

**Randolph Township Schools
Randolph High School**

Smartphone Photography Curriculum

“No photographer is as good as the simplest camera.”

-Edward Steichen

Department of Visual and Performing Arts
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October 17, 2017

**Randolph Township Schools
Department of Visual and Performing Arts
Smartphone Photography**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of Visual and Performing Arts
Smartphone Photography

Introduction

Smartphones have revolutionized picture taking for the amateur and professional photographer. As smartphone cameras continue to improve with new features and picture quality, so does the technology and apps available. This course will help students get the most out of their smartphone camera and take better photographs. Smartphone camera functions, composition, shooting techniques, image editing and social media for photographers will be covered. This course is a semester course designed for the beginning photographers.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Smartphone Photography

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
2 weeks	I	Smartphone Camera Functions
2 weeks	II	Smartphone/Computer Applications
2 weeks	III	Image Editing
9 weeks	IV	Smartphone Areas of investigation
2 weeks	V	Portfolio/Presentation
1 week	VI	Social Media for Photographers

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Smartphone Photography
UNIT I: Smartphone Camera Functions

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.4.12.B.3 - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p> <p>1.4.12.B.3 - Art and art-making reflect and affect the role of technology in a global society.</p>	<p>Smartphones are a versatile tool for capturing photographic images.</p>	<ul style="list-style-type: none"> • How does a smartphone differ from a DSLR camera to take photographs?
	<p>Smartphones have replaced the point and shoot camera format for consumers.</p>	<ul style="list-style-type: none"> • Why has the smartphone become so popular for photographers?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Smartphones have specific parts related to a camera function such as shutter release options, screen, ports and jacks, lens, memory, megapixel and flash.</p> <p>Smartphone cameras have specific features to help enhance a photo such as flash, HDR, timer, focus adjustment, exposure control.</p> <p>Smartphone cameras have multiple options to choose from when deciding on the type of photo to take such as time-lapse, slo-mo, video, photo, square and pano.</p> <p>Smartphones have built in photo editing tools that allow the user to edit a photo directly through the phone before sharing or exporting including cropping, color adjustments, rotation and markup.</p>	<p>Students will be able to:</p> <p>Identify the basic parts to a smartphone that connect to the camera feature.</p> <p>Demonstrate ability to adjust and set the various features to help enhance a photo.</p> <p>Compare and contrast each option to determine the appropriate one for a desired outcome.</p> <p>Compare and contrast with each tool to understand the advanced effects it has on photos.</p>

	<p>Downloading photos from a smartphone can occur in various ways such as using airdrop, image capture and iPhoto.</p> <p>VOCABULARY: Case, screen, internal storage (SD card), Ports - headphone jack, charging port, power supply, RAM, CPU - chip, speed, megapixel, grid, burst mode, set focus & exposure, HDR - high dynamic range, live photos, exposure, formats, square, pano, photo, slow mo, time-lapse, HDR, timer, flash, camera editing, toning, light, color, B&W</p>	<p>Download images using airdrop, image capture and iPhoto.</p> <p>Share photos from smartphone using email, messages or social media.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Correctly identifying features and options on a smartphone.
- Successfully using a smartphone to take correctly in-focus and properly exposed photographs.

KEY LEARNING EVENTS AND INSTRUCTION:

- In class assignment using camera features such as freezing or blurring motion, changing depth of field, shooting with different camera formats (pano, square, slow-mo, time-lapse, HDR).
- Participating in various class discussion and physical demonstrations using a smartphone camera.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Smartphone Photography
Unit I: Smartphone Camera Functions

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	<ul style="list-style-type: none"> • Smartphone Camera <ul style="list-style-type: none"> ○ Parts ○ Exposure ○ Focus ○ In Camera Editing ○ Export/download/share 	<p>https://digital-photography-school.com - How Using Your Smartphone Camera Can Help Improve Your Photography</p> <p>https://digital-photography-school.com - 8 Ways to Use Your Smartphone for Photography</p> <p>Lynda.com – IOS 10 iPhone Photography and iPad essential training</p> <p>Lynda.com – Improve your iPhone and Mobile Photography</p> <p>Lynda.com – Mobile Photography: Image Management</p> <p>Lynda.com – Learning iPhone and iPad Security</p> <p>https://iphonephotographyschool.com</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Smartphone Photography
UNIT II: Smartphone /Computer Applications

