|  |
| --- |
| ***Photography & Editing******Unit 4: Editing & Organizing Photos******Timeline: Weeks 16-18 (and ongoing)*** |
| **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?* Lightroom is focused on organizing and processing photos, Photoshop ventures into image manipulation, creation, and enhancement. Photoshop is the best choice for images where you want pixel-level perfection. Photo retouchers, fine artists, or compositing artists may start in Lightroom but will ultimately rely on Photoshop to do the bulk of the transformation. In addition, Lightroom allows Photographers to organize their work.
* Images can be reshaped, repaired, and enhanced using basic tools in Photoshop.
	+ Discover how to use Photoshop tools for basic tasks: resize, crop, straighten and rotate an image and changing file formats.
	+ Apply techniques to digitize, duplicate, and clone image content to repair damaged or inferior photos.
	+ Interpret a histogram to make color corrections for brightness, contrast, exposure, and vibrance.
* Image editing software can be used creatively to express an idea or emotion by making a whole new image from many.
	+ Discover that layers within image construction are separate parts of a photograph that can be accessed and edited independently of the whole.
	+ Apply colorization, image swapping, and pop arts techniques using layers.
	+ Combine and blend multiple photographs to create a new composition with new meaning.
	+ Demonstrate ethical use of the intellectual property of others.
* With the advent of photo-editing software and digital photography, photos can now be distorted in such a way that the casual viewer can't detect these changes. This has raised some very interesting questions about ethics in using photo retouching software such as Photoshop to manipulate images.
 |
| **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 criteria determines whether you use Adobe Photoshop or Adobe Lightroom?
* How can image editing tools be used to enhance, repair, and restore images?
* How can image editing tools be used to manipulate images to express an idea and influence communication in the digital world?
* What knowledge and skills are essential for humans to make sound decisions about creating, using, and modifying technologies?
 |
|  **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*** |
| Recognize the use of research, storage and organizational options for digital files. Understand the value of organization. Share images across various platforms. How to choose programs for a photo editing particular task.A variety of skills to edit and manipulate photos. |  Students will use appropriate technology to create digital files utilizing specifically Photoshop and Lightroom Students will use various digital tools to store and share their image.Create organize and save a digital photographic library. Apply elements of art and principles of design to photography. Transfer digital files across various electronic platforms. Access digital files quickly and efficiently. | Activity 1: Students will be introduced to photo editing and manipulation. Overview of Adobe Photoshop vs. Lightroom. Students will open images in both programs to see the differences and similarities between the programs.Activity 2: Students will complete basic image editing in both Photoshop and Lightroom. Cropping and straightening, Color corrections and lighting adjustments will be covered.Activity 3: Students will complete some advanced image editing. Removing blemishes and damage will be addressed.Activity 4: Students will complete special projects and effects using photos: colorizing photos, making collages, etc.Activity 5: Students will gather and edit work for their blog and portfolio as well as the culminating end of semester exhibition. | Observation of student progress.Projects and activitiesQuizzes and testsBenchmark checkpoints towards final student summative portfolioFormative: Visual Arts ProjectsStudent 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 will come into this unit with widely varying skills of editing using various software depending upon the classes they took previously.Students will have a working knowledge of the elements and principles to help in their use of software to enhance photos. | Students will be editing, manipulating and organizing photos. 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). |
| **Career Readiness, Life Literacies & Key Skills**• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. • 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. |
| **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.line, shape, form, texture, color, space, composition, point of view, motion, balance, proportion, repetition, contrast, emphasis, unity, harmony, framing, rule of thirds, mergers, cropping, background, foreground, positive space, negative space, subject, abstract, surrealism, metaphor/symbol, storytelling, layoutexposure, ISO, shutter speed, ISO, aperture, motion, contrast, value, highlights, mid tones, shadowsPixel, Bitmap/Raster Graphics, Color Mode, Photoshop, Workspace, Tool Options Bar, Panels, Selections, Layers, Layer Mask, Healing Tools, Drawing and Painting tools, Eraser tools, Photo-retouching tools, Text tool, Shape Tools, Hand tool, Zoom tool, Foreground color, Background color, Saturation, file formats. |
| **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 |