

—WEST DEPTFORD HIGH SCHOOL—

DEPARTMENT OF FINE ARTS

Photography 1 2015-2016

Time Interval/ Content	Standards/Strands	Essential Questions	Skills	Assessments	Suggested Differentiated Activities
<p>Unit 1 <i>History of Photography</i> 4 weeks</p> <p>Lessons <i>Intro to class (2 day)</i> <i>Powerpoint Set up (1 day)</i> <i>Artist Research(1 week)</i> <i>You're the Expert (2 weeks)</i></p>	<p>1.1 The Creative Process: 1.1.12.D.1 (E&P), 1.1.12.D.2 (translate literature, music, theatre, dance, etc into visual art)</p> <p>1.2 History of the Arts and Culture 1.2.12.A.1 (world culture), 1.2.12.A.2 (innovation/historical eras)</p> <p>1.3 Performing 1.3.12.D.2 (portfolio), 1.3.12.D.2 (art medium), 1.3.12.D.3 (exhibit), 1.3.12.D.4 (composition, theme, symbols), 1.3.12.D.5 (identify styles and emulate)</p> <p>1.4 Aesthetic Response and Critique Methodologies 1.4.12.A.1 (use context), 1.4.12.A.2 (artist's intent using arts terminology), 1.4.12.A.3 (personal response based on craftsmanship, cultural context, originality as criteria), 1.4.12.A.4 (evaluate how culture influences emotional, intellectual, kinesthetic responses to art), 1.4.12.B.1 (critique), 1.4.12.B.2 (technical proficiency) 1.4.12.B.3 (influence of technology on art)</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological</i></p>	<p>What type of rules should we have in a class like this?</p> <p>What types of jobs can one get in the field of Photography?</p> <p>What is Photography?</p> <p>What is the difference between a snapshot and a photograph?</p> <p>Why is it important to capture a moment in time?</p> <p>What do all good photographs have in common?</p> <p>Why is it important to be able to read a photograph?</p> <p>Camera Use and Care How are you responsible for this camera?</p> <p>Why is it important to know how to use and care for your camera?</p> <p>What types of cameras are available now?</p> <p>Why is it important to back up your photos?</p>	<p><i>Students will be able to...</i></p> <p>Comprehend classroom rules and grading system</p> <p>Be oriented to classroom and procedures</p> <p>Have an understanding of how photography is used in our daily lives</p> <p>Have an understanding of careers available in the Photography field</p> <p>Set up PowerPoint (Google Slides Presentation)</p> <p>Create a Google Slides Quiz</p> <p>Read and Analyze a photo (Subject, technique, Universal theme, Simplicity)</p> <p>Research a Photographer</p> <p>Utilize modern technology to back up photos (Google Drive, Dropbox, Edmodo)</p> <p>Properly use and care for a camera</p>	<ul style="list-style-type: none"> ● Participation ● Questions ● Progress checks ● Students create a Google slide quiz ● Classmates critiques ● Guided Practice ● Edmodo posts 	<p>Mad Libs: Partner introductions</p> <p>Picture Walk : Look at actual artifacts and ,speculate, hypothesize, determine what the might be made of and which time period they belong to.</p> <p>You're the expert: Students teach the class a topic and create interactive activity of their choice (job application, mock interviews, video, puzzles, quiz, game, Google form quiz, interactive Q& A with candy, class photo shoot with food, posters)</p> <p>Jigsaw (analyze historical photos)in groups of four, pass folders to the right, then agree or disagree with others ansers and explain why.</p>

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	<p><i>design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i></p> <p>D. Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i></p> <p>8.2.12.D.1 Apply the design process. Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.</p> <p><i>Computational thinking and computer programming as tools used in design and engineering.</i></p> <p>8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.</p> <p>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-</p>	<p>What are some ways to back up your photos?</p> <p>How has photography changed in the past two hundred years?</p> <p>How does advanced technology affect photography?</p>	<p>Determine quality photographs</p> <p>Comprehend the progression of technology over the past 200 years as it pertains to photography</p>		
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Content Unit 2 <i>Creative Photography Techniques</i> 14 weeks Lessons: <i>Techniques(4)</i> <i>Story Book (2)</i> <i>Scavenger Hunt (1)</i> <i>Portraits (2)</i> <i>Tricky Pictures(2)</i> <i>Photo Re-creations (1)</i> <i>Photomontage (1)</i> <i>Art Show</i>	dimensional visual art forms using various media. 1x AR.9-12.1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 0x AR.9-12.1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. 0x AR.9-12.1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. 0x AR.9-12.1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal	How do photography techniques help you make better photos? How can a photograph tell a story? <ul style="list-style-type: none"> • How is Photoshop used to enhance photographs? • How are images we see every day manipulated to show an unrealistic expectation of beauty? How does that affect you? • How can a tripod be used in Photography? • What can learn by imitating a professional photographer's work? • Why is it important to set up proper subject matter, props, lighting and camera angles? • How can Photoshop be used to aid in the Photo recreation? • How does a portrait tell more about the 	<i>Students will be able to...</i> Students will be able to independently use their learning to create successful photographs and express themselves creatively through photography. Identify examples of various techniques in magazines Analyze photos: Subject, technique, theme, simplified Take photos using each technique through specific photo shoots: Japanese Levitation Photography (fast shutter speed, narrow aperture) Food Photography Shoot (Wide aperture, texture, circus color, birds eye view) Land Art (Andy Goldsworthy inspired- create a sculpture	<ul style="list-style-type: none"> • Checks for understanding • Teacher Demo • Presentations on Smartboard • Silber Studios/ Youtube videos (Dove real beauty) • • Google Quiz • Verbal Quiz • Exit Tickets • Rubrics • Student Reflections • Self assessments • Peer assessments • Physical Projects (prints, books, videos) • Accuracy of image re-creation • Evaluation of final photo • Class critiques • • <i>Formative Assessments:</i> • Walking around checking for understanding • Guiding students with Photoshop tools • Instructional Videos provided to support learners 	Choice: Level of difficulty for image chosen Choice: Use of technology: create a video or a physical product based on level of craftsmanship/technical ability Level of difficulty: Make a poster, book, flashcards or video about techniques Picture Walk (colorize): Look at examples, assess, answer questions Students create flashcards or google slide shows based on each type of portrait. Halves of photo cards used to assign random partners Choice of subject matter for story book Dice Challenge: Rolle the dice, competition for teams to shoot, edit and post their best interpretation of those techniques by the end of the period.

