

## Unit Focus

In this unit students will experiment with their photography by developing a style that they will develop in the planning stage, during their photoshoots, as well as post production (Photoshop or Lightroom). They will apply the skills that they are focusing on to create a consistent conceptual series of photographs. Students will create these photos to best emphasize their vision using the camera(s) and lens(es), computer editing software, and display methods of their choice, while taking advantage of the creative cycles (based around peer feedback, teacher feedback, and self reflection)

## Stage 1: Desired Results

Established Goals	Transfer	
<p><b>Standards</b></p> <p>National Core Arts Standards <i>Visual Arts: HS Advanced</i> Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.HSIII) Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. (VA:Cr2.1.HSIII.a) <i>Visual Arts: HS Accomplished</i> Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.HSII) Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making. (VA:Cn10.1.HSII.a) Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.HSII) 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:Cr3.1.HSII.a) Select: Select, analyze and interpret artistic work for presentation. (VA:Pr.4.1.HSII) Analyze, select, and critique personal artwork for a collection or portfolio presentation. (VA:Pr.4.1.HSII.a) Perceive: Perceive and analyze artistic work. (VA:Re7.1.HSII)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Create works of art to personally engage in the artistic process and/or communicate meaning</p> <p>T2 Capture the feeling or emotional response which an artistic piece elicits</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.</p> <p>U2 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.</p> <p>U3 Compositional ideas and techniques are determined by the photographers intent and their audience</p>	
	Acquisition	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 How do I use composition to draw the viewer to specific areas of the photograph while keeping other minor elements in a supportive roll?</p> <p>K2 How is the light working to help with the bigger idea of the photograph?</p> <p>K3 How do I choose what feedback I should apply while maintaining my intentions with the photograph?</p> <p><i>Students will be skilled at...</i></p> <p>S1 Evaluating the light and applying lighting techniques to best feature the subject</p> <p>S2 Using computer editing software to enhance and/or manipulate the photograph</p>		

**Stage 1: Desired Results**

Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. *(VA:Re7.2.HSII.a)*

**Other Goals**

Student Growth and Development 21st Century Capacities Matrix

Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *(MM.2.2)*

Perseverance: Students will be able to identify problem(s) and use appropriate strategies to continue toward a desired goal. *(MM.4.2)*

K4 When do I ask for feedback? and when do I ask for specific feedback as opposed to a general response to the overall photograph?

K5 How do I create a series of photographs using a more conceptual approach while maintaining visual interest?

K6 Vocabulary: Conceptual, aesthetically evaluative, double exposure, opacity, expressive photographs