

# Unit 6: Light

Content Area: **Art**  
Course(s): **Generic Course**  
Time Period: **1st Marking Period**  
Length: **4 Week**  
Status: **Published**

## Unit Overview

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In this unit, students will shoot in different light situations using natural, flash, and studio lights.

## Transfer

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Students will be able to independently use their learning to...

1. assess a natural light source and understand how to get the best results.
2. Sun positioning and effects to get with assorted sun positions.
3. Experiment with shooting in different light, while using shadows for intended results.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will realize, grasp, and understand how to use natural light, and camera settings to get those results.

Using light and shadows in conjunction with the elements of art and principles of design enhance the quality of composition in photos.

## **Essential Questions**

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Can you identify or "read" the light in situations?

When is the best to shoot portraits with natural light?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Accessories to bounce light into areas of shadow

light source for light stars

climate conditions that softens shadows in a scene

What direction of light helps accentuate texture?

Translucent subjects benefit from what? When shadows are their longest?

Hair illuminated from behind often shows what effect?

### **Students will be skilled at...**

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Shooting in natural light

Using Levels to adjust light in photoshop

Reading histogram

Using light meter

Natural Lighting effects in photography

## **Academic Vocabulary**

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## Learning Goal

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Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.2

Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

TECH.8.1.12.A.CS1

Understand and use technology systems.

### **Target 1-- Level 1 Retrieval**

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SWBAT:

1. create a sketchbook section for light postitions. Show examples of each light situations.
  2. Draw an image to show how light would bounce or reflect.
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### **Target 2-- Level 2 Comprehension**

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SWBAT:

1. Answer questions on reading light.
  2. Shoot 2-5 photos for each light situation
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### **Target 3-- Analysis**

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SWBAT:

1. Critique each others photos on composition and theory.
  2. Create a google slide
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## **Target 4-- Knowledge Utilization**

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SWBAT:

1. Make corrections and edits based on student and teacher critique.
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## **Summative Assessment**

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1. Vocabulary and grammar quizzes.
2. Assessment of reading, writing, listening, speaking skills.
3. End of unit exams.
4. Mid or end of unit projects.
5. Student presentations.

## **Formative Assessment and Performance Opportunities**

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1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Webquests.
6. Review games.
7. Surveys.
8. Think/Pair/Share activities.
9. Teacher-directed Q and A.

10. Teacher observation.
11. Additional practice activities.

## **Differentiation / Enrichment**

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### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

### **Enrichment:**

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

## **Unit Resources**

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### **REALIDADES:**

Print and online interactive textbook

Online practice workbook

Writing, Audio and Visual workbook

Leveled Vocabulary and Grammar Workbook

Teacher Resource Book Temas 1-4/5-9

Additional related online websites

