| ***Photography & Editing******Unit 2: Elements of Photography & Rules of Composition******Timeline: Weeks 4-6*** |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals but approaches them through distinct approaches and techniques. Understanding works of art provides insights into an individual’s own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.***Visual and Performing Arts: 1.5 Visual Arts Standards*****Standard 1:** Proficient 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.Accomplished 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.**Standard 2**: Proficient 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. Accomplished 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.**Standard 3:** Proficient 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. Accomplished 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.**Standard 4**: Proficient 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.Accomplished 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.**Standard 7:** Proficient 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.Accomplished 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.**Standard 8:** Proficient 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. **Standard 9:** Proficient 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.***Visual and Performing Arts: 1.2 Media Arts Standards*****Standard 1:** Proficient 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.**Standard 2:** Proficient 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.Accomplished 1.2.12acc.Cr2c: Apply aesthetic criteria in developing and refining media arts artwork.**Standard 3:** Proficient 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.Accomplished 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions. Accomplished 1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes.**Standard 9:** Proficient 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals**Standard 10:** Proficient 1.2.12prof.Cn10a: Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences. |
| **Rationale and Transfer Goals** : Photography & Editing is one of the second level courses in the high school art sequence.This course is an introduction to Photography and Image Editing. Students will learn the fundamental skills to creatively and effectively use a digital camera and image editing software such as Adobe Photoshop and Adobe Lightroom. Students will gain technical proficiency with digital photography settings including composition, the rule of thirds, aperture settings, shutter speeds, ISO ratings, exposure modes, lighting, focusing, and other concepts. Students will be creating their own body of photography work as well as producing and editing photos for various school activities such as sports, theatre, school events, etc. Students are encouraged to use their own cameras, however a variety of film and digital cameras will be available for student use. Students who take this course will have taken one of the three introductory art courses which cover the basics of the Elements of Art and the Principles of Design.   |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?* Digital photography is a newer technology that records images digitally without using film. It is faster and cheaper. Photographers are able to capture more images in a short amount of time. Film photography uses photographic film to capture images. Film captures photos at a higher resolution than most digital cameras because the resulting photos have more pixels per inch.
* Understanding how the parts of a camera work, and how that is essential in the art of photography.
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| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.* What is digital photography and how does it compare to traditional film photography?
* How can the elements of art and rules of composition help create a successful photograph?
* What clues can you gather from your surroundings to take a successful photograph?
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|  **Content/Objectives** | **Instructional Actions** |
| **Content*****What students will know*** | **Skills*****What students will be able to do*** | **Activities/Strategies*****How we teach content and skills*** | **Evidence (Assessments)*****How we know students have learned*** |
| Students will learn the elements of photography and what makes up asuccessful photograph.Students will learn the rules of composition and how to visually set up a successful photograph.Students will self critique while planning and executing their projects.Students will manage time and materials to complete projects. | SWBAT…Take photographs that represent different elements of photography.Take photographs that represent different rules of composition.Use composition, contrast, clarity and center of interest and apply the elements of art and the principles of design to digital photography. | Activity 1: Overview of the elements of art and design and how they relate to photography. Activity 2: Students will take photographs, using auto mode, to find examples of the successful elements of a photo.Activity 3: Students will learn about the rules of composition and how to visually set up a successful photograph.Activity 4: Students will take a series of photos to show the different rules of composition.Activity 5: Students will either focus on the topic abstract or life in color. They will researchan artist whose work aligns with the topic they choose. Students will take at least 50 photographs in automatic, and then select their best 5 to edit and blog about.Activity 6: Students will critique all photographs and place them in their photo journal, whether it is digital or paper. | Observation of student progress.Projects and activitiesQuizzes and testsBenchmark checkpoints towards final student summative portfolio.Formative: Visual Arts ProjectStudent Portfolio kept digitally as well as actual portfolio (if applicable).[Assessments](https://drive.google.com/drive/folders/19mkYEIqfPhG4y_tfP9gK2xpq_kpozkjv?usp=share_link) |
| **Spiraling for Mastery** **Where does this unit spiral back to other units from this or previous years** **in order to ensure that students retain mastery of what they’ve learned?** |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| Students will be able to know the history of photography and its relevance to themselves, history, society, science and the arts.Students will be able to complete some beginning photos to warm up their photo shooting skills and to prepare a photo journal.Students will use the elements of art and principles of design to evaluate and modify work throughout the rest of the course. | Students' knowledge of photography skills will vary widely so at the beginning of the course, the first assignments serve as an assessment of skills. This unit will continue with basic photo skills and student knowledge will still vary.Students will have a basic working knowledge of the elements of art and principles of design which will enable them to critique the work they complete. | Students will gain knowledge of what photography is and how it is used in today’s society and everyday life. Students will also understand how the history of photography has changed society and how we view the world.Students will apply graphic design foundations and photo composition skills to projects and activities. Students will observe exemplary examples of photography through studying various photographers’ work (ongoing).Students will explore photography career opportunities and possibilities (ongoing). |
| **21st Century Skills:** Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully. Students will demonstrate an understanding and skill set through media, techniques, and processes making connections between visual arts and other disciplines, and understanding the visual arts in relation to history and cultures.Career Readiness, Life Literacies, and Key Skills 9.4 Life Literacies and Key SkillsCritical Thinking and Problem-solving:9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).Digital Citizenship:9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).Global and Cultural Awareness:9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).Information and Media Literacy:9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).  |
| **Key resources:** Professional organizations: AIGA-The American Institute of Graphic Arts, NAEA-National Art Education Association, AENJ-Art Educators of New Jersey, ISTE-International Society for Technology in Education, PSA-Photographic Society of America, etc.Online: Adobe Education Exchange, Creative Live, ICP-International Center of Photography, Aperture Foundation, Study.com, Kahoot.com, Edpuzzle.com, Quizizz.com, Quizlet.com, Virtual Instructor.com, The Art of Education, Scholasticarts.com, etc.Museum resources from national, regional and local museums Teacher-generated resources. |
| **Intersections of History:** **Black:**  Use of Black artists, designers and makers to foster experiences in American and world history through the visual arts and design.**Hispanic:** Use of Hispanic artists, designers and makers to foster experiences in American and world history through the visual arts and design.**Women:** Use of Women artists, designers and makers to foster experiences in American and world history through the visual arts and design.**LGBTQ:** Use of LGBTQ artists, designers and makers to foster experiences in American and world history through the visual arts and design.In addition, all the above may be used to influence personal choices for creating relevant Art & Graphic Design projects which deal with these topics. |
| **Important Vocabulary:** Elements of photography, Line, Color, Shape, Contrast, Emphasis, Texture, Space, Elements of Art (color, form, line, shape, space, texture, and value), Principles of design (balance, emphasis, movement, proportion, repetition, pattern, rhythm, contrast, unity, and variety), Composition, Rules of composition, Rule of Thirds, Balancing elements, Leading lines, Viewpoint, Inclusion and exclusion, Mergers, Focal Point, Abstract. |
| **Interdisciplinary Connections:** ELA:NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.Computer Science and Design Thinking:8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ITH.2: Compare how technologies have influenced society over time.Mathematics: Math A-CED.A.1: Create equations and inequalities in one variable and use them to solve problems.Math 6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities |