

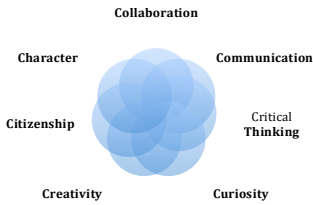


Content Area: Art	Course: Digital Photography	Grade Level: 9-12
 	<p><b>R14 The Seven Cs of Learning</b></p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> <li>• Elements of Art, Principles of Design, and Compositional Elements (color, texture, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Using the DSLR as an Artist (shooting in manual, lighting&amp; shadows, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Artist Presentation Techniques in Photography (Flat Lay Photography, Stop Motion, Hyperlapse)</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Photoshop Editing</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Portrait Photography</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2 week</li> </ul>	
<ul style="list-style-type: none"> <li>• Preparing for Presentation (final projects)</li> </ul>	<ul style="list-style-type: none"> <li>• 3-4 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>• The Etiquette of Art</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Art History</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</li> <li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</li> <li>• Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</li> <li>• People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> </ul>
Present	<ul style="list-style-type: none"> <li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation</li> <li>• 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.</li> <li>• 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</li> </ul>
Respond	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Visual imagery influences understanding of and responses to the world.</li> <li>• People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>• People evaluate art based on various criteria.</li> </ul>
Connect	<ul style="list-style-type: none"> <li>• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> </ul>

Unit Title	Elements of Art, Principles of Design, and Compositional Elements	Length of Unit	ongoing
<b>Inquiry Questions</b> (Engaging & Debatable)	What are the elements of art and principles of design? How do color relationships impact an artist's choice to photograph? What is the individual function of color for identification? What is the universal function of color for identification? How is color used to convey meaning? What is the value of texture in conveying meaning or identification? How do texture relationships impact an artist's choices? What is the relationship between photographing texture and manipulating aperture?		
<b>Standards*</b>	<b>Create:</b> Investigate: VA:Cr2.1.IIa <b>Respond:</b> Perceive: VA:Re7.1.IIa Perceive: VA:Re7.2.IIa		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>● Factors that contribute to a composition</li> <li>● strong composition vs. weak composition</li> <li>● elements and principles that create composition</li> <li>● using color to convey meaning</li> <li>● color relationships</li> <li>● texture classification and texture relationships</li> <li>● photographing texture and manipulating aperture</li> </ul>		
<b>Key Vocabulary</b>	Composition; Elements of art: line, shape, color, value, form texture, space; Principles of design: balance, contrast, emphasis, movement pattern, rhythm, unity; Compositional elements: rule of thirds, balancing elements, leading lines, symmetry and pattern, viewpoint, background, depth, framing, cropping; primary, secondary, monochromatic, analogous, complementary, natural, artificial, isolated, filling the frame, natural, man-made, implied, contrast, texture, combination, relationship, juxtaposition		

\*Standards based on *National Core Arts Standards*

For more information visit: [National Standards for Art](#)

<b>Unit Title</b>	<b>Elements of Art, Principles of Design, and Compositional Elements</b>	<b>Length of Unit</b>	ongoing
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<b>Critical Content: My students will Know ...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● elements of art and principles of design</li> <li>● color relationships</li> <li>● the value of texture in conveying meaning or identification</li> <li>● individual and universal function of color for identification</li> </ul>	<ul style="list-style-type: none"> <li>● understand the role of the elements of art, principles of design, and compositional elements in the environment, or in a work of art, especially in photography</li> <li>● photograph the elements and principles to demonstrate how they find and understand each in their environment and how it compares to their peers</li> <li>● capture color relationships of natural or staged environment</li> <li>● use color to convey meaning and create emphasis</li> <li>● creatively build strong compositions to demonstrate the use of color relationships</li> <li>● identify classification of texture</li> <li>● capture types of texture and the relationships between each</li> <li>● create varied compositions of texture to convey meaning</li> <li>● manipulate aperture to capture texture intentionally</li> </ul>

<b>Assessments:</b>	formative assessment; summative assessment;
<b>Teacher Resources:</b>	teacher generated resources;

