

Photography 2- Unit 1: Introduction (Review and Goal Setting)

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

NJ Student Learning Standards

Visual Arts

VA.9-12.1.5.12prof.Cn	Connecting
VA.9-12.1.5.12prof.Re	Responding
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.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.

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

Review:

- 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?
- 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 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?

- What is exposure, in photography?
- What are the three components of the exposure triangle?
- What does the manual mode on a DSLR camera allow you to do?
- How do shutter speed, aperture, and ISO each influence exposure?
- What is Shutter Priority, Aperture Priority, and Manual Mode on a DSLR camera?

New E.Q.s:

- What tools and equipment can we use to manipulate lighting?
- What are the main types of lenses and what is each type used for?
- How can you use observation skills to make deductions about a photo?

Understandings

- Knowing how to effectively use a camera in manual mode allows you to take photos in just about any situation and lighting condition.
- Photos can almost always be improved by manipulating in "post", using programs such as Adobe Camera Raw, Photoshop, and Lightroom.
- Creative/ divergent thinking skills are essential to solve problems in the future that we aren't even aware of yet.
- 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.
- Use of various lenses, such as macro, telephoto, wide angle, etc. allow you to take photos of just about anything from the desired angle and viewpoint.

Critical Knowledge and Skills

Knowledge

Students will know:

The difference between a snapshot and a photograph.

A review of the photo techniques introduced in Photo 1.

In what situations to shoot in automatic, shutter priority, aperture priority, or manual modes.

All 3 components of exposure need to be balanced in order to achieve ideal exposure.

The difference in various types of lenses and when to use each one.

How light can enhance an image.

How to analyze a photograph, using contextual clues to discern meaning and evaluate for use of photographic principles and techniques.

Skills

Students will be able to:

Remember how to properly focus a camera on the desired subject.

Effectively use a DSLR camera in all shooting modes, achieving ideal exposure in various lighting situations.

Use basic editing tools in Adobe Camera Raw, Photoshop, and/or Lightroom to improve and refine photos.

Maintain a Digital Process Book (google slides) as a place to keep notes as well as their photographic work.

Differentiate between various types of lenses and experiment with using different lenses.

Analyze a photograph by using visual clues to determine meaning and recognize use of photographic principles and techniques.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Process Book Work (setup, notes, journal entries)
- Peardeck lessons (add-on for google slides)
- Analyze Photos as a class and individually
- In-Class Discussions
- Observation of student learning during guided practice- taking photos, editing photos, turning in photos

School Summative Assessment Pan

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

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 with 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.

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

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- **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

Learning Plan / Pacing Guide

Week 1-2: Introduction (Review and Goal Setting)

Review Syllabus

Process Book Setup- google slides

Take Pre-Assessment and SGO Survey

Icebreakers

Camera Lens "show and tell" with notes

Review Exposure Triangle- take notes

Image Analysis

"Raw Talent" Photo Shoot

Photo Editing Review

Class Critique of "Raw Talent" Photos

Exposure Triangle Practice Assignment

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

Content Area: **Fine Arts**
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Length: **16 weeks**
Status: **Published**

NJ Student Learning Standards

Visual Arts

VA.9-12.1.5.12prof.Cn	Connecting
VA.9-12.1.5.12prof.Cr	Creating
VA.9-12.1.5.12prof.Pr	Presenting
VA.9-12.1.5.12prof.Re	Responding
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.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.
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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.

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9.2- Career Awareness, Exploration, Preparation, and Training

9.4- Life Literacies and Key Skills

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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).

Concepts

Essential Questions

Review:

- 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?
- 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 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?
- What is exposure, in photography?
- What are the three components of the exposure triangle?
- What does the manual mode on a DSLR camera allow you to do?
- How do shutter speed, aperture, and ISO each influence exposure?
- What is Shutter Priority, Aperture Priority, and Manual Mode on a DSLR camera?

