

Pembroke Public Schools - Visual & Performing Arts Department

Digital Photo I - Course # ART575 UBD Unit Plans

Course Overarching Essential Questions:

- How can I learn to be a photographer?
- What categorizes a photographer's works?
- How can play and experimentation inform my process?
- How do I effectively communicate my ideas within my photos?
- What is the importance of photography in our society/what role does it play in my life?
- What is the relationship between a digital photo and the process of creating it?
- How do images influence our ideas and worldviews?
- How do photographers make active decisions within their works?
- What are some contemporary trends or issues that influence the world of photography today?
- How does creating arts enrich the lives of others?
- Why does presentation affect the way a viewer experiences and even understands a work of art?

SUBJECT: DIGITAL ARTS		COURSE: DIGITAL PHOTO I		GRADE LEVEL(S): 9-12	
UNIT / THEME/GENRE : INTRO TO DIGITAL PHOTO		TIME REQUIRED: 2-3 DAYS		LATEST REVISION:	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): CONNECTION TO STUDENTS' PREVIOUS EXPERIENCES ONLY					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK	
<p>Who is a photographer and what skills do they possess?</p> <p>Is photography art? How is it similar to and different from other kinds of art (painting, sculpture, etc).</p>	<p>The classroom rules and responsibilities as well as processes and daily routines for working with equipment, turning in assignments, behavior and quality of work.</p> <p>How artists develop ideas from issue or idea to final product.</p>	<p>Classroom expectations must be met to support an optimum learning environment where everyone succeeds.</p> <p>Students will understand how to use Google Classroom and Windows digital filing systems are</p>	<p>Recognize photographs and define its specific category.</p> <p>Demonstrate their understanding of file accessing, naming, organizing and sharing in Google Chrome and Classroom.</p>	<p>(P.MA.11) (P.MA.8) (P.MA.7)</p>	

<p>Why are some photographs better than others?</p> <p>What choices must a photographer make before beginning a work?</p> <p>What do photographers need to be effective?</p> <p>How does the media impact the way we view society?</p> <p>What are some contemporary trends or issues that influence the world of photography today?</p> <p>How do photographs enrich our lives and the lives of others?</p> <p>Are 9/11 images important to the world of photography?</p>	<p>That talent is not only based on innate ability but also practice.</p> <p>Many media exist within the art and design worlds.</p> <p>A variety of software is used to create the design works students see today in the media.</p> <p>Media arts includes content from other disciplines.</p> <p>The purchase of goods and services is in itself a system of evaluation for the quality of a design or work of art.</p> <p>Digital citizenship requires respect for guidelines on the internet, digital imagery and email safety for minors and for general purpose. What guidelines are required vs. recommended.</p>	<p>effective in organizing and storing their works.</p> <p>Understanding Digital Photo history helps give merit to works through readings, discussion and videos.</p> <p>Competing in contests and competitions throughout the course allows students to show pride in their works.</p> <p>Skill is built with practice, photo tools and techniques and creative thought.</p> <p>There are many different types of photography and each has its own unique qualities and creative outcomes.</p> <p><i>Students must consider copyright law and plagiarism in their creation and use of imagery.</i></p> <p>Symbolism and meaning support the imagery they see across all media.</p>	<p>Move images from one digital device to another in an overview of the digital file sharing systems.</p> <p>Create a new Flickr and Professional Instagram accounts to share and collect photos and visual resources.</p> <p>Identify how art and photography are valued by society.</p> <p>Analyze works and identify software and themes connected to students' lives.</p> <p>Share specific tasks and guidelines that students follow to show strong Digital Citizenship</p>	
<p style="text-align: center;">COMMON MISUNDERSTANDINGS</p>				

		<p>Not all imagery has equal value.</p> <p>Art & Design are one in the same.</p> <p>Art is only made for one purpose, to express.</p>	
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CEPA(S) (Curriculum Embedded Performance Assessments): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative: Dialogue, notes and class discussion

Summative: Partner and individual student feedback through google classroom. Syllabus signed.

RESOURCES: *Mastering the Art of Photographic Composition How to Create Truly Artistic Photos in 30 Simple Steps with Anne Darling*

The Complete Photography. Photography Textbook for processes, vocabulary & terminology.

Google slides presentations to show different student examples and famous photographs from art history.

Previous student work for examples.

YouTube videos that demonstrate a variety of photo techniques and historical concepts.

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life)-ex: create, write

Photograph, art, design, show, tell, listen

Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish

Copyright, corporate, commercial, giclee, print, publication, narrative, meaning

Tier 3 (history-social studies specific vocabulary): Abolitionist

agency, analyze, visual metaphor.

Lesson Plan List *(numbered list with a brief description of each lesson)*

1. Students will review syllabus, expectations and overview of class. Students will be guided through classroom resources. We will view imagery and an introduction to images and photographs.
2. Students will review copyright law and ideas of plagiarism. Students will learn how to organize and label their works appropriately and what to avoid as they begin their creations.

Reflections on lessons as implemented:

Resources need updating every 3 years.

- How do photographers develop ideas?
- How can play and experimentation inform my process?
- How do I become an effective visual communicator?