<b>Unit Title</b>	<b>Using the DSLR as an Artist</b>	<b>Length of Unit</b>	Ongoing
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	What are the uses for various manual settings on a DSLR camera? What is the impact of manual settings on other camera settings? What impact does light and shadow have on photography? How do you manipulate camera settings for different lighting equations and exposure? What is light temperature and how does it impact a photo?
<b>Standards*</b>	<b>Create:</b> Investigate-Plan-Make: VA:Cr1.1.IIa Investigate: VA:Cr2.1.IIa
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>● functions and operation of DSLR</li> <li>● camera care</li> <li>● manual settings on a DSLR camera</li> <li>● the effect of manual settings on another setting</li> </ul>
<b>Key Vocabulary</b>	camera body, camera lense, lense cap, memory card, battery, battery charger, camera bag, camera digital screen, camera dial settings, flash, automatic and manual focus, zoom, aperture, shutter speed, depth of field, ISO, f-stop, light meter, grid, eye hole, screen view, tri-pod, kelvin temperature chart, warm light, cool light, outdoor lighting, indoor lighting, midday lighting, night light, top lighting, back lighting, side lighting, patterned lighting, shutter speed, movement

<b>Unit Title</b>	<b>Introduction to DSLR</b>	<b>Length of Unit</b>	ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● camera use and care</li> <li>● full manual mode</li> <li>● purpose of a tripod</li> <li>● settings to change on a camera to manipulate or correct photo purposefully</li> <li>● impact of light on photography</li> <li>● Kelvin light temperature scale</li> </ul>	<ul style="list-style-type: none"> <li>● navigate through digital screen on camera for settings</li> <li>● demonstrate an understanding of the various aspects, settings, and properties of a DSLR camera</li> <li>● intentionally differentiate between appropriate settings for unique environment</li> <li>● shoot in full manual mode on DSLR while manipulating the shutter speed, aperture, and ISO</li> <li>● differentiate types and effects of lighting and shadow in reference to subject</li> <li>● manual camera manipulation for different lighting equations and exposure</li> <li>● modify light temperature and types of shadow and mood using light pads</li> <li>● manipulate shutter speed to control lighting and movement for proper exposure</li> </ul>

<b>Assessments:</b>	formative assessment;
<b>Teacher Resources:</b>	teacher demonstration;

<b>Unit Title</b>	<b>Artist Presentation Techniques in Photography</b>	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	What is the value of negative space? What are the elements of lay flat photography? How does an artist determine the length of a video using frames per second and number of frames? What role does storyboard planning play in stop motion animation? What the process for photography to video? How does an artist capture time through movement and animation?		
<b>Standards*</b>	<b>Create:</b> Investigate-Plan-Make: VA:Cr1.2.IIa Investigate-Plan-Make- VA:Cr2.1.IIa Investigate: VA:Cr2.3.IIa Reflect-Refine-Continue: VA:Cr3.1.IIa <b>Respond:</b> Perceive: VA:Re7.1.IIa		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>● developing theme by use of repetition of elements of art or principles of design</li> <li>● inanimate object self portrait/theme</li> <li>● photoshop editing</li> <li>● photography to video process</li> <li>● storyboard planning</li> <li>● capturing time through movement and animation</li> </ul>		
<b>Key Vocabulary</b>	use of angles, overlapping, positive space, negative space, lighting, top view “up high” shoot, statement objects, accessory objects, color palette, theme, brainstorm, background, clone stamp, burn, dodge, blur, sharpen, eraser, adjustments, storyboard, frames, frame rate, time stretch, stabilizer, composition, render, credits, audio, convert, work space, batch edit, movement, point, communication, clarity, craftsmanship, animation length, storyboard, equation, calculation, responsibility, content, setting, distance		

<b>Unit Title</b>	<b>Artist Presentation Techniques in Photography</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● visual communication through repeated elements to create theme</li> <li>● the value of negative space</li> <li>● use of a visual grid</li> <li>● elements of lay flat photography</li> <li>● the process of frames per second and number of frames to create a video of specific length</li> <li>● the value of minimal movement between each frame</li> <li>● conversion of jpeg to video</li> <li>● equation of footage</li> </ul>	<ul style="list-style-type: none"> <li>● brainstorm and select inanimate objects that contribute to a theme</li> <li>● balance positive and negative space</li> <li>● utilize layering and angles when arranging objects within composition</li> <li>● capture a variety of photographs with varied compositions, frame direction, and arrangement of objects</li> <li>● edit flat lay on photoshop tools</li> <li>● apply appropriate lighting to content of work</li> <li>● create a flipbook using a short video</li> <li>● develop a storyboard for a stop motion animation and identify materials</li> <li>● manipulate materials in small movements to capture 300-500 photographs to create a 15 second animation</li> <li>● edit footage using Adobe Lightroom and Adobe After Effects</li> <li>● identify and apply music, credits, and stabilization to video</li> <li>● calculate distance needed for 30 second video length, and measure increments of movement between each frame</li> <li>● utilizing focal point for optimal stabilization</li> </ul>

