

# Unit 4: Composition and Theory

Content Area: **Art**  
Course(s): **Generic Course**  
Time Period: **2nd Marking Period**  
Length: **8 weeks**  
Status: **Published**

## Unit Overview

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**By the end of this unit, Students will show the cohesiveness of a collection of work and its ability to communicate a theme or narrative by applying existing knowledge to generate new ideas, products, or processes. We will organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used. We will use technology systems based on industry standard programs and cameras while understanding and modeling appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. The students will synthesize the elements of art and principles of design in an original portfolio of two-dimensional artwork that reflects personal style and a high degree of technical proficiency and expressivity.**

**Students will enhance their understanding of photographic composition by taking photos and editing while focusing on specific elements and principles as they relate to digital photography as an Art form.**

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
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.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and

	physical context in which it is performed or shown.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
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.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

## **Transfer**

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Students will be able to independently use their learning to:

- Create dynamic photos
  - Make connections to digital photography as an Art form
  - Critique Methods
  - Using photography to tell a story (Photo Journalism)
  - Utilize Elements of Art and Principles of design to organize an exhibit of personal works that show a high level of understanding of how expression of ideas relates to the art media.
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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**

How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.

#### **Students will grasp concepts of**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity

How to organize a shoot from beginning to end.

How All professional photographers edit their photos

## **Essential Questions**

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What does composition refer to?

Where possible, how should objects be arranged?

In most instances, where should horizon be placed?

Trees, rocks, and arches can all be used to do what?

What does a successful composition do?

What is the fastest (and best) way to alter a composition?

How do compositions with horizontal lines make us feel?

What is the main purpose of a lead-in line?

When using rule of thirds, where should you place points of interest in a 3x3 grid?

Why might you place a small object next to a much larger one?

Curves in a composition encourage the eye to do what?

Manually selecting an AF point helps the camera to do what?

Why are some photographs better than others?

Can Photographers have a Style?

How can a picture tell 1000 words?

## **Application of Knowledge and Skill**

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

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Students will know the elements and theory that make up successful compositions

Size

Shape

Color

Space

Position

Balance

Emphasis

Space

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

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Students will be skilled at...

Getting a photograph assignment and being able to execute from beginning to end. Including, organizing, post processing, and archiving.

Cropping/ straightening a photo

Basic Photoshop functions. Black and white or Monochromatic.

## **Academic Vocabulary**

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Lead-in lines: Use lead-in lines to encourage the "reading" of an image from the bottom to the top

The rule of 3rds: Dividing the frame into a grid using two vertical and two horizontal lines will help to place key elements

Asymmetrical Balance: Off center subjects

## **Learning Goal**

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Students will be able to use technology, including the camera to produce, publish, and update individual or shared grade-appropriate projects.

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.

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

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*SWBAT: Capture series of photos while focusing on specific Elements of Art and Principles of Design as they relate to photography as an Art form.*

Depth of Field as it relates to focus as it relates to emphasis

Using assorted light sources

Cropping, Rule of thirds, space.

Contrast as it relates to color

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## **Target 2-- Level 2 Comprehension**

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*SWBAT: Critique each other in composition and subject. Students will use given academic and industry standard vocabulary to discuss what makes some photos better than others.*

*Photoshop Actions*

*JPEG vs. RAW editing capabilities.*

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### **Target 3-- Analysis**

SWBAT: Use Student and teacher critique to perform edits or changes to obtain best possible composition. Record and represent knowledge in sketchbook.

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### **Target 4-- Knowledge Utilization**

SWBAT: act as a photo journalist to capture a series of 25-50 photographs to tell a story of an event or social conflict.

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### **Summative Assessment**

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1. Class Participation in critiques and field shooting
  2. Assessment of reading, writing, listening, speaking skills.
  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