New E.Q.s:

- What tools and equipment can we use to manipulate lighting?
- What are the main types of lenses and what is each type used for?
- How can you use observation skills to make deductions about a photo?
- What are the Elements of Art? How can they be applied to improve your photography work?
- What are the Principles of Design? How can they be applied to improve your photography work?
- What is a portrait? How do you take an effective portrait photo?

Understandings

- Knowing how to effectively use a camera in manual mode allows you to take photos in just about any situation and lighting condition.
- Photos can almost always be improved by manipulating in "post", using programs such as Adobe Camera Raw, Photoshop, and Lightroom.
- Creative/ divergent thinking skills are essential to solve problems in the future that we aren't even aware of yet.
- 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.
- Use of various lenses, such as macro, telephoto, wide angle, etc. allow you to take photos of just about anything from the desired angle and viewpoint.
- A portrait should tell the viewer something about either the photographer, the model, or even both.
- Creative lighting creates a sense of mood and can even be symbolic in nature.

Critical Knowledge and Skills

Knowledge

Students will know:

The difference between a snapshot and a photograph.

A review of the photo techniques introduced in Photo 1.

In what situations to shoot in automatic, shutter priority, aperture priority, or manual modes.

All 3 components of exposure need to be balanced in order to achieve ideal exposure.

The difference in various types of lenses and when to use each one.

How light can enhance an image.

How to analyze a photograph, using contextual clues to discern meaning and evaluate for use of photographic principles and techniques.

Photography is an art, just as drawing, painting, or sculpture and can have a deeper meaning.

The elements of art and principles of design can be applied to photography to create works of photographic art.

The function and art of portrait photography.

A collage is an artwork composed of smaller "pieces" which form an image.

Photography can be used to bring attention to important topics.

Skills

Students will be able to:

Effectively use a DSLR camera in all shooting modes, achieving ideal exposure in various lighting situations.

Use basic editing tools in Adobe Camera Raw, Photoshop, and/or Lightroom to improve and refine photos.

Maintain a Digital Process Book (google slides) as a place to keep notes as well as their photographic work.

Differentiate between various types of lenses and experiment with using different lenses.

Use camera skills, light and editing programs to create sophisticated, original photographs

Create various types of Portraiture

Use Documentary Photography and Photo Journalism to tell a story.

Use brainstorming techniques to come up with original solutions to problems.

Apply the Elements & Principles of Design to photo work

Display their work (Installation art- Celebrate Diversity images), Social media, Instagram, FB, WDTV, website)

Predict how the community might respond to their work

Explain how an idea develops

Examine their own work and the work of others

Locate problems in their designs and others

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Process Book Work (setup, notes, journal entries)
- Peardeck lessons (add-on for google slides)
- Analyze Photos as a class and individually
- In-Class Discussions
- Observation of student learning during guided practice- taking photos, editing photos, turning in photos

School Summative Assessment Plan

Google Forms Quizzes, Project Photos graded using rubric, Student Self-Assessments, Class Critiques

Primary Resources

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

Supplementary Resources

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Museum websites

College Websites

Textbooks

Worksheets/Handouts

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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

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)

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Differentiated Instruction

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 - 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.
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 - 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

Learning Plan / Pacing Guide

Weeks 3-18: Creation (Methods and Techniques)

**** Each major project will have an introduction, brainstorming phase, and note-taking/research before we begin. At the conclusion of taking photos, students will edit, turn them in, add to their process books, and participate in a class critique before grading.**

The Elements of Art- Slideshow, notes in process book, look at examples

The Elements of Art Project- photograph 1 object for a series of photos, each photo is dedicated to 1 element of art

The Principles of Design- Slideshow, notes in process book, look at examples

The Principles of Design Project- photograph any subject (they can be varied for each photo) for a series of photos, each photo is dedicated to 1 principle of design

Creative Portraits Week- each day of the week is dedicated to a different type of Creative Portrait, such as: graffiti, "hidden faces", double exposure, and monochromatic.

Fashion Photography Project- learn about different types of fashion photography, split into groups to plan a photo shoot dedicated to

one of the types. Each team member has a job.