UNIT / THEME/GENRE : 2. DIGITAL CYANOTYPES

TIME REQUIRED: 1.5 WEEKS

LATEST REVISION:

INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): IMAGE ANALYSIS, MEDIA IMPACT.

Techniques in photography, overview of compositional rules and navigating google drive and docs.

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK
<p>How do photographers use light to convey their ideas?</p> <p>What is the origin of the art of photography?</p> <p>How can alternative materials be used to create an image?</p> <p>How can play and experimentation inform an artists' process?</p> <p>What is the connection between the development of an artwork and the tools used to create it?</p> <p>How can historical and contemporary cyanotypes inform works of other artists?</p>	<p>A brief history of Solarization in images.</p> <p>About artists who use this technique.</p> <p>About a variety of artists who work with this technique.</p> <p>An understanding of how to compose textures, materials, Light, Film and balance in this additive process.</p> <p>An understanding of the manual processes of exposing film in baths to process emulsion.</p> <p>Analyze works talking about composition, shape relationships, and positive/negative space.</p> <p>How to develop a work of art that communicates specific ideas about themselves from start to finish.</p>	<p>A bridge is created between the digital work and handmade process to produce a more sophisticated and refined image.</p> <p>Images have to be manipulated using different methods based on desired result.</p> <p>Imagery has a historical connection and process that can enhance the theme of a work or support its meaning.</p> <p>An artists and designers' work shows imagery that connects to their personal style.</p> <p>Artists' revise and refine works to communicate their ideas clearly and cohesively.</p>	<p>Use photoshop to create an inverse of their cyanotype.</p> <p>Consistently apply research to support development of artistic ideas.</p> <p>Manipulate works with a range of filters, brushes and techniques using Adobe Software.</p> <p>Analyze the works of artists comparing style, media, process and message.</p> <p>Describe what has influenced changes in your own artistic style, and preferences in your creation.</p> <p>Refine and complete an existing work to reflect a specific style or genre.</p>	<p>(P.MA.2)</p> <p>(P.MA.3)</p> <p>(P.MA.6)</p> <p>(P.MA.8)</p>
		COMMON MISUNDERSTANDINGS		

<p>How can the theme of an artwork support how it is viewed?</p>	<p>What a collage and photomontage are and the differences between the two.</p> <p>How to navigate the Adobe Photoshop platform and image manipulation basics.</p> <p>How images are interpreted and understood for both compositional and symbolic value.</p> <p>How to represent their ideas using a variety of imagery and techniques.</p>	<p>To function holistically, images should contain both real imagery as well as drawn/printed elements. Physical objects are a must to help create shadow shapes and communicate ideas of subtraction of light.</p>		
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CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Cyanotype presentation, students sketches, digital demonstrations.

Summative: Cyanotype image, digital print, Cyanotype Reflection and rubric.

RESOURCES: Natural materials/doilies/neg space/shaped objects/layered, cyanotype paper, history of cyanotypes video, [Silhouettes PPT](#)

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life)-ex: create, write

paste, copy, move, me, you, draw, paint, layer, nature

Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish

duplicate, scale, transform, rotate, scale

Tier 3 (history-social studies specific vocabulary): Abolitionist

Figure-ground, pattern, align, composition, color palette, print.

<p>Lesson Plan List (<i>numbered list with a brief description of each lesson</i>)</p> <ol style="list-style-type: none"> 1. Review ideas behind cyanotypes and solarization. 2. Analyze the works of three artists and their materials and ideas. 3. Develop their prints, three layers and themes. 4. Print out any needed imagery. 5. Go outside and expose cyanotype papers and images. 6. Post process imagery editing for high contrast, color additions, layering and overall effect. 	<p>Reflections on lessons as implemented: Review of process and demonstration is needed for smooth workflow.</p>
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- How does a photographer see?
- How do they develop ideas?
- What is the relationship between a photograph and the process of creating one?
- How do images influence our ideas and worldviews?
- Why does presentation affect the way a viewer experiences and even understands a work of art?

UNIT / THEME/GENRE : 3. INSTAGRAM UNIT **TIME REQUIRED: 2 WEEKS**

INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):

- Knowledge of Photoshop home panels and menu sets.
- Basic understanding of elements and principles of art and design.

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK
<p>Essential Questions:</p> <p>Who is a photographer?</p> <p>How do photographers think?</p> <p>How does color theory apply to photography?</p> <p>Are images on Instagram fine art?</p>	<p>About Instagram Photography, its artists, themes and role in social media.</p> <p>How to share their imagery and develop a professional persona for themselves in a safe manner.</p> <p>Digital Citizenship and the differences between different social media platforms.</p> <p>About the rules of composition and how to apply them.</p>	<p>Artists develop ideas from a variety of different resources including social media.</p> <p>Instagram photography, artist and themes can help them to better understand the role of this social media platform in the greater realm of photography.</p> <p>By looking at other people’s works, we develop our own views of what we like and dislike.</p>	<ol style="list-style-type: none"> 1. Take pictures with their Smartphone and learn about styles developed for Instagram fame focusing on lighting, cropping and portraiture. 2. Find an artist to model style after. 3. Complete a Photoshop introduction tutorial 4. Complete a Venn Diagram worksheet 5. Make a sample 9 image Photoshop Instagram page printed 	<p>(F.MA.1) (F.MA.2) (F.MA.3) (P.MA.4) (P.MA.7) (F.MA.11)</p> <p>Visual Art (P.V.3)</p>

(2.5 days to review Instagram pictures)	Know how to engage in a critique about their work and the works of their peers.	Feedback is necessary for growth.	out on 11x17 paper to simulate an Instagram feed. 6. Students will critique and discuss outcomes vs. objectives.
		COMMON MISUNDERSTANDINGS	
		Any name is not a professional name to use. Not all photos are professional and not all photos need lots of editing.	

CEPA(S) (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*
Formative: Overview of Photoshop, Photoshop Tools Overview, Instagram Artists, Instagram Template Overview.
Summative: Instagram/Flickr Work Collection

RESOURCES: *Mastering the Art of Photographic Composition How to Create Truly Artistic Photos in 30 Simple Steps with Anne Darling*
The Complete Photography. Photography Textbook for processes, vocabulary & terminology.
 Google slides presentations, YouTube videos that demonstrate different photo techniques, color theory and the Adobe Photoshop Workflow.
 Students process worksheets. Previous Student work for examples.

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life)-ex: create, write

paste, copy, drag, photo

Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish

reposition, scale, duplicate, alignment, pattern, style

Tier 3 (history-social studies specific vocabulary): Abolitionist

Rule of thirds, leading lines, dynamic balance

Lesson Plan List (*numbered list with a brief description of each lesson*)

1. Student research Instagram/Flickr Artists.
2. Students apply techniques learned.
3. Student merge techniques with images into template.
4. Templates are critiqued by group based on learning goals.

Reflections on lessons as implemented:

Works should have a unified theme.

- How can play and experimentation inform my process?
- What tools do I need to become an effective visual communicator?

UNIT / THEME/GENRE : 4. INTRODUCTION TO OUR CAMERA COLLECTION				
TIME REQUIRED: 3 DAYS				
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):				
<ul style="list-style-type: none"> • Knowledge of Photoshop home panels and menu sets. • Negative space, patterns, balance. 				
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK
<p>What kinds of ideas can be communicated through shutter speed and aperture?</p> <p>When would you use each of the different camera effects?</p> <p>How can I use the camera's technology to communicate effectively?</p> <p>How is light controlled in images?</p>	<p>How the varieties of cameras work and what hardware we can use to capture specific images.</p> <p>How to use the main and priority programs on their DSLR , iPad, point and shoot and smartphone cameras.</p> <p>What each camera component is called and what it is used for.</p>	<p>They have to treat the cameras and hold them a specific way to ensure the equipment stays in optimum condition and functions correctly.</p>	<p>Complete the DSLR worksheet to become familiar with the manual cameras.</p> <p>Discuss the features of each camera and see what opportunities exist with all through the completion of a camera operations worksheet.</p>	<p>(F.MA.1) (F.V.3)</p>
		<p>Touch screens and live preview mode will drain the battery on long photo shoots.</p>		
		<p>The different parts of their camera and their purposes.</p> <p>Similarities and differences between our D3400 & D6500 models.</p>		
		COMMON MISUNDERSTANDINGS		
		<p>The hot shoe is on the base of the camera.</p> <p>All DSLR cameras have the same settings and buttons.</p> <p>The lens release button isn't important.</p>		

CEPA(S) (Curriculum Embedded Performance Assessments): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Partner handouts on camera features.

Summative: Peer review and student feedback discussing settings and showing by example.

RESOURCES: *Complete Photography*. Photography, Textbook for processes, vocabulary & terminology.

DSLR demonstration presentation in Google Slides.

Worksheet on camera operations to complete.

YouTube videos that demonstrate different photo techniques.

Manual, point and shoot, tablet and smartphone cameras.

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: point, shoot

Tier 2: lens, frame, angle, *organic, geometric*

Tier 3 : Focal points, *Value pattern, aperture priority, shutter priority, ISO, playback mode, manual mode, focal area.*

Lesson Plan List (numbered list with a brief description of each lesson)

1. Students will complete handouts given on camera equipment working in pairs.
2. They will label and identify different parts of the camera after viewing a slideshow.
3. They will share during an in person round robin review where all components are located and show their group mates.

Reflections on lessons as implemented:

- What is the relationship between a Digital Photo and the process of creating it?
- How do images influence our ideas and worldviews?
- How does creating arts enrich the lives of others?
- How does the work of the past influence the work we see today?

