

# Unit 04: An Exploration of Traditional Photographic Themes

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **8 Weeks**  
Status: **Published**

## Brief Summary of Unit

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Students will explore traditional photographic themes in depth to gain a broader understanding of photography as an art form for communication. Selecting from the following themes: action/sports, aerial, advertising, documentary, fine art, macro/micro, movement, outdoor, photojournalism, travel, still life and portraiture, students will research photographers, images and techniques within their chosen subject area to produce a cohesive body of work to be presented to the class.

## Transfer

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## Essential Questions

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- • How do photographers influence how we see the world?
- • Why do photographers work with themes?

## Essential Understandings

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- • creative thinking is stimulated by knowledge and understanding of what other artists have done to move forward; including their inspiration, research, ideas, passion and motivation.
- • photographers influence our world by creating photographs that visually communicate a particular point of view.
- • the pervasive use of photographic themes influence how we see and experience our world.
- • working thematically allows for in depth exploratory work.
- • working within a given theme allows you to push the boundaries of what has been done before.

## Students Will Know

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- • how to develop a thematic concept using photographs.
- • traditional photographic themes within our society such as but not limited to: relationships, politics, childhood, celebrations, war, love, food, identity, alienation, poverty, etc.

## Students Will Be Skilled At

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## Evidence/Performance Tasks

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- • answer the essential questions.
- • conduct peer critique sessions for individual growth and feedback of work progress.
- • maintain journal entries throughout study.
- • present their findings and work to the class in the form of an exhibition of completed work
- • read articles that outline particular techniques, ideas and tips for shooting their designated subject matter.
- • research photographers that work within the given theme or style to explore ideas for their own work.
- • select a theme topic to research in depth.
- • write one page reflection on process outlining growth achieved through study.

## Learning Plan

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- • Assign topics. Students will find and bring in examples of three photographers who work within theme to share with the class.
- • Based on information presented in class discussion, students will select topic from those discussed to research, explore and photograph.
- • Bi-weekly group critique of photographic work to discuss individual and group success of working within given themes.
- • Brainstorm great themes of photography and write responses on board.
- • Class will maintain an open forum for discussion that allows questions to be answered in an informal environment.
- • Darkroom safety, care and use in addition to digital workflow to be addressed where need be.
- • Due dates will be posted on board so students may budget time accordingly.
- • Evaluation of completed images, journal entries, written reflection and rubric.
- • Feedback given individually as needed.
- • Individualized critique throughout the process to ensure technical success.
- • Preview the essential questions and connect to learning throughout the unit.
- • Small and large group demonstration to ensure student success.
- • Student homework and teacher PowerPoint on themes will be diving board for further discussion of topics.
- • Students are encouraged to reference class resources.
- • Students will continue to explore a variety of matting and mounting options for optimal presentation of finished work.
- • Students will utilize the photography studio facilities to:
  - ☐ Research photographers that work within the given theme or style to explore ideas for their own work.
  - ☐ Read articles that outline particular techniques, ideas and tips for shooting their designated subject matter.
  - ☐ Conduct peer critique sessions for individual growth and feedback of work progress.
  - ☐ Maintain daily journal entries of

progress and ideas throughout study. ☐ Write a one-page reflection on their creative process outlining growth achieved through the study. ☐ Present their findings and work to the class in the form of an exhibition of completed work. ☐ Fill out rubric and submit completed work.

- • Students will work independently at individual pace to complete assignments.

## Materials

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## 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