<b>Assessments:</b>	formative assessment; summative assessment;
<b>Teacher Resources:</b>	teacher generated resources;



<b>Unit Title</b>	<b>Photoshop Editing</b>	<b>Length of Unit</b>	ongoing
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What is the value of layers?</li> <li>• What is spot editing?</li> <li>• What is overall editing?</li> <li>• How does an artists decide what editing route to take?</li> </ul>
<b>Standards*</b>	<b>Create:</b> Investigate: VA:Cr2.1.IIa
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Photograph Editing</li> <li>• spot editing vs overall editing</li> </ul>
<b>Key Vocabulary</b>	Adobe photoshop, crop, clone stamp, eraser, background eraser, selection (several), burn, dodge, sponge, sharpen, blur, image size, resolution, and lighting adjustments, server, layers

<b>Unit Title</b>	<b>Photoshop Editing</b>	<b>Length of Unit</b>	ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● the value of layers</li> <li>● appropriate adjustment use for editing photographs</li> <li>● tools to use for solving visual editing</li> </ul>	<ul style="list-style-type: none"> <li>● appropriately save, manage and locate their digital files</li> <li>● understand and utilize layers</li> <li>● discuss the differences between adjustment layers and adjustment functions</li> <li>● demonstrate proper use of tools and functions in Photoshop</li> </ul>

<b>Assessments:</b>	formative assessment;
<b>Teacher Resources:</b>	teacher demonstration;

<b>Unit Title</b>	<b>Portrait Photography</b>	<b>Length of Unit</b>	1 week
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How does body language assist in conveying the meaning of a photograph?</li> <li>• What is the relationship between all visual elements within a composition as a means of telling a story?</li> </ul>
<b>Standards*</b>	<b>Create:</b> Investigate: VA:Cr2.3.IIa
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• storytelling through the human figure and its relationship to its environment</li> </ul>
<b>Key Vocabulary</b>	story-telling, focus, aperture, background, camera angle, environment, lighting, clothing, contrast, framing, model, self-portrait, camera timer

<b>Unit Title</b>	<b>Portrait Photography</b>	<b>Length of Unit</b>	1 week
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>the strength of body language in conveying meaning</li> <li>the relationship between all visual elements within a composition as a means of telling a story</li> </ul>	<ul style="list-style-type: none"> <li>develop an idea to tell a story through portrait photography</li> <li>identify a model or self for subject</li> <li>use environment, lighting, clothing, and accessories to increase meaning/storytelling</li> <li>consider framing, depth of field, focus and camera angle in controlling planned message to viewer</li> <li>utilize self-timer on camera for self-portrait option</li> <li>direct model or self expression in conveying meaning to viewer</li> </ul>

<b>Assessments:</b>	formative and summative assessment;
<b>Teacher Resources:</b>	teacher generated resources;

<b>Unit Title</b>	<b>Preparing for Presentation</b>	<b>Length of Unit</b>	3-4 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How does an artist’s personal idea or vision impact their work?</li> <li>• How do life experiences influence the way you relate to art?</li> <li>• How does learning about art impact how we perceive the world?</li> <li>• What can we learn from our responses to art?</li> </ul>		
<b>Standards*</b>	<p><b>Present:</b> Select: VA:Pr4.1.IIa</p> <p><b>Respond:</b> Perceive: VA: Re7.2.IIa</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• developing, creating, and presenting an individual idea as a culmination of the semester</li> <li>• personal artistic voice</li> <li>• individual reflection</li> </ul>		
<b>Key Vocabulary</b>	thesis statement, thesis, title(s), meaning, body of work, craft, reflection, passion, vision		

<b>Unit Title</b>	<b>Preparing for Presentation</b>	<b>Length of Unit</b>	3-4 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● exploration of personal idea/vision</li> <li>● receive and use feedback on theses</li> <li>● reflect on personal growth technically and aesthetically</li> </ul>	<ul style="list-style-type: none"> <li>● research and understand successful thesis ideas and examples</li> <li>● develop an individual idea that is strong and supported with resources</li> <li>● develop a thesis that incorporates all skills gained from the semester, while focusing on a specific idea, technique, or subject that is special to the student</li> <li>● capture 200-500 photos as a means to explore the thesis topic and narrow down 10 photos to submit as a final thesis</li> <li>● title and describe the thesis and title each photograph included within the thesis</li> <li>● present final thesis in specific layout format that is shared in class</li> <li>● present an idea/vision to audience</li> </ul>

