Unit 6: Photography

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **5 Weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

In this course, students communicate in a variety of forms for a variety of audiences and purposes. Yearbook is journalistic in nature and allows students to participate in the production of the school yearbook. Students in this course are required to learn the basics of yearbook journalism including layout design, theme, coverage, copy-writing, graphic design, photography, finance, and advertising. Students are expected to plan, draft, and complete written and/or visual compositions on a regular basis, carefully examining their copy for clarity, engaging language and the correct use of the conventions and mechanics of written English. Students will learn the importance of working as a team to complete tasks successfully and on time. Individual responsibility is essential toward the completion of assignments for deadlines. Students will also have the opportunity to accept leadership positions and develop new skills as they build the yearbook.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective: In this unit, students will learn the basics of photography, the rule of thirds, using Adobe Photoshop, and how creative photographs enhance the image of the yearbook and provide appeal to potential buyers.

Essential Questions: What are the best techniques for taking high-quality and interesting photographs? How can the use of photographs enhance the overall design of the book? How can we get both posed and candids shots and how will that make the book more appealing to the buyer?

Enduring Understanding: Understanding composition techniques is crucial in coverage as well as layout design.

CONTENT AREA STANDARDS

MA.9-12.1.2.12prof.Cr1a	Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
MA.9-12.1.2.12prof.Cr1b	Organize and design artistic ideas for media arts productions.
MA.9-12.1.2.12prof.Cr1d	Apply aesthetic criteria in developing, refining and proposing media arts artwork.
VA.9-12.1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.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.

| VA.9-12.1.5.12prof.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| VA.9-12.1.5.12prof.Pr5a | Analyze and evaluate the reasons and ways an exhibition is presented. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- There are acceptable procedures to follow when using the cameras.
- There are acceptable procedures to follow when photographing outside of the classroom.
- Photography has many functions, values and capabilities beyond social media.
- Knowing basic composition skills is a critical key in creating a yearbook.
- Knowing how a camera works will help them capture engaging and interesting photos.
- Using manual settings on a digital camera and not relying on their phones will help make the yearbook more attractive to the buyer.
- Using light in photography enhances the pictures.
- The ethics of photojournalism.
- Familiarity with the concept of photography and their own ideas of what makes a photograph "good" is important in creating a good yearbook.

Procedural Knowledge

Students will be able to:

- Collaboratively form ideas, plans and models to prepare for media artwork.
- Model ideas, plan in an effective direction.
- Brainstorm goals and plans for a media art audience.
- Maximize the functionality of the hand-held camera.
- Utilize lighting to enhance a photo.
- Distinguish between "good" and "bad" photos in terms of light and techniques.
- Integrate photos to tell a bigger story.
- Demonstrate opportunities through creative photography to cover more students on more occasions.
- Use organizational strategies to communicate with staff members in a timely and accurate manner.
- Utilize technology to research, plan, and create yearbook sections.
- Participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation.

EVIDENCE OF LEARNING

Formative Assessments

Teacher Observation

Teacher Feedback and Discussions

Peer Rubrics

Practical Exercises

Group Presentations

Oral/Written Assessments

Exit Tickets

Photo Collage

Capturing Pictures of the Student Body Assignments

Summative Assessments

Photo Portfolio

Completion of Coverage Assignments

Completion of Assigned Pages

Test and quizzes

Yearbook Portfolio/Notebook

Mid Deadline Evaluations

Final Deadline Assessment

Group Presentations

Self Evaluation

Oral/written assessments

Yearbook Portfolio/Notebook

RESOURCES (Instructional, Supplemental, Intervention Materials)

Edesign

Herff Jones

Google Docs

Google Slides

Yearbook Samples

Previous publications of Pegasus

Google Sheets

Photo Unloader

Cameras

USB Cards

INTERDISCIPLINARY CONNECTIONS

Students understanding of technology, 21st Century Life and Career standards such as critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership will lead to a cross-cultural

understanding, global awareness, civic literacy, and interpersonal communication. In addition, journalistic aspects of ethical coverage as well as proper writing techniques are incorporated into the unit and across the course. Aspects of graphic design are also used in creating layouts as well as math such as the use of geometric lines, angels etc. which are both critical components of yearbook publication and are infused in this unit and within the course.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:

- Extended time
- Enrichment activities
- Preferential seating
- Online visuals and audio for individual lessons
- Pairing students for activities
- Teacher modeling
- Differentiated written and verbal responses
- Additional graphic organizers and outlines for writing assignments
- Audio versions of texts
- Integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Higher level direct questioning
- Opportunities for cross curricular activities
- Flipped Classroom
- Small cooperative groups