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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Digital Photography 2					
Grade Level(s):	10-12					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	Digital Photography 2 will build on the foundation established in Digital Photography. The course will include a more detailed approach to creating pre- and post-production as well as employing a higher level of digital photography skills. Students will pursue more extensive projects in the photography of people, places, and objects and be able to respond to their classmates' work through perceiving and analyzing. Advanced techniques in lighting and viewpoint will be discussed and exhibited. Students will also be able to connect their own work to themselves and the world around them by synthesizing and relating knowledge and personal experiences. Student work will be culminated into a final portfolio that will be presented at the end of the year.					
Grading Procedures:	Summative (70%) <ul style="list-style-type: none">• Major Projects• Formative Evaluations Supportive (30%) <ul style="list-style-type: none">• Classwork/Homework• Quizzes• Class Performance					
Primary Resources:	Instructor selected materials					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Written: August 2022

Revised: _____

BOE Approval: _____

Course Desired Results

The Washington Township Visual Art Department's courses are taught in a project-based format. Throughout each unit, one or more projects will be selected by the instructor and within each project, students will be asked to **Create, Present, Respond** and **Connect** in accordance with the NJ Student Learning Standards for Arts Education. Therefore, the 11 standards within those four artistic processes are listed below along with the *Unit Goals & Scales* of our district's curriculum template as they are applicable to every unit within this course. Additional information on the NJ Student Learning Standards can be found here: [NJ Arts Standards](#).

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.

Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Indicators

Explore

1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on student's existing artwork.

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.

Investigate

1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work.

1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.

Reflect, Refine, Continue

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.

Analyze

1.5.12acc.Pr4a -Analyze, select, and critique personal artwork for a collection or portfolio presentation.

Select

1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Share

1.5.12acc.Pr6a-Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Perceive

1.5.12acc.Re7a -Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

Interpret

1.5.12acc.Re8a -Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Analyze

1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Synthesize

1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.

Relate

1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.

Understandings:

Students will understand that...

1. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
2. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
3. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
4. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
5. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
6. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
7. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
8. People gain insights into meanings of artworks by engaging in the process of art criticism.
9. People evaluate art based on various criteria.
10. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
11. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
12. SEL Enduring Understandings: www.selarts.org

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
2. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
3. What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
4. How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
5. What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
6. What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
7. How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how

	<p>do we encounter visual arts in our world? How do visual arts influence our views of the world?</p> <p>8. What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?</p> <p>9. How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p>10. How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p> <p>11. How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p>12. SEL Essential Questions: www.selarts.org</p>
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Course Learning Goal and Scale <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
Anchor Standard 1: Generating and conceptualizing ideas.	
4.0	Students will be able to: <ul style="list-style-type: none"> Individually or collaboratively formulate new creative problems based on student's existing artwork. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
3.0	Students will be able to: <ul style="list-style-type: none"> Use multiple approaches to begin creative endeavors. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
2.0	Students will be able to: <ul style="list-style-type: none"> Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 2: Organizing and developing ideas.	
4.0	Students will be able to: <ul style="list-style-type: none"> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. Demonstrate awareness of ethical implications of making and distributing creative work. Redesign an object, system, place, or design in response to contemporary issues.
3.0	Students will be able to: <ul style="list-style-type: none"> Engage in making a work of art or design without having a preconceived plan. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

2.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate persistence and willingness to experiment and take risks during the artistic process. • Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. • Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.

4.0	Students will be able to: <ul style="list-style-type: none"> • 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.
3.0	Students will be able to: <ul style="list-style-type: none"> • Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
2.0	Students will be able to: <ul style="list-style-type: none"> • Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 4: Selecting, analyzing, and interpreting work.