<b>Assessments:</b>	formative and summative assessment; critique
<b>Teacher Resources:</b>	teacher generated resources;

<b>Unit Title</b>	<b>The Etiquette of Art</b>	<b>Length of Unit</b>	ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<p>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?  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? 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?</p>		
<b>Standards*</b>	<p><b>Create:</b>  Investigate: VA:Cr2.2.IIa  Reflect- Refine- Continue: VA: Cr3.1.IIa  <b>Present:</b>  Select: VA:Pr4.1.IIa  Analyze: VA:PR5.1.IIa  Share: VA:Pr6.1.IIa  <b>Respond:</b>  Perceive:VA:Re7.2.IIa  Analyze: VA:Re8.1.IIa  Interpret: VA:Re9.1.IIa</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Art Critique (peer, self, and teacher)</li> <li>• Art Show (preparation, set up, striking)</li> <li>• Art Room Etiquette</li> </ul>		
<b>Key Vocabulary</b>	<p>Elements of art, principles of design  Four steps of art criticism: description, analysis, interpretation, judgement.</p>		

<b>Unit Title</b>	<b>The Etiquette of Art</b>	<b>Length of Unit</b>	ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>art is a vehicle to express emotions, values, attitudes, and ideas</li> <li>the process of critique</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate responsibility and care in the use of art facilities, tools, and materials</li> <li>respond to the formal and sensory qualities in a work of art and define their personal preferences</li> <li>communicate constructive criticism through peer and self class critiques.</li> <li>participate in various art exhibits</li> <li>work independently and respect the work of others</li> <li>select a body of work that contains the essence of one's creative efforts</li> <li>maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment</li> <li>formulate a working visual arts vocabulary</li> <li>develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance)</li> <li>understand other world cultures as they related to the experience and variety of different art forms</li> <li>appropriate vocabulary to describe and evaluate their own work and the work of others</li> <li>evaluate, interpret and make personal statements about works of art</li> </ul>

<b>Assessments:</b>	Formative-teacher and peer feedback, exploring medium exercise , I nterim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
<b>Teacher Resources:</b>	Teacher generated resources, Artists website - based on medium, Former student work



<b>Unit Title</b>	<b>Art History</b>	<b>Length of Unit</b>	ongoing
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence chape deas, beliefs, and experiences? How do objects, artifact, and artworks collected, preserved, or presented, cultivate appreciate and understanding?</p> <p>How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life?</p>
<b>Standards*</b>	<p><b>Present:</b> Share: VA:Pr6.1.IIa</p> <p><b>Connect:</b> Relate: VA:Cn11.1.IIa</p>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Content</li> <li>• Technique</li> <li>• Cultural Concepts</li> <li>• The evolution of art</li> </ul>
<b>Key Vocabulary</b>	movement, the elements of art and principles of design, critique, appreciation, relevance

<b>Unit Title</b>	<b>Art History</b>	<b>Length of Unit</b>	ongoing
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<b>Critical Content: My students will Know ...</b>	<b>Key Skills: My students will be able to (Do) ...</b>
<ul style="list-style-type: none"> <li>● art history is the study and appreciation of art and artists within the context of past and present cultures</li> <li>● artists and the periods in which they worked</li> <li>● movements and styles</li> <li>● an understanding of how individual artists work</li> <li>● art as a basic and universal language</li> <li>● artists synthesize the ideas of their own and other cultures to create their work</li> <li>● artists have communicated ideas in different ways</li> </ul>	<ul style="list-style-type: none"> <li>● incorporate historical reference into studio activities</li> <li>● recognize common elements in different artists' work that represent a movement</li> <li>● make connections between their understanding of their heritage, social experience, and environment as it allows them to understand themselves and the similarities and diversities of mankind</li> <li>● make connections between art and culture</li> <li>● develop an appreciation for cross-cultural influences in art</li> <li>● recognize that art and the artist connecting links between cultures</li> <li>● develop an understanding of how the ideas expressed in a students' work relate to past and present art and culture</li> </ul>

<b>Assessments:</b>	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
<b>Teacher Resources:</b>	Teacher generated resources, Artists website - based on medium Former student work