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.3.12.D.3 - The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.</p>	<p>Applications are the life blood of a smartphone.</p>	<ul style="list-style-type: none"> • How would an artist decide on a smartphone application to use when working with photography?
<p>1.3.12.D.4 - Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.</p>	<p>Applications enhance the art of photography.</p>	<ul style="list-style-type: none"> • How does the use of applications enhance the art of photography?
<p>1.3.12.D.5 - Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>1.4.12.B.2 - The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.</p>	<p>Students will know:</p> <p>Applications come in an abundant amount and need to be investigated on an individual basis based on the task at hand.</p> <p>Applications installed on a Smartphone will allow the photographer to engage in better picture taking and editing.</p> <p>Adobe Photoshop is a computer-based application that is an extremely versatile application with many options for editing and exporting digital files.</p>	<p>Students will be able to:</p> <p>Compare applications and their features to make informed decisions on the best apps to use.</p> <p>Choose appropriate applications depending on the task at hand.</p> <p>Connect to app store to search and download apps.</p> <p>Organize applications on the smartphone.</p> <p>Compare Adobe Photoshop with other Smartphone applications to determine when Photoshop is necessary to use.</p> <p>Experiment using the different tool and option</p>

	<p>VOCABULARY: Applications, app, Photoshop, bridge, image capture, Snapspeed, memory, cable,</p>	<p>palettes in Adobe Photoshop to edit digital files.</p> <p>Create the three basic edits of crop, levels adjustment and sharpen to every digital file using Adobe Photoshop.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Developing a palette of applications based off an analysis of value and usefulness for each.
- Utilizing various applications successfully on their smartphone during daily studio work.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will experiment using various smartphone applications to take and edit their smartphone photographs.
- Students will experiment with various editing tools to enhance photographs.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Smartphone Photography
Unit II: Smartphone /Computer Applications

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	<ul style="list-style-type: none"> • Applications <ul style="list-style-type: none"> ○ Adobe Photoshop ○ Adobe Bridge ○ iMovie ○ snapseed ○ VSCO ○ Camera+ ○ Enlight ○ TouchRetouch ○ Superimpose ○ Mextures • Photoshop workspace <ul style="list-style-type: none"> ○ Tools ○ Palettes ○ Image adjustments ○ Adjustment layers ○ Layer styles 	<p>www.blurb.com - photo book making site</p> <p>Lynda.com – Photoshop for photographers Lynda.com – Dekes Techniques Lynda.com – iMovie Essential Training Lynda.com – Exploring image processing in Snapseed Lynda.com – Mobile Photography Weekly</p> <p>https://iphonephotographyschool.com</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Smartphone Photography
UNIT III: Image Editing

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.2.12.A.2 – Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression and contributions to the community and global citizenship. Cultural and historical events impact art-making as well as how audiences respond to works of art.</p>	<p>Image editing is a complex form of creative expression.</p>	<ul style="list-style-type: none"> • How would an artist choose which image editing options to use in order to produce their creative vision?
<p>1.3.12.D.1 – Synthesize the elements of art and principles of design in an original portfolio of two and three-dimensional artworks that reflect personal style and a high degree of technical proficiency and expressivity. Culturally and historically diverse art media, art mediums, techniques and styles impact originality and interpretation of the artistic statement.</p>	<p>Experimentation during image editing creates a personal and expressive body of work.</p>	<ul style="list-style-type: none"> • Why is experimentation important when creating art?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>1.3.12.D.2 – Produce an original body of artwork in one or more medium that demonstrates mastery of visual literacy, methods, techniques and cultural understanding. The artist’s understanding of the relationships among art media, methodology and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism and other genre styles to convey ideas to an audience.</p> <p>1.3.12.D.4 – Analyze the syntax, compositional and stylistic principles of two and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. Two- and three-dimensional artworks can be rendered culturally specific by using the</p>	<p>Students will know:</p> <p>Basic in-camera editing functions such as light and color provide a photographer the ability to alter a photograph from its original state.</p> <p>Editing techniques such as crop and rotate will enhance an image’s composition.</p> <p>Adobe Photoshop provides endless options for manipulating and enhancing photographic imagery.</p>	<p>Students will be able to:</p> <p>Identify simple editing approaches to enhance the aesthetic appeal of a photograph.</p> <p>Demonstrate understanding of how to change an image’s size, orientation and color profile within the camera prior to exporting to a computer.</p> <p>Create visually engaging imagery using the various editing functions of Adobe Photoshop.</p> <p>Import media into Adobe Photoshop for further editing options.</p>