Social Issue Project- Create a series of three photos that addresses a social issue. Tell a story to go with them, use actual facts and statistics. Print and display together on a photoshop document or a poster board.

The Photo Recreation Project- split into groups and choose a famous photo or artwork to recreate using a DSLR camera and whatever supplies and props necessary.

David Hockney Style Collage Project- learn about the artwork of photographer David Hockney and create a collage in his signature style of the subject of your choice.

Wood Transfer Project- choose a theme and take a series of 4 photos. Edit to have high contrast in black and white. Transfer images onto pieces of wood and create a hanging installation piece.

Tricky Picture Project- create "clones" of yourself using a DSLR camera and Adobe Photoshop.

Documentary Photography Project- choose an interesting topic, research your topic, then explore your point of view by taking a series of 10 photographs.

Product Photography Project- learn about the art of product photography, explore tips and tricks, take a series of professional-grade product photos and retouch them using Photoshop.

Cinemagraphs- (if we have time) create a unique cinemagraph using Photoshop.

"You're the Expert" Project- split into groups to research a specific topic within the photography field. Research and create a comprehensive slideshow to teach the class about your topic.

Photography 2- 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

Visual Arts

VA.9-12.1.5.12prof.Cn	Connecting
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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.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.GeoGL.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 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 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

- Art is a universal language that uses the elements and principals of design to transform information into visually appealing and easily readable media, no matter what language is spoken.
- Artists use the elements & principles art and various media to communicate their ideas.
- A portfolio is an important way to document your work and your process so others can see how you think, how your ideas developed. One can also see your growth from the beginning to the end of the process which demonstrates your perseverance and ability to learn.
- 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.
- One can "read" an artwork using the elements & principles of design and its historical context.

Critical Knowledge and Skills

Knowledge

Students will know:

The difference between a snapshot and a photograph.

A review of the photo techniques introduced in Photo 1.

In what situations to shoot in automatic, shutter priority, aperture priority, or manual modes.

All 3 components of exposure need to be balanced in order to achieve ideal exposure.

The difference in various types of lenses and when to use each one.

How light can enhance an image.

How to analyze a photograph, using contextual clues to discern meaning and evaluate for use of photographic principles and techniques.

Photography is an art, just as drawing, painting, or sculpture and can have a deeper meaning.

The elements of art and principles of design can be applied to photography to create works of photographic art.

The function and art of portrait photography.

A collage is an artwork composed of smaller "pieces" which form an image.

Photography can be used to bring attention to important topics.

About various photographers' artwork and how it can influence and inspire their own work

How to present their work to an audience

How to prepare for a photo shoot, using research and planning

How to communicate their ideas visually

Skills

Students will be able to:

Effectively use a DSLR camera in all shooting modes, achieving ideal exposure in various lighting situations.

Use basic editing tools in Adobe Camera Raw, Photoshop, and/or Lightroom to improve and refine photos.

Maintain a Digital Process Book (google slides) as a place to keep notes as well as their photographic work.

Differentiate between various types of lenses and experiment with using different lenses.

Use camera skills, light and editing programs to create sophisticated, original photographs

Create various types of Portraiture

Use Documentary Photography and Photo Journalism to tell a story.

Use brainstorming techniques to come up with original solutions to problems.

Apply the Elements & Principles of Design to photo work

Display their work (Installation art- Celebrate Diversity images), Social media, Instagram, FB, WDTV, website)

Predict how the community might respond to their work

Explain how an idea develops

Examine their own work and the work of others

Analyze the work of others

Prepare a digital or physical portfolio of work from the semester

Present this work to the class.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Process Book Work (setup, notes, journal entries)
- Peardeck lessons (add-on for google slides)
- Analyze Photos as a class and individually
- In-Class Discussions

- Observation of student learning during guided practice- taking photos, editing photos, turning in photos

School Summative Assessment Pan

- 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

Technology Integration, Differentiated Instruction, Interdisciplinary Connections

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.

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

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