UNIT / THEME/GENRE : 5. GETTING TO KNOW YOUR DSLR WITH EXPOSURE TRIANGLE AND COMPOSITION. **TIME REQUIRED: 1 WEEK**

INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):

- Knowledge of Photoshop home panels and menu sets.
- Negative space, patterns, balance.
- Camera Equipment Knowledge

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK
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<p>What kinds of ideas can be communicated through the 4 visual effects of shutter and aperture?</p> <p>When would you choose each of the effects?</p> <p>Can art help me understand other subjects in school?</p> <p>Can other subjects help me understand art?</p> <p>How do other types of art deal with motion and space?</p> <p>How is light controlled in images?</p> <p>How is focus controlled in images?</p> <p>How do different compositions and types of shots show mood and point of view?</p>	<p>How to use the exposure triangle with the DSLR to correctly expose their images.</p> <p>Digital sharing of work for social media presence, digital artist presence and critique, actively using 21st century skills.</p> <p>Students will learn and understand how to create contact sheets and post artist statements online.</p> <p>Students will review the critiquing and image selection process.</p>	<p>Aperture priority focuses on the depth of the subject, how much or how little does the student want to place in focus and the amount of light let onto the sensor.</p> <p>Shutter priority focuses on frozen versus blurred motion and the amount of light let onto the sensor..</p> <p>Program mode allows students to control the ISO and the camera adjusts the S/A priority.</p> <p>Manual mode requires students to adjust all three modes and adjust for indoor/outdoor lighting situations through ISO.</p> <p>Using priority modes allows for more creativity if the camera is doing some of the work.</p> <p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>All modes take the same photo.</p> <p>When you're in aperture priority you don't need to focus.</p> <p>Automatic mode will work for all the photos I want to take.</p>	<p>Take pictures using the DSLR Camera in school building using exposure triangle formatting.</p> <p>Follow in-class tutorials on different camera techniques and respond appropriately using correct terminology.</p> <p>Complete DSLR Worksheet based on PPT.</p> <p>Complete exposure triangle practice sheet.</p> <p>Complete 16-25 image DSLR scavenger hunt.</p> <p>Demonstrate arts terminology during class critique using process and product worksheet.</p> <p>Discuss the differences between aperture and shutter priority modes.</p>	<p>(P.MA.2) (P.MA.3) (P.MA.6) (P.MA.7) (P.MA.9) (P.MA.10) (P.MA.11)</p> <p>Visual Art (P.V.7) (P.V.8) (P.V.9)</p>
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CEPA(S) (Curriculum Embedded Performance Assessments): Include information from assessment evidence and list/name any rubric or toolkit used
 Formative: Creative Worksheets, Graphic Organizers, One on One Critiques and Discussions, Student demonstrations
 Summative: Student Photographs, Rubric & Reflection, group discussion and Critique.

RESOURCES: *The Complete Photography*. Photography Textbook for processes, vocabulary & terminology.
 Youtube instructional videos:
 Understanding Aperture, Shutter Speed and Iso Videos
 PPT on Aperture and Shutter Speed with your DSLR PPT
 Google slides presentations to show different student examples and famous photographs from art history.
 Previous student work for examples.

DSLR Intro worksheets, Exposure triangle practice sheet, DSLR Photodial Cheet Sheat, Manual modes cheet sheat, Camera inventory worksheet

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: point, shoot

Tier 2: lens, frame, angle, organic, geometric, contrast, mood,

Tier 3 : Focal points, Value pattern, aperture priority, shutter priority, ISO, playback mode, manual mode, focal area, composite, visual aesthetic

Lesson Plan List (numbered list with a brief description of each lesson)

1. Students will take pictures using the DSLR Camera in school building using exposure triangle formatting.
2. Students will follow in-class tutorials on different camera techniques and respond appropriately using correct terminology. View historical artists and describe their goals and works using photo terminology.
3. Students will complete their DSLR Worksheet based on the presentation shown.
4. Students will complete 16- 25 image DSLR scavenger hunt in their groups to practice camera settings.
5. Students will demonstrate arts terminology during class critique using process and product worksheet.

Reflections on lessons as implemented:

- What is the relationship between a Digital Photo and the process of creating it?
- How do images influence our ideas and worldviews?
- How does creating arts enrich the lives of others?
- How does the work of the past influence the work we see today?

UNIT / THEME/GENRE : 6. LIGHTING UNIT

TIME REQUIRED: 1.5 WEEK

INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):

- Knowledge of Photoshop home panels and menu sets.
- Negative space, patterns, balance, composition.
- Camera Equipment Knowledge and exposure triangle.

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK
<p>What kinds of ideas can be communicated through the 4 visual effects of shutter and aperture?</p> <p>When would you choose each of the effects?</p> <p>Can other subjects help me understand art or art help me understand other subjects?</p> <p>How do other types of art deal with motion and space?</p> <p>How is light controlled in images?</p> <p>What are the 8 types of light and how can you control these in your images?</p> <p>How do the different light sources show mood and point of view?</p>	<p>How to communicate theme and style within their works while they practice using the camera varieties and taking pictures of compositions of subject and light.</p> <p>The difference between a wide angle and a telephoto lens.</p> <p>How the zoom feature works.</p> <p>About the many types of light, their visual qualities, how to create them and their potential for impact and to convey specific moods in photographs.</p>	<p>Artists, videographers, photographers and designers use a variety of types of light to convey different moods in their works.</p> <p>In order to control light, a photographer must consider how they place light within the environment as well as on their subject(s).</p> <p>Use of light helps to convey a narrative.</p> <p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>Mood can be created through anything.</p> <p>All outdoor light is hard light.</p> <p>Students' perception of a work's meaning is always true.</p>	<p>Learn and demonstrate how to use a DSLR Camera using exposure triangle formatting.</p> <p>Complete a graphic organizer documenting how they will take their daily photo.</p> <p>Review types of lighting based on the presentation given and take photos of 8 different types of light.</p> <p>Show progress of compositional rules through activators and summarizers.</p> <p>Partake in a class mid-session critique on style and theme.</p> <p>Students will learn and demonstrate how to create a contact sheet proof.</p>	<p>(P.MA.1)</p> <p>(P.MA.2)</p> <p>(P.MA.3)</p> <p>(P.MA.4)</p> <p>(P.MA.5)</p> <p>(P.MA.6)</p> <p>(P.MA.7)</p> <p>(P.MA.8)</p> <p>(P.MA.9)</p> <p>(P.MA.10)</p> <p>(P.MA.11)</p>

CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: In-process works, informal discussion and questions, student notes and open responses.

Summative: Final works, Final Decal, Rubric & Peer Reflection

RESOURCES: *The Complete Photography*. Photography Textbook for processes, vocabulary & terminology
Mastering the Art of Photographic Composition How to Create Truly Artistic Photos in 30 Simple Steps with Anne Darling
70 Images Google slides presentations to show different student examples and famous photographs from art history.

Youtube instructional videos:

Understanding Aperture, Shutter Speed and Iso Videos

PPT on Aperture and Shutter Speed with your DSLR PPT

DSLR chart to see who gets the camera and on which days during student rotation.

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: point, shoot

Tier 2: lens, frame, angle, *organic, geometric, contrast. mood, contrast, natural light.*

Tier 3 : Focal points, *Value pattern, aperture priority, shutter priority, ISO, playback mode, manual mode, focal area, composite, hard light, soft light.*

Lesson Plan List (*numbered list with a brief description of each lesson*)

1. Students review compositional techniques and then discuss lighting presentation where types of light are shown.
2. Students practice taking a variety of shots of different light types both indoor and outdoor while they practice their DSLR techniques.
3. Students review how to upload and process their DSLR photographs.
4. Students continue to practice taking photos of different light types over several periods. Some photo shoots are weather dependent which requires varying indoor and outdoor shooting days.
5. Students edit their photos using basic editing techniques in Microsoft Photos.
6. Students conceptualize a theme for their photos and continue to photograph their subject(s) based on that theme.
7. Students combine works in groups to show lighting styles and theme chosen. A book or collage is then completed with titles, cover page to complete group theme/concept.

Reflections on lessons as implemented:

Students need more variety of light sources and charged flashlights before working. Responsibility for shared materials allows for more freedom of choice and student opportunity.

- What is the relationship between a Digital Photo and the process of creating it?
- How do I become an effective visual communicator?
- How do images influence our ideas and worldviews?
- Why does presentation affect the way a viewer experiences and even understands a work of art?

UNIT / THEME/GENRE : 7. LIGHTROOM

TIME REQUIRED: 1.5 WEEKS

INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):

- Knowledge of Photoshop home panels and menu sets.

- Negative space, patterns, balance, composition.

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK
<p>What is non-destructive editing?</p> <p>How do photographers complete their works?</p> <p>What decides how many edits are appropriate for an image?</p> <p>How do photographers customize their works?</p> <p>How do photographers use digital tools to their advantage?</p> <p>When is a work no longer authentic, when is it complete?</p>	<p>How to use Adobe Lightroom to save, edit, recompose and organize their images in a non-destructive and efficient manner.</p> <p>How to edit their own image, edit the image given and be able to complete a third assessment of editing their previously created works.</p> <p>Software editing skills transferable to other forms of digital media and multi-step calculated processes where decision making plays an important role.</p>	<p>There are many levels to editing a photograph from basic adjustments to the overall exposure to complex subtleties that help to add impact to their works.</p> <p>Filters can be developed through a set of multiple adjustments or directly applied once they are more knowledgeable on the variety of tools.</p> <p>Post processing should only be done on evenly or underexposed shots.</p> <p>Camera Raw photographs allow for the greatest amount of options and color depth.</p> <p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>Nuanced ideas are not important.</p> <p>Viewing demonstrations for tool knowledge is not necessary as I can just adjust sliders to do what I want.</p> <p>Filters will always make an image look better.</p>	<p>Improve a professional image in a variety of ways including composition, exposure, tonal balance, color adjustment influencing mood, focus and clarity.</p> <p>Edit, recompose and save their images and demonstrate these tasks through the use of their unique photographs.</p> <p>Demonstrate how to proceed through the Library and Develop Modules within Adobe Lightroom.</p> <p>Give peer feedback on the success of their imagery with techniques applied.</p> <p>Include brand symbols or copyright watermarks to set their works apart and add their signature.</p>	<p>(P.MA.2)</p> <p>(P.MA.3)</p> <p>(P.MA.4)</p> <p>(P.MA.5)</p> <p>(P.MA.10)</p> <p>(P.V.2)</p> <p>(P.V.3)</p> <p>(P.V.9)</p>

		Hitting the up arrow is all I need to do to export.		
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CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Selection of works to edit from class and camera roll, student demonstration of lightroom tools, peer critique, activators, summarizers.

