 photos per technique to demonstrate understanding
- Photo Techniques Quiz
- Photo Book Project- using photo techniques

Types of Portraits- Peardeck Lesson

Types of Portraits Worksheet

Types of Portrait Lighting

Fab 5 Project- using types of portraits and lighting

- planning sheet
- 5 portrait photos (each different types with different lighting pattern)

Photo Collage Project

Career Research Project- split into groups and choose a career in photography field, create a slideshow and present to the class

Photography 1- Unit 3: Closure (Review and Summative Assessment)

Content Area: **Fine Arts**
Course(s): **PHOTOGRAPHY**
Time Period: **Generic Time Period**
Length: **2 weeks**
Status: **Published**

NJ Student Learning Standards

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| VA.9-12.1.5.12prof.Pr6 | Conveying meaning through art. |
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| VA.9-12.1.5.12prof.Cr2c | Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. |
| VA.9-12.1.5.12prof.Cr3a | Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. |
| VA.9-12.1.5.12prof.Pr4a | Analyze, select and curate artifacts and/or artworks for presentation and preservation. |
| VA.9-12.1.5.12prof.Pr5a | Analyze and evaluate the reasons and ways an exhibition is presented. |
| VA.9-12.1.5.12prof.Pr6a | Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings. |
| VA.9-12.1.5.12prof.Re7a | Hypothesize ways in which art influences perception and understanding of human experiences. |
| VA.9-12.1.5.12prof.Re7b | Analyze how one's understanding of the world is affected by experiencing visual arts. |
| VA.9-12.1.5.12prof.Re8a | Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. |
| VA.9-12.1.5.12prof.Re9a | Establish relevant criteria in order to evaluate a work of art or collection of works. |

| | |
|--------------------------|---|
| VA.9-12.1.5.12prof.Cn10a | Document the process of developing ideas from early stages to fully elaborated ideas. |
| VA.9-12.1.5.12prof.Cn11a | Describe how knowledge of culture, traditions and history may influence personal responses to art. |
| VA.9-12.1.5.12prof.Cn11b | Describe how knowledge of global issues, including climate change, may influence personal responses to art. |

Transfer Goals and Career Readiness

Transfer Goals

Students will be able to independently use their learning to:

- Find meaning and interest in varied works of photography.
- Respond by analyzing and interpreting the artistic communications of others.
- Develop global awareness, by appreciating photography work from various cultures.
- Use their creative thinking skills to solve problems and use their learned skills to create successful photographs, convey messages and express themselves creatively through photography and digital media.

Career Readiness, Life Literacies, and Key Skills- NJSL-CLKS

9.1- Personal Financial Literacy

9.2- Career Awareness, Exploration, Preparation, and Training

9.4- Life Literacies and Key Skills

Creativity and Innovation

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Critical Thinking and Problem-solving

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Digital Citizenship

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

Global and Cultural Awareness

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Information and Media Literacy

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Technology Literacy

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Essential Questions

- What were the significant milestones in the history of photography timeline?
- What is the difference between a snapshot and a photograph?
- What is exposure?
- What are the three parts of the Exposure Triangle?
- What is shutter speed and how does it influence exposure?
- What is aperture and how does it influence exposure?
- What is ISO and how does it influence exposure?
- What is Shutter Priority, Aperture Priority, and Manual Mode on a DSLR camera?
- How can photo techniques be used and combined to improve your photographs?
- How can you tell a story through using photo techniques?
- What are the types of portraits?
- What are the types of lighting patterns used in portrait photography?
- What is photo retouching and what programs and tools can be used for this?
- What is a photo collage and what programs and tools can be used to create one?
- How does your process book show your growth as a photographer over the semester?

Understandings

- Photography techniques can be applied to photography to create dynamic compositions
- Every one has a story to tell. Students will be encouraged to think about an idea they want to express and bring it to light.
- Creative/ divergent thinking skills are essential to solve problems in the future that we aren't even aware of yet.
- Photography is all around us- social media, ads, TV, magazines.
- Photographs tell stories through the details in the image and the relationship of object in the image. Stories can also be told through a series of images that relate to a topic.
- We can print our work and display it to the public, art exhibitions, share on social media platforms, create videos, collages, WDTV, websites.
- Photographers use compositional photo techniques, good lighting and editing to create successful photos.