<p>tools, techniques, styles, materials and methodologies that are germane to a particular cultural style.</p> <p>1.3.12.D.5 – Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating and original body of work.</p> <p>1.4.12.A.1 – Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre and visual art. Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.</p> <p>1.4.12.A.2 – Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. Artistic styles, trends, movements and historical responses to various genres of art evolve over time.</p> <p>1.4.12.A.3 – Develop informal personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre and visual art), using historical significance, craftsmanship, cultural context and originality as criteria for assigning value to the works. Criteria for assessing the historical significance, craftsmanship, cultural context and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p> <p>1.4.12.B.1 – Formulate criteria for arts evaluation using the cultures and principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual and multimedia artwork from diverse cultural contexts and historical era. The cohesiveness of a work of art and its ability to communicate a theme of narrative can be directly affected by the artist’s technical</p>		<p>Add, duplicate and manipulate layers using the layers palette in Photoshop.</p> <p>Distinguish between the various drop-down menu options for editing within Photoshop.</p> <p>Create visually engaging imagery using the various editing functions of Adobe Photoshop.</p>
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proficiency as well as by the manner and physical context in which it is performed of shown.

1.4.12.B.2 – Evaluate how and artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. Art and art-making reflect and affect the role of technology in a global society.

1.4.12.B.3 – Determine the role of art and art making in a global society by analyzing the influence of technology on the visual, performing and multimedia arts for consumers, creators and performers around the world.

VOCABULARY: Crop, levels, sharpen, contrast, saturation, Adobe Photoshop, workspace, layers, levels, CMYK, RGB, grayscale, bitmap, image mode

ASSESSMENT EVIDENCE: Students will show their learning by:

- Demonstrating various techniques/approaches to image editing through daily studio work.
- Importing camera phone images successfully into Adobe Photoshop and preparing them for output.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will explore different ways of editing images within the camera and on the computer to create display ready photographs.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Smartphone Photography
Unit III: Image Editing

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	<ul style="list-style-type: none"> • In Camera Editing <ul style="list-style-type: none"> ○ Crop/Rotate ○ Color Effects <ul style="list-style-type: none"> • Chrome/Fade/Transfer/Etc. ○ Light <ul style="list-style-type: none"> • Exposure/Highlights/Shadows/Etc. ○ Color <ul style="list-style-type: none"> • Saturation/Contrast/Cast ○ Black & White <ul style="list-style-type: none"> • Intensity/Neutrals/Tone/Grain • Computer Editing <ul style="list-style-type: none"> ○ Adobe Photoshop <ul style="list-style-type: none"> • Crop/Levels/Sharpen • Image > Adjustments • Selective Color • Filters • Edit > Transform 	<p>https://www.youtube.com/watch?v=YZPuc3HV5O8</p> <p>https://helpx.adobe.com/photoshop/using/levels-adjustment.html</p> <p>https://www.youtube.com/watch?v=UZF8pazb8qI</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Smartphone Photography
UNIT IV: Smartphone Areas of Investigation

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.1.12.D.1 – Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism and allegory. Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 – Determine how dance, music, theatre and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 – Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression and contributions to the community and global citizenship. Cultural and historical events impact art-making as well as how audiences respond to works of art.</p>	<p>Photography is a universal form of visual communication.</p> <p>Elements and principles of art and design are essential to creating a successful photographic composition.</p> <p>The creative process relies on investigation, experimentation and critique.</p>	<ul style="list-style-type: none"> • How does a photographer use their photos to provide visual communication to their audience? • How are the elements and principles of art and design used to create a successful photographic composition? • How does the process of critiquing photographs contribute to the development of your own ideas and images? • How does a photographer develop a personal style?
	KNOWLEDGE	SKILLS
<p>1.3.12.D.1 – Synthesize the elements of art and principles of design in an original portfolio of two and three-dimensional artworks that reflect personal style and a high degree of technical proficiency and expressivity. Culturally and historically diverse art media, art mediums, techniques and styles impact originality and interpretation of the artistic statement.</p> <p>1.3.12.D.2 – Produce an original body of artwork in one or more medium that demonstrates mastery of visual literacy, methods, techniques and cultural understanding. The artist’s understanding of the relationships among art media, methodology and visual statement allows the artist to use expressionism,</p>	<p>Students will know:</p> <p>Various compositional techniques will help to create engaging imagery such as; rule of thirds, focal point, symmetrical vs. asymmetrical.</p>	<p>Students will be able to:</p> <p>Analyze subject matter to determine the most effective shooting techniques for portraying the artist’s underlying vision.</p> <p>Create engaging imagery applying various compositional shooting techniques.</p>