Summative: Final edit photographs, group discussion and reflection.

RESOURCES: Lightroom Basics Step by Step Handout

Lightroom Tips, Keycodes & Videos

Youtube videos on different tools and photograph styles

The Complete Photography. Photography Textbook for processes, vocabulary & terminology

Lightroom Tutorial and slideshow including the Introduction, importing and steps.

Refer to LR Basic step by step handout and LR Tips, Keycodes and Videos

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: see, category, slider, move, find.

Tier 2: rating, frame, adjustment, hue, saturation, *contrast*, mood, natural light.

Tier 3 : Focal points, Value pattern, composite, library module, develop module, filmstrip, selective edits, histogram.

Lesson Plan List (numbered list with a brief description of each lesson)

1. Students learn how to use the Adobe Lightroom panels, windows, rating system and adjustment palettes.
2. Following a demonstration, students are asked to revise provided imagery to convey specific visual qualities inherent in making works clearer and more defined. Additional works chosen by students are used with the same techniques applied for practice and to convey a specific mood and idea.
3. Three additional days are required to teach all palettes and skills located in lightroom.
4. Students study the histogram and exposure adjustments as well as reverting commands and then practice adding edits to their own works. Students peer share works and outcomes peer critiquing and asking for feedback.
5. Final edits are added to make 1 photograph look old and 1 photograph made to look black and white or grayscale like a silver gelatin print. Historic works are referenced to achieve dramatic and realistic results. Students progress through a gallery walk and submit works through google classroom.

Reflections on lessons as implemented:

Peer discussion and small group discussions are helpful for reflection and motivation.

- How can play and experimentation inform my process?
- What is the relationship between a photograph and the process of creating it?
- How do images influence our ideas and worldviews?
- What are some contemporary trends or issues that influence the photography world today?

UNIT / THEME/GENRE : 8. MOTION PHOTOGRAPHY TIME REQUIRED: 1.5 WEEKS

INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):

- Knowledge of Photoshop home panels and menu sets.
- Negative space, patterns, balance, composition.
- Camera Equipment Knowledge, Exposure triangle and Lightroom edits.

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK
<p>What kinds of ideas can be communicated through the 4 visual effects of shutter speed and motion changes?</p> <p>When would you choose each of the effects?</p> <p>Can art help me understand other subjects in school?</p> <p>Can art help capture moments in time?</p> <p>How do other types of art deal with motion and space?</p>	<p>How to take a motion blur shot using a tripod and a DSLR camera.</p> <p>How to control the shutter speed on a variety of cameras while they capture specific principles of motion.</p> <p>How the different camera controls function to show motion, stills and speed in their photographs.</p> <p>How to control the 4 principles of motion techniques through visual accuracy of technique used.</p>	<p>The goal of motion shots is to either blur the subject or the background to emphasize the speed and mood of the subject.</p> <p>Motion shots are often used in commercials to attract the viewer using ideas of speed, strength and memory.</p> <p>Subjects can be used as focal points to capture focal distance before taking the panning shot.</p> <p>Practice and ample lighting are needed to master techniques.</p> <p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>If the whole photo is blurry it must be a successful motion blur shot.</p> <p>I can fix my photo by post processing.</p> <p>The use of a tripod is not necessary.</p>	<p>Complete a series of photographs demonstrating target learning points related to visual motion. Points include frozen action, panning, motion blur of the subject, motion blur of the background and alternating focus.</p> <p>Demonstrate how to critique works as a group and submit their two strongest in each of the 4 categories with a reflection.</p> <p>Give feedback on what constitutes a clear motion blur and a blurry photo and be able to describe each.</p> <p>Critique the works of their peers for proper shooting and post processing techniques.</p>	<p>(P.MA.1) (P.MA.2) (P.MA.3) (P.MA.4) (P.MA.5) (P.MA.7) (P.MA.8) (P.MA.9) (P.MA.11)</p>

CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Camera roll, student demonstration of camera and shutter speed techniques, peer critique, activators, summarizers, student notes.

Summative: Final 2 edited shots, final group edited photographs, rubric and reflection, group critique.

RESOURCES: *The Complete Photography*. Photography Textbook for processes, vocabulary & terminology.
Google slides presentations to show learning targets, student examples and famous photographs from art history.
YouTube videos that demonstrate shutter speed, long exposures and motion techniques.
Optional App to freeze or show motion blur,
Student worksheet
Artist:
[Christopher Griffith](#)
Shutter Speed Practice
<https://camerasim.com/camerasim-free-web-app/>

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: point, shoot

Tier 2: lens, frame, angle, *organic, geometric, contrast. mood, contrast, natural light.*

Tier 3 : Focal points, *Value pattern, shutter priority, ISO, playback mode, manual mode, focal area, composite, motion blur, multiple exposure,*

Lesson Plan List (*numbered list with a brief description of each lesson*)

1. Students view photographers who use the motion blur techniques and works in advertising and photo galleries to understand stylistic choices.
2. Students view key presentation and learn techniques on how to take their shutter speed shots as well as rationale and practice taking pictures.
3. Two days of outdoor photographs allow students to showcase their unique perspectives and ideas with choice subjects and compositions shown through their multiple images.
4. Students edit and submit works to google classroom. A final digital critique supports reflection and selection of works to be printed. Students vote on the strongest techniques shown.