Critical Knowledge and Skills

Knowledge

Students will know:

About various photographers and artists' work

History of Photography, Photography techniques, various types of portraits

How to present their work

How to communicate their ideas visually

Skills

Students will be able to:

Analyze the work of other photographers, themselves and their peers

Prepare a digital portfolio of work from the semester

Present this work to the class.

Recall previous learning about history of photography, photo techniques, and types of portraits

Shoot and edit specific types of photos using photography and portraiture techniques

Create a photo that tells a story

Write about their own work

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Participation in Peardeck Lessons (google slides add-on)
- Google Forms Quizzes
- Review Games- Kahoot
- Class Critiques
- Photo Check-Ins on google classroom and in process books
- Planning Sheets
- Process Book Journals, Notes
- Observation of student learning during guided practice

School Summative Assessment Plan

- Final Exam (google form multiple-choice)
- Final Process Book (google slides)
- Photo Challenge

Primary Resources

A Short Course in Photography Digital, Barbara London and Jim Stone

Focus on Photography: A Curriculum Guide, Cynthia Way, International Center of Photography

Supplementary Resources

All google slides presentations, worksheets, handouts, videos, quizzes and various resources are on Google Classroom

Actual historical artifacts (old cameras, daguerrotypes, etc)

Artist Websites

Museum websites

College Websites

Textbooks

Worksheets/Handouts

Technology programs (Adobe Photoshop, Camera Raw, Google Slides, Google Classroom, Google Forms)

Art supplies (paper, poster board, large newsprint, stapler, markers, magazines)

Digital Cameras, lenses, lights, accessories

Instructional videos (YouTube- Silber Studios, Tedtalks, others)

Examples of prior student work

Image Resources: google images, unsplash, freestock, gettyimages

Technology Integration, Differentiated Instruction, Interdisciplinary Connections

Technology Integration

- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Google Forms, Google Slides
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptop- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos (Youtube.com, TedTalks, Silberstudios, OffPress, ELEMENTS OF aRT VIDEO pbs WWW.GPB.PBSLEARNINGMEDIA.COM)
- Use of search engines, online websites, databases, etc.
- Online assessments- Google Forms, Linkit
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- Collaboration with teachers/ students from other districts.
- Adobe Photoshop
- Adobe Illustrator
- Adobe After Effects
- Adobe InDesign

Differentiated Instruction

- **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Students are always encouraged to develop project to highest skill level.
- AP option if available

- **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

- **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

- **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored:
 - Frequent checks for understanding
 - Preferred seating assignment
 - Multiple representations
 - Hard copy of notes
 - Extend the time needed to complete assignments and assessments (as per IEP or 504)
 - Provide grading rubrics
 - Model examples for projects
 - Clarification of directions and instructions
 - Repeat/rephrase instructions
 - Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Using ruler tool in Photoshop. Transferring measurements from actual objects to a digital format.

ELA - Evaluating peers and self through written analysis, reading artists' biographies and assessing

SCIENCE - Experimenting with light, color and art materials

SOCIAL STUDIES - Exploring how artists respond to current events throughout history (Metmuseum timeline)

WORLD LANGUAGES - Exploring the work of international artists, designers and photographers, working with WL department on posters

VISUAL/PERFORMING ARTS - developong visual literacy

APPLIED TECHNOLOGY - Incorporating motion graphics, cinemagraphs, creating promotional videos, Collaborate with Rumaker on silhouette cutter, Illustrator and wood photo plaques

BUSINESS EDUCATION - Developing business and Marketing ideas

GLOBAL AWARENESS - Working wth community businesses (Pats Pizza, WD Clean Communities Council)

HEALTH/PHYSICAL EDUCATION - Students explore issues of mental health, diet and environmental issues, also actively walking around investigating spaces, trips.

Learning Plan / Pacing Guide

Weeks 19-20: Closure (Review and Summative Assessment)

Finalize Process Books

Study for Summative Assessment with Review Games (Kahoot)

Summative Assessment/ Finals:

Final Photo Challenge

Final Multiple-Choice Exam

Final Process Book