



# Commercial Photography Unit 3 - Product Advertising

## Unit Focus

Students will both explore how advertisers use photography to help sell their product. They will apply their understanding of the camera and lighting techniques to create their own advertising campaign which can be displayed in magazines, websites, and other forms of social media. Students will learn through hands on activities using the camera, lighting techniques, and product design.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>National Core Arts Standards</b>  <i>Visual Arts: HS Proficient</i>            Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.HSI)            Document the process of developing ideas from early stages to fully elaborated ideas. (VA:Cn10.1.HSI.a)            Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.HSI)            Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a)            Select: Select, analyze and interpret artistic work for presentation. (VA:Pr.4.1.HSI)            Analyze, select, and curate artifacts and/or artworks for presentation and preservation. (VA:Pr.4.1.HSI.a)            Interpret: Apply criteria to evaluate artistic work. (VA:Re9.1.HSI)            Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI.a)</p> <p><b>Madison Public Schools Profile of a Graduate</b>            Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)            Product Creation: Effectively use a medium to communicate important information. (POG.3.2)</p>	<p><i>Students will be able to independently use their learning to...</i>  <b>T1</b> Develop and refine techniques and skills through purposeful practice and application to become more fluent  <b>T2</b> Create works of art to personally engage in the artistic process and/or communicate meaning  <b>T3</b> Engage in critique to inform next steps or deepen examination of an artistic work</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i>  <b>U1</b> Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.  <b>U2</b> Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.  <b>U3</b> 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><i>Students will keep considering...</i>  <b>Q1</b> How do I capture a product in a flattering light?  <b>Q2</b> What does quality look/feel/sound like? How do I fine tune my work for and with an audience?  <b>Q3</b> What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?  <b>Q4</b> How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i>  <b>K1</b> Understanding of typical magazine ad or web-based social media copy (e.g., length, tone, vocabulary, provocation)  <b>K2</b> Balanced lighting techniques (limiting shadows)</p>	<p><i>Students will be skilled at...</i>  <b>S1</b> Using written text to enhance the visual image and what that image is representing  <b>S2</b> Applying appropriate lighting techniques to feature the product</p>	

**Stage 1: Desired Results - Key Understandings**

**K3** Where to feature the product in the ad (e.g., within the frame or layered on top of it)  
**K4** Ways to create interest in the product through visual composition

**S3** Designing a layout for both image and text that is aesthetically pleasing and communicating a clear message  
**S4** Sketching out compositional ideas to assist in how the product will be photographed (e.g., zoom, angle, color, focus)