Reflections on lessons as implemented:

- How can play and experimentation inform my process?
- What is the relationship between a photograph and the process of creating it?
- How do images influence our ideas and worldviews?
- What are some contemporary trends or issues that influence the photography world today?
- How does creating arts enrich the lives of others?
- How do I become an effective visual communicator?
- Why does presentation affect the way a viewer experiences and even understands a work of art?

UNIT / THEME/GENRE : 9. LIGHT PAINTING

TIME REQUIRED: 2 WEEKS

INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):

- Knowledge of Photoshop home panels and menu sets.
- Negative space, patterns, balance, composition.
- Camera Equipment Knowledge, Exposure triangle and Lightroom edits.

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK
<p>How is light recorded in imagery?</p> <p>How can the presence or absence of light be used to communicate individual ideas?</p> <p>How does adding elements to an image change the way it's viewed?</p> <p>What mood can be created through the patterns in a photograph?</p> <p>What is the relationship between natural and artificial light?</p>	<p>How to control the shutter speed on the iPads, smartphone apps and DSLR Cameras in order to capture light in space in a novel isolated fashion.</p> <p>How the properties of light can be controlled to create not only a three dimensional image but also a mood or feeling within their artworks.</p> <p>How to make artwork using a long shutter speed and the use of light as an expressive tool.</p> <p>About a variety of photographers that use the medium of light painting in their works and how these works are portrayed in contemporary society.</p>	<p>Stylistic choices help artists establish their identities & vision.</p> <p>Subjects can be used as focal points to capture focal distance before taking the full exposure.</p> <p>Motion blur can capture light and color trails that creates an element of speed.</p> <p>Intensity of light can be created with a longer exposure time or brighter light source.</p> <p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>Layers in space do not need to be considered because the end result will be combined.</p> <p>Moving a light source will always create a sharp line.</p>	<p>Demonstrate how to control the shutter speed on the iPads, smartphone apps and DSLR Cameras to capture light in a novel isolated fashion.</p> <p>Create a 5 image series that shows the opportunities available with light painting techniques.</p> <p>Demonstrate how to use the different cameras, lights and shutter speeds.</p> <p>Demonstrate how to intensify or dull their lighting situations and bring a full path of light into view in their cameras.</p> <p>Demonstrate their learning through thoughtful critique using vocabulary.</p> <p>Organize and document the creation process throughout the project in a contact sheet and edit, upload and share works for final critique.</p>	<p>(P.MA.1)</p> <p>(P.MA.2)</p> <p>(P.MA.3)</p> <p>(P.MA.4)</p> <p>(P.MA.5)</p> <p>(P.MA.6)</p> <p>(P.MA.7)</p> <p>(P.MA.8)</p> <p>(P.MA.9)</p> <p>(P.MA.10)</p> <p>(P.MA.11)</p>

		The same amount of exposure time is always needed.	Explain the relationship between media arts and social justice movements.	
<p>CEPA(S) (Curriculum Embedded Performance Assessments): Include information from assessment evidence and list/name any rubric or toolkit used</p> <p>Formative: Camera roll, student demonstration of light painting techniques, activators, summarizers, in-process critique, process works, student notes, peer/teacher discussion and feedback.</p> <p>Summative: 2 final works, final group works, Rubric & Reflection, formal digital critique.</p>				
<p>RESOURCES: <i>The Complete Photography</i>. Photography Textbook for processes, vocabulary & terminology. Google slides presentations to show learning targets, student examples and famous photographs from art history. YouTube videos on contemporary artists and technology. Optional App for Light Painting in addition to DSLR</p> <p>Slow Camera Shutter (tutorial) Student brainstorming worksheet File saving/contact sheets</p>				
<p>VOCABULARY BY TIER: (CCSS AND WIDA)</p> <p>Tier 1: point, shoot</p> <p>Tier 2: lens, frame, angle, <i>organic, geometric, contrast. mood, contrast, intensity of light. sequence, hierarchy.</i></p> <p>Tier 3 : Focal points, <i>Value pattern, aperture priority, shutter priority, ISO, playback mode, manual mode, focal area, composite, hard light, long exposure, shutter speed, contact sheet.</i></p>				
<p>Lesson Plan List (numbered list with a brief description of each lesson)</p> <ol style="list-style-type: none"> 1. Students will review techniques and tools for light painting shots as well as view works on select cultural and contemporary artists that work with light painting techniques across and document their findings. 2. Teacher led demonstrations will allow students to choose specific light sources and begin to test the outcome with their manual settings. Following group work, students will ask questions to review techniques and will periodically discuss their findings to achieve desired outcomes. 3. Initials and specific imagery is taken by students assessing their techniques with tools. 4. Additional light painting tools will be introduced and students will explore creative outcomes. 5. Composition ideas will be explored in small and larger groups as well as props to support the specific placement of lights. 6. Work day with peer discussion and assessment of works taken. 7. Additional work day and review of techniques and artists. 8. Students will post-process and finalize their works, complete rubrics and reflection and share in peer critique. 			<p>Reflections on lessons as implemented:</p> <p>Image references that are realistic are helpful. Students' previous works are helpful resources.</p>	

- How can play and experimentation inform my process?
- What is the relationship between a photograph and the process of creating it?
- How do images influence our ideas and worldviews?
- What are some contemporary trends or issues that influence the photography world today?
- How do I become an effective visual communicator?

