

# Unit 3: Understanding the Equipment

Content Area: **Art**  
Course(s): **Generic Course**  
Time Period: **1st Marking Period**  
Length: **3 Week**  
Status: **Published**

## Unit Overview

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**In this unit, we will map historical innovations in photography that were caused by the creation of new technologies while differentiating past and contemporary works of photography that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. Students will justify the impact of innovations in the arts (e.g., availability of high resolution camera phones) on societal norms and habits of mind in various historical eras. They will create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources while producing and editing a multi-page digital document for commercial or professional audiences and present it to peers and/or professionals in that related area for review.**

- How a camera operates
- History of Photography in the world
- Impact of innovations and difference
- Color Profiles
- Anatomy of a camera
- How to use a camera
- Helpful Accessories
- Equipment (we currently have)

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
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.CS1	Understand and use technology systems.

## Transfer

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## **Students will independently use their learning to:**

create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources while producing and editing a multi-page digital document for commercial or professional audiences and present it to peers and/or professionals in that related area for review.

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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 grasp concepts of how a camera operates and realize how different equipment produces different results.

## **Essential Questions**

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How have innovations like the smart phone and insta-gram impacted social norms and habits?

Where from dark room developing, to digital, to pocket size. Where will the camera go next?

How can an image be powerful?

What are current Job opportunities for a photographer? How much do they make? What best suits you?

What is the best equipment for that type of photographer?

**How does a camera capture images?**

**What are your career aspirations, goals?**

## **Application of Knowledge and Skill**

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

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**In this unit, students will understand:**

How a camera sees (Digital photography complete course)

- Exposing an image
- seeing the light

Color Profiles

- RGB color Profile

Anatomy of a camera

- see reference books "DK Digital Photography Complete Course" and "DK The Beginning Photographer"

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

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Helpful Accessories

- Tripod
- Lenses
- Filters
- Protective Glass
- SD Card
- Photoshop

Equipment (we currently have)

- How to hold
- How to change lens
- How to change battery
- How to Handle camera
- How to take a picture

## **Academic Vocabulary**

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Tripod Socket: Lets you mount your camera on a tripod to increase stability and avoid camera shake

Shutter button: Opens the camera shutter to expose the digital sensor to light and make a photo

Lens electronic contacts: Let the camera communicate with the lens to set aperture and focus

Reflex Mirror: Light from the lens is reflected up from the mirror to the optical viewfinder.

Lens release button: Disengages the lens mount, letting you remove the lens from the camera.

Hot Shoe: Mount for external flashgun.

Aperture

Shutter

Senor

Memory Card

ExposureCamera phone

## **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.

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

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SWBAT: Recall what they currently know about camera equipment and gear.

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

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SWBAT: Show examples and describe the following photographic attributes.

#### 1. Photographic Attributes

Light

Focus

Time

Motion

Vantage Point/Point of View

Framing

Cropping

Technique

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

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SWBAT: Show examples and describe the following contents of a photograph.

Content

Subject

Background

Foreground

People

Story

Mood/Feeling

Symbol/Metaphor

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

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SWBAT: discuss intent and meaning of a photograph

Style

Genre

Artist's Intention/Purpose

Meaning

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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 portfolio review
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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