

# Unit 3: The evolution of the photographic process.

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **2 Weeks**  
Status: **Published**

## **Brief Summary of Unit**

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Students will be introduced through lecture, discussion, multi-media presentation and selected text readings the history of the photographic process. They will come to understand that photography was not discovered but evolved over years of use and innovation. Students will also familiarize themselves with the key figures that made photography possible and their specific contribution to the photographic medium will be studied and discussed.

## **Transfer**

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## **Essential Questions**

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- • How has photography as a form of communication changed over time?
- • How has photography as a medium changed since its inception?

## **Essential Understandings**

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- • new technologies in the form of digital imaging have changed the face of photography and revolutionized the medium.
- • photography has evolved over time both technologically and aesthetically.

## **Students Will Know**

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- • the key figures in the development of photography.
- • the significant technological developments to the field of photography.

## **Students Will Be Skilled At**

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## Evidence/Performance Tasks

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- • answer the essential questions.
- • outline history of photography based on text reading.
- • research facts on key figure in photography to contribute to discussion.
- • work in groups and list all facts they know pertaining to photographic history.
- • write a one-page paper responding to the following prompt related to the unit: Who would you consider the father of photography: Louis Daguerre, William Henry Fox Talbot, or Frederick Scott Archer? Support your position utilizing information and understanding you have gained through your study of the history of photography.

## Learning Plan

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- • Assignment: Research five key facts on specified person.
- • History Channel Video: Capturing Light.
- • Preview the essential questions and connect to learning throughout the unit.
- • Students will read and outline Chapter 1 in text in support of lecture.
- • Through lecture, PowerPoint presentation, and class discussion key figures in evolution of photography will be introduced.
- • Working in groups, students will list all facts they know pertaining to photographic history.
- • Writing prompt: Who would you consider the father of photography: Louis Daguerre, William Henry Fox Talbot, or Frederick Scott Archer?

## Materials

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### Video:

Capturing Light, The History Channel.

### Reference text:

The Photographic Eye, Michael F. O'Brien & Norman Sibley, Davis Publications, Inc., Worcester, Massachusetts, 1995.

## Suggested Strategies for Modifications

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- • additional time on task
- • alternative outcome options
- • assessment based on individual development in the area of study
- • audio tape of instruction

- • cooperative learning groups
- • handouts of notes, procedures, processes, diagrams, etc.
- • images and visual aids
- • one-to-one instruction and assistance
- • preferential seating
- • reading material modified to student level
- • revised techniques, use of tools and media in hands-on activity
- • study partners
- • testing materials appropriate to student level