4.0	Students will be able to: <ul style="list-style-type: none"> • Analyze, select, and critique personal artwork for a collection or portfolio presentation.
3.0	Students will be able to: <ul style="list-style-type: none"> • Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
2.0	Students will be able to: <ul style="list-style-type: none"> • Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

4.0	Students will be able to: <ul style="list-style-type: none"> • Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
3.0	Students will be able to: <ul style="list-style-type: none"> • Analyze and evaluate the reasons and ways an exhibition is presented.
2.0	Students will be able to: <ul style="list-style-type: none"> • Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.	
4.0	Students will be able to: <ul style="list-style-type: none"> Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
3.0	Students will be able to: <ul style="list-style-type: none"> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
2.0	Students will be able to: <ul style="list-style-type: none"> Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 7: Perceiving and analyzing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
3.0	Students will be able to: <ul style="list-style-type: none"> Hypothesize ways in which art influences perception and understanding of human experiences. Analyze how one's understanding of the world is affected by experiencing visual arts.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.	
4.0	Students will be able to: <ul style="list-style-type: none"> Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
3.0	Students will be able to: <ul style="list-style-type: none"> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
2.0	Students will be able to: <ul style="list-style-type: none"> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
3.0	Students will be able to: <ul style="list-style-type: none"> Establish relevant criteria in order to evaluate a work of art or collection of works.
2.0	Students will be able to: <ul style="list-style-type: none"> Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
3.0	Students will be able to: <ul style="list-style-type: none"> Document the process of developing ideas from early stages to fully elaborated ideas.
2.0	Students will be able to: <ul style="list-style-type: none"> Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
4.0	Students will be able to: <ul style="list-style-type: none"> Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
3.0	Students will be able to: <ul style="list-style-type: none"> Describe how knowledge of culture, traditions, and history may influence personal responses to art. Describe how knowledge of global issues, including climate change may influence personal responses to art.
2.0	Students will be able to: <ul style="list-style-type: none"> Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. Analyze and contrast how art forms are used to reflect global issues, including climate change.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Unit Title: Exposure Triangle Review

Unit Description: This unit reviews the basic DSLR camera operations, modes, and settings that were introduced in Digital Photography. Students will also review the essential components of exposure and practice manipulating the DSLR camera for a desired effect.

Unit Duration: 4 weeks

Understandings:

Students will understand that...

1. They can manipulate all the settings in a DSLR camera.
2. Exposure refers to the amount of light and duration of time that light is allowed to expose an image sensor.
3. Using a light meter can assist in taking very white or dark photos.
4. The elements of art are the building blocks that are used to create the principles of design.
5. Bracketing can be used to determine the correct exposure.

Essential Questions:

1. What are the manual settings?
2. What are the menu options?
3. How is light and time altered?
4. How is exposure measured?
5. How is a light meter used?
6. How can you alter the settings for a white or dark scene?

Assessment Evidence**Performance Tasks:**

- View and discuss manual settings of the DSLR camera
- Review and discuss the elements of art (color, shape, form, value, texture, and space) and the principles of design (contrast, rhythm, proportion, balance, unity, emphasis, movement, and variety)
- Define and describe terms and vocabulary relevant to exposure
- Complete a series of instructor designed exercises and projects that are applicable to the creation of bracketing photography with a light meter

Other Evidence:

- Assessment by demonstration or written, on knowledge of digital photography as it relates to the project, equipment, terminology, and processes involved in the design and creation of the art project
- Participation in group critiques
- Student reflection, discussion, and self-assessment
- Weekly effort and attitude assessment which reflects involvement, cooperation, perseverance, self-motivation, following of directions, pride in work, respect for others, and respect for tools and materials of the classroom

Benchmarks:

- Completed projects
- Progress checks including notebook review
- Assessments and/or written responses to material
- Participation in class discussions including class critiques

Learning Plan**Learning Activities:**

- Review the camera settings by exploring the camera menu through teacher selected materials on exposure:
 - Manipulation of shutter speed
 - ISO
 - F-stop
- Review depth of field and how the camera settings can be manipulated to change the focus within your photo
- Complete an assessment on bracketing
- Observe demonstrations on skills, techniques, and equipment used in different photography processes
- Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for digital photography as an art form from different cultures/societies
- Visit museums, galleries, artists' studios, exhibits, virtual tours, websites, and/or participate in video conferences

Resources:

- “Focus on Photography” – Joyner & Monaghan
- “The Digital Photography Book, Vol. 1 & 2” – Scott Kelby
- “The Digital Rebel Field Guide” – Charlotte Lowrie
- “Digital Photography Masterclass” – Tom Ang
- “The Moment it Clicks” – Joe McNally
- Art reproductions and examples
- Various internet resources/websites to enhance instruction and learning such as Schoology, YouTube, art websites, art museum collection websites, etc.
- Various materials and periodicals available in the IMC
- Instructor selected projects may include:
 - Bracketing
 - Elements of art/Principles of design review

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Student can be paired up with another student to serve as a guide or mentor • Advanced students may enhance their experience by creating their own small-scale work as supplemental examples for class observations and discussion
Struggling Learners	<ul style="list-style-type: none"> • Students can be paired up with a more advanced student to work with for additional assistance • Book chapter, presentations, and lecture notes can be photocopied so students may highlight and define important points or terms. • Students can use notebook for assessments
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Natural Lighting

Unit Description: This unit will cover lighting, proper background set up, composition, and proper camera equipment to be used for group, individual, and self portrait photography and landscape photography in an outdoor setting with natural lighting. Students will learn the importance of composition by adjusting viewpoint and focusing on the proper use of the elements of art and principles of design. Students will also explore, study, and work in the style of traditional and contemporary photographers working in natural light/outdoor settings.

Unit Duration: 8 weeks

Understandings:

Students will understand that...

1. Lighting is the most important aspect in a portrait.
2. The figure(s) needs to be properly posed and placed in an aesthetically pleasing composition.
3. A successful portrait conveys a mood or feeling.
4. Proper camera settings need to be used as well as the appropriate lens for each type of portraiture.
5. Taking a self-portrait will require the use of a remote shutter.
6. Indirect portraits are taking pictures of places where people inhabit, thus giving us clues to the people and their lives.
7. There are different methods and techniques to creating natural, urban, and architectural landscape photography.
8. Landscape photography can involve various lenses and filters, depending on the desired shot.
9. Architectural photography relates to the formal aspects of design, because people use elements and principles to create buildings.
10. Abstract images can be created that accentuate form, texture, and pattern.
11. There are two times a day to capture landscape photography – dawn and dusk.
12. Natural light changes the landscape's appearance throughout the day.
13. Different shots call for a varying range of depth of field.
14. Landscape photography is essential for use in commercial art, such as a tourism industry.

Essential Questions:

1. How can lighting be used on a figure in different ways to create a more flattering appearance?
2. What are various poses for individuals as well as group photos?
3. How can a portrait convey a mood or feeling in a photograph?
4. When shooting in manual, what are the correct settings to use for outdoor photography?
5. What is the best lens to use when shooting an individual portrait?
6. How can a photographer take a self-portrait?
7. What are the different ways to create a landscape photograph?
8. How does architectural photography highlight elements and principles of design?
9. What do people's homes, neighborhoods, buildings, and cities tell us about them?
10. What equipment is essential for landscape photography?
11. How can abstract images be created?
12. How does the light change on the landscape throughout the day and how can it be recorded?
13. When should depth of field be shallow and when should it be deep?
14. What type of landscape photography is required for commercial use?

Assessment Evidence**Performance Tasks:**

- Define and describe items, vocabulary, and various camera equipment relevant to the unit
- Use various elements to create a narrative within your composition
- Expand skills in lighting, composition, and camera equipment
- Develop greater proficiency in the use of the elements of art and principles of design in order to create an aesthetically pleasing composition
- Recognize and apply traditional and contemporary design elements and trends
- Research various art movements and design styles as sources of inspiration

Other Evidence:

- Assessment by demonstration or written, on knowledge of digital photography as it relates to the project, equipment, terminology, and processes involved in the design and creation of the art project
- Participation in group critiques
- Student reflection, discussion, and self-assessment
- Weekly effort and attitude assessment which reflects involvement, cooperation, perseverance, self-motivation, following of directions, pride in work, respect for others, and respect for tools and materials of the classroom

<ul style="list-style-type: none"> Develop career awareness in the areas of advertising, graphic designers, photographers, and editing Experiment with different physical filters and camera lenses 	
Benchmarks: <ul style="list-style-type: none"> Completed projects Progress checks including notebook review Assessments and/or written responses to material Participation in class discussions including class critiques 	
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> Observe demonstrations on skills, techniques, and equipment used in different photography processes Incorporate the elements of art (color, shape, form, value, texture, and space) and the principles of design (contrast, rhythm, proportion, balance, unity, emphasis, movement, and variety) in an effective manner demonstrating understanding and comprehension of those terms Explore, identify, and create photographs based on (but not limited to) the following themes: portraiture, high key and low key, landscape (architecture and urban), and nature Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for digital photography as an art form from different cultures/societies Visit museums, galleries, artists' studios, exhibits, virtual tours, websites, and/or participate in video conferences Resources: <ul style="list-style-type: none"> "Focus on Photography" – Joyner & Monaghan "The Digital Photography Book, Vol. 1 & 2" – Scott Kelby "The Digital Rebel Field Guide" – Charlotte Lowrie "Digital Photography Masterclass" – Tom Ang "The Moment it Clicks" – Joe McNally Art reproductions and examples Various internet resources/websites to enhance instruction and learning such as Schoology, YouTube, art websites, art museum collection websites, etc. Various materials and periodicals available in the IMC Instructor selected projects may include: <ul style="list-style-type: none"> Portraiture High key and low key Architectural landscape Urban landscape Nature 	

