

Unit 2: Camera Basics

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

The purpose of this unit is to instruct student photographers how to control the amount of light, focus, and depth of field when exposing a photograph.

ESSENTIAL QUESTIONS

- What is shutter speed and aperture settings?
- How do you effectively use shutter speed and aperture together?
- How do I clean my camera?
- What are different types of cameras and lenses?
- What is ISO?
- What is the BULB setting?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 9-12 - Visual and Performing Arts (2020) - Visual Arts

1.5.12acc.Cr2a:

Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12adv.Cr2b:

Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

1.5.12adv.Cr2c:

Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

1.5.12acc.Cr3a:

Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

1.5.12prof.Pr4a:

Analyze, select and curate artifacts and/or artworks for presentation and preservation.

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.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
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.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
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PRE-ASSESSMENTS

Introduce the camera to students. Ask what they know about the operations of a DSLR camera.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT:

The basic mechanics of a digital single lens reflex camera.

(We are learning to...)	<p>How to choose the appropriate shutter speed and aperture to take a picture.</p> <p>How to achieve the desired focusing and depth of field for an image.</p> <p>How point of view affects a photograph.</p> <p>How to safely clean their photography equipment.</p> <p>How to watermark images to protect their copyright.</p>
Student Learning Strategies	<ul style="list-style-type: none"> - lecture - class discussion - class critique - photography project assignments - small group work - teacher demonstrations - EdPuzzle quizzes
Success Criteria	<ul style="list-style-type: none"> - Taking pictures to effectively document/report a story. - Using the aperture and shutter settings on their camera. - Focusing their camera lenses. - Understanding their photography equipment settings - Watermarking their digital files to protect image copyright. - Uploading work to Google Classroom.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Frozen/Blurred/Panned Motion (photographing cars) - Depth of Field - Forced Perspective - BULB Exposure - Working with lenses/filters - Understanding ISO
Activities and Resources	<p>Joyner, Hermon and Kathleen Monaghan. Focus on Photography. Worcester, MA: Davis Publications, Inc., 2007.</p> <p>London, Stone, Upton. Photography, 10th Edition. Boston, MA: Prentice Hall, 2011.</p> <p>Morra, Gilles. PhotoSpeak; a Guide to the Ideas, Movements and Techniques of Photography, 1839-Present. New York: Abbeville Press, 1998.</p> <p>https://www.unshuttered.org/</p>
Suggested Modifications	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>English Language Learners</p> </div>

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and

modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-


risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day writes down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands-On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.



Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

VA.9-12.1.5.12prof.Cr1a

Use multiple approaches to begin creative endeavors.

VA.9-12.1.5.12acc.Cr1b

Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA.9-12.1.5.12prof.Cr2c

Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.