| ***Photography & Editing***  ***Unit 3: Digital Photo Skills***  ***Timeline: Weeks 7-15*** | | | | | |
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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. 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?   * Students will gain the understanding of light, principles of composition and camera parts by applying acquired classroom knowledge. The mastery of photography comes from first understanding light. * Visual identification to practical usage is the goal here. Students are also being introduced to the qualities of “good” photographs and how to set up a photograph once the mastery of using a camera has been accomplished. * Exposure is affected by the interrelationship of aperture, shutter speed, and ISO rating. * There are specific techniques in controlling light in the studio. * There are many occupations that encompass photography. | | | | | |
| **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 are the behaviors of light and how do they affect photography? * Why do you adjust the aperture? * How do you make exposure decisions? How do you determine proper exposure using the built in light meter? * How do you set appropriate aperture/shutter speed combinations for different situations? * What type of artificial lighting is used in photography? * What are various types of portrait and studio photography? | | | | | |
| **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*** |
| Understand the various manual functions of the digital camera  Understand how the various functions of the digital camera are used to create different photographic effects.  Differentiate between an SLR camera and a Point and Shoot Camera  Students will learn and understand the processes and techniques in art and design.  Students will self critique while planning and executing their projects.  Students will manage time and materials to complete projects. | Utilize the various manual functions of the digital camera in order to create a work of art that complies to what they are trying to achieve  Use composition, contrast, clarity and center of interest and apply the elements of art and the principles of design to digital photography.    Use the various hardware associated with the digital camera properly such as: computer, scanner, projectors, printers, media cards and flash drive. | | Activity 1: Aperture-Students will capture 5 photographs that show a range of depth of field.  They will put the camera in Av/A mode to capture the photographs. Photographs will be digitally displayed or printed for a critique.  Activity 2: Shutter speed- Students will focus on catching a range of motion using 5 different shutter speed settings in 5 photographs. They will put their cameras in Tv mode. Photographs will be digitally displayed or printed for a critique.  Activity 3: ISO-Students will capture 3 photographs of one object using three different ISO settings. They will put their camera in P mode. Photographs will be digitally displayed or printed for a critique.  Activity 4: Exposure-Student will capture 5 photographs that reflect the topic nature or silhouette.  Activity 5: Manual Mode--Students will capture 9 photographs, 3 bracketed photographs focusing on  aperture priority, shutter speed priority, and their choice.  o Students will shoot in manual mode.  o Photographs will be digitally displayed or printed for a critique.  Activity 6: Portraits--Students will capture 3 portrait photographs that incorporate directional lighting, soft lighting, and a reflector. Students will shoot in manual mode.  Activity 7: Additional photography assignments and topics as needed or time allows. Topics may include: Additional portrait work, landscape, storytelling, and conceptual work. Professional photographers’ body of work will be studied.  Activity 8: Culminating Activity--Photography Exhibit--Students will help set up and curate a photography exhibit of their entire semester  of work. They will participate in a exhibit critique. | | Observation of student progress.  Projects and activities  Quizzes and tests  Benchmark checkpoints towards final student summative portfolio  Formative: Visual Arts Project  Student 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 complete some more advanced photos to add to their photo shooting skills and to add to a photo journal and portfolio.  Students will be introduced to various types of photography such as indoor vs outdoor, action and still photos, natural light and studio light, portraits, still life and copy, etc  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 even after taking some beginning photos in the previous unit.  Students will take the knowledge from the previous unit and add more skills involving techniques and manual settings on the camera.  Students will continue any editing skills from the last unit and add additional skills to their photos.  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 apply graphic design foundations and photo composition skills to projects and activities.  Instruction of how to use various settings on the camera, studio lighting, natural lighting, etc. Students will be taking many photos in each lesson.  Students will be editing photos as needed throughout the unit (ongoing).  Students will critique and write about both their personal photos and those of classmates.  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 Skills  Critical 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 art (Line, Shape, form, Space, color, texture, and value) Principles of Art (contrast, Unity, Harmony, Pattern, balance, emphasis, movement) Fine art, Functional Art, Graphic Design, Gestalt Principles of Design (Proximity, Alignment, Contrast, Repetition, Similarity, Hierarchy)  35 mm film camera, digital camera, exposure, ISO, shutter speed, lens, focus, aperture, f-stop, depth of field, bracketing, optical viewfinder, digital viewfinder, optical zoom, digital zoom, shutter release, resolution, megapixels, jpeg, tiff, contact sheet. | | | | | |
| **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 | | | | | |