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Student can be paired up with another student to serve as a guide or mentor Advanced students may enhance their experience by creating their own small-scale work as supplemental examples for class observations and discussion
Struggling Learners	<ul style="list-style-type: none"> Students can be paired up with a more advanced student to work with for additional assistance Book chapter, presentations, and lecture notes can be photocopied so students may highlight and define important points or terms Students can use notebook for assessments
English Language Learners	Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.

	NJDOE ELL Resources SEL Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
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Interdisciplinary Connections

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Integration of 21st Century Skills

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Unit Title: Studio Lighting	
Unit Description: This unit will cover lighting, proper background set up, composition, and proper camera equipment to be used for group, individual, and self portrait photography and still life photography in an indoor setting with artificial lighting. Students will learn the importance of composition by adjusting viewpoint and focusing on the proper use of the elements of art and principles of design. Students will also explore, study, and work in the style of traditional and contemporary photographers working in artificial light/indoor settings.	
Unit Duration: 8 weeks	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Lighting is the most important aspect in a portrait. 2. The figure(s) needs to be properly posed and placed in an aesthetically pleasing composition. 3. A successful portrait conveys a mood or feeling. 4. Proper camera settings need to be used as well as the appropriate lens for each type of portraiture. 5. Taking a self-portrait will require the use of a remote shutter. 6. Indirect portraits are taking pictures of places where people inhabit, thus giving us clues to the people and their lives. 7. Still life photography can tell a story and be used as a narrative. 8. Food photography must be carefully thought out and posed using special styling techniques. 9. Lighting, backdrops, and camera angles are very important when shooting a still life photo. 10. Still life photography is used in advertising and other career opportunities. 	Essential Questions: <ol style="list-style-type: none"> 1. How can lighting be used on a figure in different ways to create a more flattering appearance? 2. What are various poses for individuals as well as group photos? 3. How can a portrait convey a mood or feeling in a photograph? 4. When shooting in manual, what are the correct settings to use for outdoor photography? 5. What is the best lens to use when shooting an individual portrait? 6. How can a photographer take a self-portrait? 7. How can a still life photo tell a story? 8. Why is it important to style food and make it look more appealing in a photo? 9. How can manipulating the lighting and camera angle change the look of the still life photo? 10. Why is the background important to a still life photo? 11. What career opportunities are available in still life photography and advertising?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Define and describe items, vocabulary, and various camera equipment relevant to the unit • Use various elements to create a narrative within your composition • Expand skills in lighting, composition, and camera equipment • Develop greater proficiency in the use of the elements of art and principles of design in order to create an aesthetically pleasing composition • Recognize and apply traditional and contemporary design elements and trends • Research various art movements and design styles as sources of inspiration • Develop career awareness in the areas of advertising, graphic designers, photographers, and editing • Experiment with different physical filters and camera lenses 	Other Evidence: <ul style="list-style-type: none"> • Assessment by demonstration or written, on knowledge of digital photography as it relates to the project, equipment, terminology, and processes involved in the design and creation of the art project • Participation in group critiques • Student reflection, discussion, and self-assessment • Weekly effort and attitude assessment which reflects involvement, cooperation, perseverance, self-motivation, following of directions, pride in work, respect for others, and respect for tools and materials of the classroom
Benchmarks: <ul style="list-style-type: none"> • Completed projects • Progress checks including notebook review • Assessments and/or written responses to material • Participation in class discussions including class critiques 	

Learning Plan

Learning Activities:

- Observe demonstrations on skills, techniques, and equipment used in different photography processes
- Incorporate the elements of art (color, shape, form, value, texture, and space) and the principles of design (contrast, rhythm, proportion, balance, unity, emphasis, movement, and variety) in an effective manner demonstrating understanding and comprehension of those terms
- Explore, identify, and create photographs based on (but not limited to) the following themes: portraiture, high key and low key, still life (styling and advertising)
- Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for digital photography as an art form from different cultures/societies
- Visit museums, galleries, artists' studios, exhibits, virtual tours, websites, and/or participate in video conferences

Resources:

- "Focus on Photography" – Joyner & Monaghan
- "The Digital Photography Book, Vol. 1 & 2" – Scott Kelby
- "The Digital Rebel Field Guide" – Charlotte Lowrie
- "Digital Photography Masterclass" – Tom Ang
- "The Moment it Clicks" – Joe McNally
- Art reproductions and examples
- Various internet resources/websites to enhance instruction and learning such as Schoology, YouTube, art websites, art museum collection websites, etc.
- Various materials and periodicals available in the IMC
- Instructor selected projects may include:
 - Portraiture
 - High key and low key
 - Still life
 - Food styling
 - Product advertisement

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Student can be paired up with another student to serve as a guide or mentor • Advanced students may enhance their experience by creating their own small-scale work as supplemental examples for class observations and discussion
Struggling Learners	<ul style="list-style-type: none"> • Students can be paired up with a more advanced student to work with for additional assistance • Book chapter, presentations, and lecture notes can be photocopied so students may highlight and define important points or terms • Students can use notebook for assessments
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction

	<ul style="list-style-type: none"> • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

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Unit Title: Digital Darkroom

Unit Description: A photograph captures a moment in time in its actuality whereas an artistic photograph is essentially a rendering of what the artist chooses to see. In this unit, students will develop their creative side by focusing their photography around artistic expression. This will be achieved through post production editing using Photoshop and Lightroom to reinforce learned skills, as well as establishing new ones.

Unit Duration: 12 weeks

Understandings:

Students will understand that...

1. Photography as art is a form of self-expression.
2. Art can invoke different emotions.
3. Photography can be manipulated to create a stylistic image.
4. Original copies, as well as, manipulated photos should both be saved and stored in OneDrive and on the desktop.
5. Photos can be manipulated physically by adjusting camera settings, lenses, and filters and also virtually using programs such as Photoshop and Lightroom.
6. Photos from free use websites should be used when additional photos or elements are needed for your composition.

Essential Questions:

1. How does an artist use photography as a form of expression?
2. How can an artist create a photograph to invoke an emotion?
3. What about a photograph can be manipulated?
4. What are stylistic images?
5. What is the difference between physical and virtual filters and how can they be altered pre- and post-production?
6. What is the importance of keeping original versions of your photographs?
7. How do you know when to use Lightroom vs. Photoshop?
8. Why is adhering to copyright laws important?
9. Where can you find copyright free photos?

Assessment Evidence**Performance Tasks:**

- Define and describe programs, items, and vocabulary relevant to the unit
- Use various elements to create a narrative within your composition based on mood and emotion
- Develop greater proficiency in the use of the elements of art and principles of design in order to create an aesthetically pleasing composition
- Recognize and apply traditional and contemporary design elements and trends
- Research various art movements and design styles as sources of inspiration
- Critique work of peers to hypothesize meaning in art
- Develop career awareness in the areas of advertising, graphic designers, photographers, and editing
- Expand photo editing skills using basic image workflow in Photoshop and Lightroom.
- Experiment with different virtual filters and effects.

Other Evidence:

- Assessment by demonstration or written, on knowledge of digital photography as it relates to the project, equipment, terminology, and processes involved in the design and creation of the art project
- Participation in group critiques
- Student reflection, discussion, and self-assessment
- Weekly effort and attitude assessment which reflects involvement, cooperation, perseverance, self-motivation, following of directions, pride in work, respect for others, and respect for tools and materials of the classroom

Benchmarks:

- Completed projects
- Progress checks including notebook review
- Assessments and/or written responses to material
- Participation in class discussions including class critiques

Learning Plan

Learning Activities:

- Observe demonstrations on skills, techniques, and equipment used in different photography processes
- Increase communication and skills in working with a group of artists
- Incorporate a higher level of involvement using the elements of art and principles of design through their combination, complexity, and variety
- Explore, identify, and create photographs based on (but not limited to) the following themes: emotions/moods, dispersion/pushing upwards and outwards, and surrealism/fantasy
- Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for digital photography as an art form from different cultures/societies
- Visit museums, galleries, artists' studios, exhibits, virtual tours, websites, and/or participate in video conferences