<p>abstractionism (nonobjective art), realism/naturalism, impressionism and other genre styles to convey ideas to an audience.</p> <p>1.3.12.D.3 – Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates the art media, art mediums and techniques used. Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.</p> <p>1.3.12.D.4 – Analyze the syntax, compositional and stylistic principles of two and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials and methodologies that are germane to a particular cultural style.</p> <p>1.3.12.D.5 – Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating and original body of work.</p> <p>1.4.12.A.1 – Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre and visual art. Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.</p> <p>1.4.12.A.2 – Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. Artistic styles, trends, movements and historical responses to various genres of art evolve over time.</p> <p>1.4.12.A.3 – Develop informal personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre</p>	<p>The elements of art/design can be used individually and in conjunction with each other to help create interest in a photograph.</p> <p>Smartphone cameras have various shooting modes such as HDR, square and panorama that can enhance the look and feel of a photograph.</p> <p>Proper exposure is paramount to creating a successful photograph.</p>	<p>Identify and utilize basic design elements to strengthen photographic compositions.</p> <p>Connect visual aspects of a photograph to the underlying techniques used to create them.</p> <p>Compare and contrast the differences between each shooting mode and the types of situations that each one could be used for.</p> <p>Compose original photographs using a variety of shooting modes and formats.</p> <p>Consider how various lighting situations will affect the exposure of a photograph.</p> <p>Operate a smartphone camera to effectively capture the essence of the scene they are photographing.</p>
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and visual art), using historical significance, craftsmanship, cultural context and originality as criteria for assigning value to the works. Criteria for assessing the historical significance, craftsmanship, cultural context and originality of art are often expressed in qualitative, discipline-specific arts terminology.

1.4.12.A.4 – Evaluate how exposure to various cultures influences individual, emotional, intellectual and kinesthetic responses to artwork.

1.4.12.B.1 – Formulate criteria for arts evaluation using the cultures and principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual and multimedia artwork from diverse cultural contexts and historical era. The cohesiveness of a work of art and its ability to communicate a theme of narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.

1.4.12.B.2 – Evaluate how and artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. Art and art-making reflect and affect the role of technology in a global society.

1.4.12.B.3 – Determine the role of art and art making in a global society by analyzing the influence of technology on the visual, performing and multimedia arts for consumers, creators and performers around the world.

VOCABULARY: Elements and Principles of Art and Design, line, value, color, texture, form, abstract, rule of thirds, HDR, panorama, square format, editing modes, exposure, cropping, focal point, exposure, symmetrical/asymmetrical

ASSESSMENT EVIDENCE: Students will show their learning by:

- Taking a variety of photographs using their smartphone that explore various subject matter, shooting/editing techniques, and elements/principles of good design.
- Demonstrating their personal aesthetic through comparison, critique and explanation of photographs.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will create a body of work using the camera in their smartphone through a variety of shooting assignments and exploration of different shooting/editing techniques.
- Critique and discuss photographic works to stimulate understanding of the medium and growth in development of a personal style.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Smartphone Photography
Unit IV: Smartphone Areas of Investigation

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<ul style="list-style-type: none"> • Elements of Art Studies <ul style="list-style-type: none"> ○ Line ○ Color ○ Value ○ Texture ○ Form • Creating Emphasis for Stronger Composition <ul style="list-style-type: none"> ○ Focal Point ○ Rule of Thirds • Portraits/People • Panorama <ul style="list-style-type: none"> ○ Pano Camera Function ○ Panorama Apps • In-Camera Editing/Manipulation <ul style="list-style-type: none"> ○ Square Format ○ Color Effects <ul style="list-style-type: none"> ▪ Chrome/Noir/Fade etc. ○ Light/Color/B&W editing modes • Reflections 	<p>How to Use Color More Effectively in your Smartphone photographs (handout/webpage)</p> <p>8 Ways to Create a Stronger Focal Point in Your Smartphone Photographs (handout/webpage)</p> <p>How to Take Wonderful Portrait Photos with Your Smartphone (handout/webpage)</p> <p>CycloRamic Smartphone App</p> <p>ProCamera App</p> <p>How to Use ProCamera App to Shoot Stunning Photos (handout/webpage)</p> <p>9 Tips for Taking Spectacular Reflection Photos (handout/webpage)</p> <p>Lynda.com – Creating Photo Composites on Smartphones and tablets</p> <p>Lynda.com – Using a smartphone for long-exposure photography</p> <p>Lynda.com – Smartphone Cinematography</p>

	<ul style="list-style-type: none">• Abstraction• Close up/Macro	<p>https://digital-photography-school.com - 8 DIY Smartphone Photography Projects to Try</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Smartphone Photography
UNIT V: Portfolio/Presentation

