

Unit 1: Basic Camera Functions & Modes

Content Area: **CTE**
Course(s): **Graphic Design I**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

Students will be able to create a series of photographs that demonstrate their understanding of the digital camera. Students will explore basic camera functions and modes, perspective, and lighting.

Enduring Understandings:

MA.9-12.1.2.12prof.Cr1a	Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
MA.9-12.1.2.12prof.Cr2a	Organize and design artistic ideas for media arts productions.
MA.9-12.1.2.12prof.Cr2c	Apply aesthetic criteria in developing, refining and proposing media arts artwork.
MA.9-12.1.2.12prof.Pr6	Conveying meaning through art.
MA.9-12.1.2.12prof.Cn11a	Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

Essential Questions:

- How do artists utilize lighting equipment to create expressive portraits?
- How do artists utilize perspective in landscape photography?
- How do artists visually represent their culture and personal identity through their artwork?

Standards/Indicators/Student Learning Objectives (SLOs):

VA.9-12.1.5.12prof.Cr1	Generating and conceptualizing ideas.
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.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.Pr6	Conveying meaning through art.
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.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.

Lesson Titles:

- Manual Mode: Identity through Still Life Photograph
- Manual Mode: Portraiture
- Manuel Mode: Landscape Photography

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.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).
TECH.9.4.12.CT.2	<p>Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>With a growth mindset, failure is an important part of success.</p>

Inter-Disciplinary Connections:

SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Equity Considerations

Asian American Pacific Islander Mandate

Topic: Teaching Asian American Pacific Islander Appreciation through Historical and Contemporary Works of Art

Materials Used:

[Asian American and Pacific Islander Artists](#)

[Artists that Explore the Pride and Joys of Being Asian American and Pacific Islander](#)

[Asian Art Museum Resources](#)

Addresses the Following Component of the Mandate:

Artists have many layered identities and art educators need to present them as such.

Climate Change

Topic: Teaching Climate Change through Works of Art and Everyday Art Practices

Climate change affects humans and natural environments today and particularly in the future. Visual arts provide tools to spur social change and process and overcome emotions that come with climate change. Instead of a passive approach, arts encourage us to engage and take action. Therefore, visual arts play a key role in understanding climate change in-depth and creating a climate-friendly world. The following artifacts and activities promote students to learn about climate change through research and hands on exercises.

Materials Used:

[Art Works for Change](#)

[Climate Change and Visual Arts](#)

[Climate Change Exchange](#)

Addresses the Following Component of the Mandate: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.

LGBTQ and Disabilities Mandate

Topic: Teaching LGBTQ+ History through Works of Art

Materials Used:

[Queer Lives and Art](#)

[Pride timeline: a history of contemporary queer culture and art](#)

[Queer Art History](#)

Addresses the Following Component of the Mandate:

The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand the consequences of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life.

Topic: Disability and Art

Materials Used:

[Disability and Art](#)

[National Disability Arts Collections and Archive](#)

Addresses the Following Component of the Mandate:

The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand the consequences of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life.

Holocaust Mandate

Topic: Teaching the Holocaust through Works of Art

Materials Used: Artwork and artifacts that highlight unique objects from the Jewish Museum's extensive collection.

[Holocaust_CurriculumGuide.pdf](#)

[Teaching the Holocaust through Works of Art](#)

Addresses the Following Component of the Mandate:

The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Andy Goldsworthy Activity
- Creating an "Identity Still Life" Presentation
- Group Critique
- Individual Critique
- Light Box Demonstration
- Photographing Landscapes Demo
- Portraiture Demonstration
- Richard Avedon Activity
- Using Lighting Equipment Presentation
- Using the Camera in Manual Mode Presentation

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

- Allow for redos/retakes .
- Assign fewer problems at one time (e.g., assign only odds or evens) .
- Differentiated center-based small group instruction .
- Extra time on assessments .
- Highlight key directions .
- If a manipulative is used during instruction, allow its use on a test .
- Opportunities for cooperative partner work .
- Provide reteach pages if necessary .
- Provide several ways to solve a problem if possible .
- Provide visual aids and anchor charts .
- Test in alternative site .
- Tiered lessons and assignments .
- Use of a graphic organizer .

- Use of concrete materials and objects (manipulatives) .
- Use of word processor .

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills

- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Summative Assessment:

- Alternate Assessment
- Benchmark
- Camera Functions & Modes Test
- Marking Period Assessment

Resources & Materials:

- Adobe Lightroom
- Adobe Photoshop

- Chromebooks
- Edpuzzle
- Google Classroom
- Light Boxes
- Lighting Equipment
- Nikon D5600
- Scanner
- Screencastify
- Youtube

Technology:

- Adobe Photoshop
- Bluetooth Technology
- Adobe Illustrator
- Google Classroom
- Google Suite
- Nikon D5600 Cameras
- Scanners
- SD Cards
- Student Chromebooks
- Wacom Intuos Graphics Drawing Tablets

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
TECH.8.2.12.B.CS4	The influence of technology on history.
TECH.8.2.12.D.CS1	Apply the design process.