Resources:

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- "Digital Photography Masterclass" – Tom Ang
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- Art reproductions and examples
- Various internet resources/websites to enhance instruction and learning such as Schoology, YouTube, art websites, art museum collection websites, etc.
- Various materials and periodicals available in the IMC
- Instructor selected projects may include:
 - Dispersion
 - Pushing in/out
 - Photo merging
 - Photoshop effects

Unit Modifications for Special Population Students

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	<ul style="list-style-type: none"> • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
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Unit Title: Photojournalism	
Unit Description: This unit will focus on documentary photography and different methods of telling stories through images. Students will study the ethics and processes of photo retouching and manipulation in photojournalism. Students will be responsible for documenting events that occur throughout the school and community. As a final project, students will complete a portfolio showcasing their best work from the school year.	
Unit Duration: 6 weeks	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Documentary photographs tell a story. 2. An event or subject can be recorded in a single image, in a series of photos, or symbolically. 3. There are ethical concerns inherent in retouching images meant to be documentary. 4. Documentary photography is important for recording a history of a person/people. 5. The artist portfolio should be a collection of the artist's best work. 6. The portfolio should show many different types of photography in order to showcase the artist's ability and range. 7. Web based software can be used to create a digital portfolio as a professional place to showcase their work and advertise their skills. 	Essential Questions: <ol style="list-style-type: none"> 1. What is the true story being told in the image(s)? 2. What is the point of view of the image? 3. What feeling does the image evoke? 4. How can a subject/event be recorded in a single image? In a series of images? 5. What are the limits, if any, to retouching documentary photographs? 6. Why should an artist only showcase their best work in a portfolio? 7. What types of photography should be included in a well-rounded portfolio? 8. What is the benefit of having a professional website for a photographer? 9. How can a website be made and set up?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Define and describe items, vocabulary, and various camera equipment relevant to the unit • Develop greater proficiency in the use of the elements of art and principles of design in order to create an aesthetically pleasing composition • Identify events that take place in and around the school that need documenting • Work within a group to assign responsibility for documenting various school events • Document an event with a single image, as well as multiple images • Discuss the ethics inherent in editing a photograph for photojournalism • Critique work of peers to hypothesize meaning in art • Develop career awareness in the area of photojournalism • Expand photo editing skills using basic image workflow in Photoshop and Lightroom • Reflect on and create a digital portfolio to showcase a variety of photography pieces to best represent the skills of the student 	Other Evidence: <ul style="list-style-type: none"> • Assessment by demonstration or written, on knowledge of digital photography as it relates to the project, equipment, terminology, and processes involved in the design and creation of the art project • Participation in group critiques • Student reflection, discussion, and self-assessment • Weekly effort and attitude assessment which reflects involvement, cooperation, perseverance, self-motivation, following of directions, pride in work, respect for others, and respect for tools and materials of the classroom
Benchmarks: <ul style="list-style-type: none"> • Completed projects • Progress checks including notebook review • Assessments and/or written responses to material • Participation in class discussions including class critiques 	

Learning Plan

Learning Activities:

- Observe demonstrations on skills, techniques, and equipment used in different photography processes
- Increase communication and skills in working with a group of artists
- Incorporate a higher level of involvement using the elements of art and principles of design through their combination, complexity, and variety
- Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for digital photography as an art form from different cultures/societies
- Develop and design a digital portfolio containing all of the students work from this school year as a way of showing their specific skill sets in photography
- Demonstrate proficiency at maintaining stylistic consistency
- Visit museums, galleries, artists' studios, exhibits, virtual tours, websites, and/or participate in video conferences

Resources:

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- "The Digital Rebel Field Guide" – Charlotte Lowrie
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- "The Moment it Clicks" – Joe McNally
- Art reproductions and examples
- Various internet resources/websites to enhance instruction and learning such as Schoology, YouTube, art websites, art museum collection websites, etc.
- Various materials and periodicals available in the IMC
- Instructor selected projects may include:
 - Storyboard and composition
 - Final digital portfolio

Unit Modifications for Special Population Students

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