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.4.12.A.3 - Artistic styles, trends, Movements, and historical responses to various genres of art evolve over time.</p>	<p>Presentation conveys a story of a photographer.</p>	<ul style="list-style-type: none"> • How do we view photographs? • How does one choose the best means to present their body of work?
<p>1.2.12.A.2 - Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.</p>	<p>Portfolios exhibit a range of investigations.</p>	<ul style="list-style-type: none"> • What must an artist consider when presenting their work?
<p>1.4.12.B.3 - Art and art-making reflect and affect the role of technology in a global society.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Cutting a window mat for a photograph involves properly calculating and measuring proportions.</p> <p>iMovie is an application that can be used to design and create a stunning portfolio.</p>	<p>Students will be able to:</p> <p>Formulate the best approach between matting and mounting for print presentation.</p> <p>Distinguish between correct proportions for each photograph that will be matted.</p> <p>Demonstrate the ability to mat physical photos.</p> <p>Identify key editing components of iMovie.</p> <p>Prepare digital photographs for iMovie successfully focusing on adjusting size, resolution and compression.</p> <p>Incorporate transitions to create a more dynamic slide show.</p>

	<p>Automated web galleries can be created through the Adobe Bridge application and include an index page, thumbnails and large pages.</p> <p>VOCABULARY: Window mat, mat knife, scribe, iMovie, frame, transition, tween, root folder .mov, web gallery, link, thumbnail, .html, file extension, template</p>	<p>Demonstrate Photoshop save for web feature to adjust photographs for iMovie in an efficient manner.</p> <p>Create a successful iMovie that integrates photographs and export as a .mov file.</p> <p>Design a web gallery that includes an index page, thumbnails and large pages.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Demonstrating the proper matting procedures for physical photographs.
- Importing and adjusting photographs using iMovie to create a portfolio presentation.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will print and cut a window mat of their photographs.
- Students will experiment with iMovie to create a digital portfolio.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Smartphone Photography
UNIT V: Portfolio/Presentation

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
<p>2 Weeks</p>	<ul style="list-style-type: none"> • Window Mat <ul style="list-style-type: none"> ○ Selecting correct format ○ Measure photograph and mat board ○ Cutting mat ○ Assembling finished mat • iMovie <ul style="list-style-type: none"> ○ Importing photographs ○ Create title slide ○ Edit in the timeline ○ Add transitions ○ Add and adjust music ○ Export to .mov file • Web Gallery <ul style="list-style-type: none"> ○ Adobe Bridge > Output ○ Template ○ Site info ○ Color Palette ○ Appearance ○ Save/upload 	<p>Lynda.com - iMovie 10.1.1 Essential Training</p> <p>Lynda.com - Using the Output workspace in Bridge</p> <p>Lynda.com - Creating a web gallery in Bridge</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Smartphone Photography
UNIT VI: Social Media for Photographers

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.2.12.A.2 - Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.</p>	<p>Social media allows a photographer to showcase and promote their photographs in different ways.</p>	<ul style="list-style-type: none"> • Why use social media? • How does a photographer choose the best social media sites for their use?
<p>1.4.12.B.3 - Art and art-making reflect and affect the role of technology in a global society.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Social media sites vary for photographers and can be instrumental to their professional growth.</p> <p>Digital files need to be prepared in a particular way before posting on social media web sites.</p>	<p>Students will be able to:</p> <p>Evaluate different social media sites to determine which best suits their needs.</p> <p>Formulate basic image editing to prepare their photographs for the web using save for web option in adobe Photoshop.</p> <p>Deduce the best file format to use when working with social media.</p> <p>Evaluate the advantages and disadvantages of each file format.</p> <p>Optimize file formats for the best presentation on the web.</p>

	<p>Best practices for taking precautions and understanding privacy issues when posting images and personal information on social media.</p> <p>VOCABULARY: Flickr, Instagram, Pinterest, Trover, Youpic, Facebook, gallery, hosting, upload, Save for Web, jpg, png, gif, compression, lossy, lossless compression, save for web,.</p>	<p>Appraise social media content for what is appropriate and safe to post.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Organizing and posting their photographs as a portfolio using social media.
- Assessing social media web sites to determine the advantages and disadvantages of each.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will experiment using social media as a portal for exhibiting their photographs.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Smartphone Photography
UNIT VI: Social Media for Photographers

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
1 Week	<ul style="list-style-type: none"> • Social Media for Photographers Web Sites <ul style="list-style-type: none"> ○ Reasons for using social media ○ Social media use precautions ○ Privacy ○ Adjusting photos for the web ○ flickr ○ Instagram ○ Facebook ○ Pinterest 	<p>lynda.com – Social Media for Photo and video Pros</p> <p>https://iphonephotographyschool.com</p> <p>www.flickr.com www.instagram.com www.pinterest.com www.trover.com www.youpic.com www.facebook.com</p>