UNIT / THEME/GENRE : 10. MACRO PHOTOGRAPHY TIME REQUIRED: 3 DAYS

INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):

- Knowledge of Photoshop home panels and menu sets.
- Negative space, patterns, balance, composition.
- Camera Equipment Knowledge, Exposure triangle and Lightroom edits.

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK
<p>How do photographers use D.O.F. to change the way others view their subject?</p> <p>How do photographers guide their viewers?</p> <p>How does D.O.F. allow photographers to communicate their specific ideas?</p> <p>What is the relationship between D.O.F. and the viewers interpretation of the subject?</p>	<p>How to pull attention, guide the viewer, isolate their subject and convey specific ideas through the use of depth of field and macro photography..</p> <p>That macro photography requires high amounts of light, specialized shallow depth of field zoom lenses and a tripod for optimal focus.</p> <p>About composition, still life, macro and telephoto lens photography helping them to determine how to take their strongest shots. (see transparent magazine banner.)</p>	<p>Stylistic choices help artists establish their identities.</p> <p>Unique points of view help to clarify their message and meaning.</p> <p>The interpretation of a close-up shot can alter the way viewers experience the subject.</p> <p>There are many different ways to showcase the same ideas and stylistic macro choices and staged shots vary.</p>	<p>Demonstrate how to control the Depth of Field on the iPads, smartphone apps and DSLR Cameras.</p> <p>Demonstrate the technique of Depth of Field by photographing subjects up close, from a mid range point and with a long focal length to show examples of shallow and deep depth of field.</p> <p>Students will identify the depth of field window – shallow and deep and use this technique to indicate their primary subject.</p> <p>Students will learn and show how to use Photoshop to blur their background image to simulate a shallow D.O.F.</p> <p>Create a contact sheet of their shots and then choose their 5 strongest to submit on</p>	<p>(P.MA.1)</p> <p>(P.MA.2)</p> <p>(P.MA.3)</p> <p>(P.MA.4)</p> <p>(P.MA.7)</p> <p>(P.MA.9)</p> <p>(P.MA.10)</p> <p>(P.MA.11)</p>
		COMMON MISUNDERSTANDINGS		

<p>What is the relationship between D.O.F. and point of view of the subject?</p>	<p>About the photographers and industries that use macro photography in design careers.</p>	<p>All abstract works are macro works. No subject is needed. Getting close to the subject will always ensure a strong photo.</p>	<p>Flickr for final critique along with an artist statement/self-critique.</p>	
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CEPA(S) (Curriculum Embedded Performance Assessments): *Include information from assessment evidence and list/name any rubric or toolkit used*
Formative: Camera roll, student demonstration of macro techniques, activators, summarizers, in-process critiques, process works, student notes, peer/teacher discussion and feedback.
Summative: 5 final works, Rubric & Reflection, formal digital critique.

RESOURCES: *The Complete Photography.* Photography Textbook for processes, vocabulary & terminology.
 Google slides presentations to show D.O.F. artist examples and famous photographs from art history.
 D.O.F. [Notes](#), D.O.F. [Brainstorming Sheet](#), D.O.F. Powerpoint
 Previous student work for examples.
 YouTube videos on D.O.F. techniques and focal length.
 Macro xenvo lenses for smartphones, iPads, Point and Shoot and DSLR cameras and [tutorial](#).
 Macro and D.O.F. Action Cards
 Review tools [Composition in Photography](#), [Active choices in photography](#) possibly new, Artist:[Christopher Griffith](#)

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1: point, shoot

Tier 2: lens, frame, angle, *organic, geometric, contrast. mood, contrast, natural light. sequence, hierarchy. composition.*

Tier 3 : Focal points, *Value pattern, aperture priority, shutter priority, ISO, playback mode, macro mode, focal area, composite, hard light, soft light.*

Lesson Plan List *(numbered list with a brief description of each lesson)*

1. Students will review techniques and tools for macro photography as well as view works on select cultural and contemporary artists that work with these techniques. They will document and discuss their findings.
2. Planning worksheets on subject and ground will be developed and initial tests will be taken with equipment to practice techniques.
3. 3 Days worth of taking photographs, peer discussion and reflection, partner setup and creative exploration of materials and angles will lead to a number of photos being taken. Time will be allotted for review of works and formative assessments of clarity of concept and techniques demonstrated.
4. Students will finalize and subject 5-8 works in full on a variety of topics. Unique staging will be required as well as color adjustments to express mood and post processing.
5. Students will finalize their works, complete rubrics and reflection and share in peer critique.

Reflections on lessons as implemented:

Image resources are needed for all sections of works.