

Unit 3: Developing Visual Literacy

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

UNIT RATIONALE

The purpose of this unit is to help students understand that photographers utilize the elements of art and principles of design when composing a photograph.

ESSENTIAL QUESTIONS

What are the elements of art and principles of design?
How do the elements of art and principles of design enhance a photograph?
How do I choose the content, subject/setting, and background for an image?
What is the "rule of thirds"?
How can I protect the copyright of my images?
How do I critique a photograph?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - 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.

1.5.12acc.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.

1.5.12adv.Cr3a:

Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

1.5.12acc.Pr6a:

Make, explain and justify connections between artists or artwork and social, cultural and political history.

1.5.12acc.Re8a:

Identify types of contextual information useful in the process of constructing interpretations of an artwork or

collection of works.

1.5.12adv.Re8a:

Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

1.5.12prof.Cn11a:

Describe how knowledge of culture, traditions and history may influence personal responses to art.

VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
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.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA.9-12.1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND 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.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.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

PRE-ASSESSMENTS

- Pre-assessment critique

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none">- Take photographs that effectively employ the elements of art.- Take photographs that effectively employ the principles of design.- Understand how timing, subject/setting, point of view, and background affect an image.- Critique their work and the work of other photographers.- Writing critiques of photographic works.
Student Learning Strategies	<ul style="list-style-type: none">- lecture- class discussion- class critique- photography project assignments- small group work- teacher demonstrations- EdPuzzle quizzes- student research
Success Criteria	<ul style="list-style-type: none">- Identifying the elements of art.- Identifying the principles of design.- How to choose content, subject, lighting, and background to create their desired image.- How to effectively critique a photograph.- How to write a critique of a photograph.- How to use ISO effectively when taking photographs.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">- Elements of Art and Principles of Design Poster- Elements of Art and Principles of Design Photo Project- Alphabet Photo Project- Using Color Photo Project- Rule of Thirds Photo Project- Developing a Watermark Assignment
Activities and Resources	<p>Joyner, Hermon and Kathleen Monaghan. Focus on Photography. Worcester, MA: Davis Publications, Inc., 2007.</p>

London, Stone, Upton. Photography, 10th Edition. Boston, MA: Prentice Hall, 2011.

Morra, Gilles. PhotoSpeak; a Guide to the Ideas, Movements, and Techniques of Photography, 1839-Present. New York: Abbeville Press, 1998.

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Suggested Modifications

English Language Learners

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

REFLECTIONS

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

VA.9-12.1.5.12adv.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.

VA.9-12.1.5.12acc.Pr4a

Analyze, select and critique personal artwork for a collection or portfolio presentation.

VA.9-12.1.5.12prof.Re7a

Hypothesize ways in which art influences perception and understanding of human experiences.