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	<p>norms and habits of mind in various historical eras.</p> <p>1x AR.9-12.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>0x AR.9-12.1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>0x AR.9-12.1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</p> <p>0x AR.9-12.1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted</p>	<p>photographer than the person being photographed?</p> <ul style="list-style-type: none"> • How can I use photography techniques to produce a successful portrait? • How should artwork be presented and viewed? • How does art ask questions of the viewer? 	<p>and photograph it- repetition, circus color)</p> <p>Stairwell Photo Shoot (leading lines, framing, silhouette, worms eye view)</p> <p>Colorize a photograph</p> <p>Create a Contact Sheet</p> <p>Take Photos for Spirit week or Take your Child to Work Day</p> <p>Use techniques to take photos that relate to a theme or tell a personal story</p> <p>Identify and shoot various types of portraits: candid, classic, environmental, ¾ length, full body, cropped</p> <p>Use a tripod to Photograph partner in multiple poses</p> <p>Use Photoshop to create a tricky picture (mask, quick selection)</p> <p>Use quick selection tool to cut self out and place in another picture.</p> <p>Use a mask to create clean cut outs and blends</p> <p>Find an image to re-create</p> <p>Set up props and lighting</p>		
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	<p>artwork), and interpret themes and symbols suggested by the artworks.</p> <p>0x AR.9-12.1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>0x AR.9-12.1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>0x AR.9-12.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>0x AR.9-12.1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance,</p>		<p>Photograph the scene at the correct angle</p> <p>Edit image in Photoshop</p> <p>Add both images to one page and label</p> <p>Use Adobe Bridge to rank, organize and edit photographs</p> <p>Use Photoshop tools to enhance a photo (healing tool, cropping tool, curves...)</p> <p>Students will understand that ...</p> <p>Photographs tell stories</p> <p>Through photography messages can be conveyed without the use of words.</p> <p>One must understand composition, camera use, lighting and how to edit using Adobe Photoshop and Adobe Bridge to create successful photographs.</p> <p>The elements and principles of art are used to create interesting and successful photographs.</p>		
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	<p>craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>0x AR.9-12.1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>0x AR.9-12.1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive</p> <p>8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.</p> <p>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p>				
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Unit 3 <i>Final Assessment</i> 2 weeks	1.1 The Creative Process: 1.1.12.D.1 (E&P), 1.1.12.D.2 (translate literature, music, theatre, dance, etc into visual art) 1.2 History of the Arts and Culture 1.2.12.A.1 (world culture), 1.2.12.A.2 (innovation/historical eras) 1.3 Performing 1.3.12.D.2 (portfolio), 1.3.12.D.2 (art medium), 1.3.12.D.3 (exhibit), 1.3.12.D.4 (composition, theme, symbols), 1.3.12.D.5 (identify styles and emulate) 1.4 Aesthetic Response and Critique Methodologies 1.4.12.A.1 (use context), 1.4.12.A.2 (artist's intent using arts terminology), 1.4.12.A.3 (personal response based on craftsmanship, cultural context, originality as criteria), 1.4.12.A.4 (evaluate how culture influences emotional, intellectual, kinesthetic responses to art), 1.4.12.B.1 (critique), 1.4.12.B.2 (technical proficiency) 1.4.12.B.3 (influence of technology on art) 8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.	<ul style="list-style-type: none"> • Why is it important to compile a digital portfolio? • How does this portfolio show ones growth over the semester? • Why is it important to practice speaking in public? 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Decide which are their best photos and why • Compile data collected from throughout the semester to form a cohesive presentation 	Final Power Point (Google Slides) Rubric Reflection paper Oral presentation	Musical Chairs: Peer Review Private presentations for students with severe anxiety

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