

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Photography and Design 1AB					Course Code	C0382-383	
Transcript Title:	Photography and Design 1AB		Grades Levels:		9-12	Board Adoption Date:		06/09/2020
Content Area:	Visual Art		GPA Scale:		4.0	Date Course Submitted:		March2020
Credential Required:	Art	Graduation Subject Areas:		Humanities/ Applied Skills/ Elective		CALPADS Code:		9000
UC/CSU “A-G” Area Approvals:		F		School Site/person that wrote and submitted the course:			Newport Harbor High School/ Jessica Becker	
Recommend Skills:	n/a							
Next course(s):	Photography 2AB							
Textbook to be used:	n/a							

COURSE DESCRIPTION *(catalog summary):*

Photography and Design 1AB is an introduction to the foundational principles of photography and graphic design as it is used both together in a variety of situations and separately. Design thinking will be introduced to students as a way to meaningfully organize ideas and revisions while focusing on the needs of the end user or viewer while developing an individual artistic voice. Students will explore the history of photography and graphic design, learning about its scientific and technological developments, important innovators in the field, and relevance within diverse cultural contexts. In photography, students will study the technical aspects of a dSLR camera, lighting theory, and explore a variety of photography genres. In graphic design, they will study typography, page layout, and visual storytelling.

Project-based Instruction will incorporate hands-on exercises and computer application tutorials to complete every learning experience. In every project the student will practice conceptual problem solving, innovation, critical thinking, and formal design. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own work and that of others. Students will evolve in their understanding of how photography and design fluency are necessary for effective communications and global understanding. These basics of visual communications, fundamentals of art and design, new technologies, written communications prepare the student for critical thinking and advanced skills in the transmission of new types of information, which require advanced modes of thinking.

GOALS *(expected performance outcomes for students):*

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- Students will understand the impact and role that photography and design has on their society and culture.
- Students will creatively apply artistic processes and skills to create designs that demonstrate their ability to effectively communicate their design purpose.
- Students will process, respond to, and judge photography and design using their knowledge of the elements of art and the principles of design.
- Students will use technology as a tool to create individual works of photographic and designed art.
- Students will compile a portfolio, including an artist's statement and a selection of the student's best work.
- Students will develop the soft skills necessary to thrive in today's world.

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.

CREATING—Anchor Standard 3: Refine and complete artistic work.

PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work

RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work.

RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work.

CONNECTING—Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

A variety of formative assessments are used throughout the process of working. The most commonly used are:

- A teachers frequent questioning for understanding during each class session
- Preliminary sketches/sketchbooks

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- Brainstorming lists/idea development documentation
- Media skills development documentation
- Oral responses to discussions/demonstrations/student work in progress
- Peer or self-critiques

The summative assessments used are rubric-guided and will address student learning of completed work.

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Unit 1	Length of Unit ... 5- 90 minute class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Foundations of Design</i> <i>[Photography and Graphic Design in our Society]</i>	Purpose Content Intention Creativity Elements of Art (point, line, shape, form, color, texture, and space) Principles of Design (balance, contrast, pattern, rhythm, emphasis, unity, and proportion)	RESPONDING—Anchor Standard 7: Perceive and analyze artistic work RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work. CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Elements of design such as point, line, shape, form, texture, color, and space will be discussed and analyzed. Students will be asked to locate these elements in various works of art, advertisements, and logos. Students will further review types of design, photography, media selection, and visual communication concepts such as composition, typography, and color theory. Students will gain an understanding of the application of basic photography and graphic design principles to achieve specific goals in various images by exploring the relationship between Photography and Graphic Design. Photography and Design Exploration: In small groups, students will research the use of photography and graphic design in their society. They will photograph and identify 20 examples of graphic design in their community, demonstrating a variety of purpose and intentions. Images will be organized by purpose, use of material, audience, and perceived effectiveness. In addition, students will identify prominent design elements in varying images.	A variety of teacher-selected images Internet Cameras

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Differentiation	Support -- for students who are struggling with the content	Content: All new vocabulary will be posted on the walls with pictorial examples. Teacher will show pictorial examples during class time. Learning experiences will appeal to different types of learners (visual, auditory, reading/writing, and kinesthetic). Process: The process of identifying key design elements in art and photography will be accessible by video and in the form of written directions. Product: A detailed rubric will be offered at the start of the unit along with examples of each rubric column. Students may receive additional time to complete tasks.		
	Extension – for high achieving students.	Content: Students will demonstrate the application of design knowledge by photographing a variety of images illustrating the Elements and Principles of Art. Process: Students will define and organize their own images for a series of posters demonstrating applied knowledge of the Elements and Principles of Art. Product: Students will use Adobe Photoshop or Adobe Illustrator to design a series of posters for the different Elements and Principles of Art.		
Evaluation	Formative Assessments (ongoing & mid-lesson): The teacher will use the beginning of class to discuss and informally quiz students on their understanding of design elements, content, purpose, and intention. Students will demonstrate preliminary understanding in a “quick-write” analysis of a teacher-selected photograph or design.			
	Summative Assessments (unit final evaluation): Students will be able to identify and categorize 20 examples of photography and graphic design.			

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Unit 2	Length of Unit ... 5- 90 minute class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Introduction to Photography and Design Fundamentals in Digital Workflow Typography Page Layout	File Management Digital Resolution Workflow Saving Typography Page layout Color Contrast Font Simplicity Visual storytelling Identity	CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work. CREATING—Anchor Standard 2: Organize and develop artistic ideas and work. CREATING—Anchor Standard 3: Refine and complete artistic work. PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation. PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work. RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work. CONNECTING—Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	Students will be able to identify the parts of a camera and image editing interface. Students will be able to take photographs according to the needs of their finished projects, upload their images, organize their files into folders, and apply basic editing principles to the images used in final projects. Students will be able to identify and write their opinions on the story, audience, message and style of teacher-selected photographs. Students will develop the skills necessary to develop and identify their own story, audience, message and style in their own photographs. Students will be introduced to a page layout program to effectively illustrate design concepts. Personal Identity brochure: Students will introduce themselves to the class by creating a brochure about who they are, what they do, and what they want to learn in the class. Students will plan, organize, and shoot all images needed for the brochure. Students will be forced to be concise and strategic with	Teacher selected images Parts of Camera worksheet Image editing program worksheets Image editing software: Adobe Photoshop, Adobe InDesign Cameras InDesign tutorials Photoshop tutorials

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			the information they include by limiting the final piece to a brochure sized document. Students will learn how to make critical decisions to effectively communicate a clear and meaningful personal message.	
Differentiation	Support -- for students who are struggling with the content	Content: Students can come in during their assigned period or office hours for individual instruction. All new vocabulary will be posted on the walls with pictorial examples. Teacher will show pictorial examples during class time. Learning experiences will appeal to different types of learners (visual, auditory, reading/writing, and kinesthetic). Process: The process will first be demonstrated in a large group, then again in smaller groups for those who need it. The process will be accessible by video and in the form of written directions. Product: A detailed rubric will be offered at the start of the unit along with examples of each rubric column. Students may receive additional time to complete tasks.		
	Extension – for high achieving students.	Content: Students will expand upon their visual storytelling education through the creation of a short video. Each video will require additional content and material. Process: Students will learn the basic process of video and sound editing. Product: Students will create a short video to go along with their brochures.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Students will participate in a preliminary peer-critique. During this time, progress images will be shown in small groups of each individual's work. Their peers will evaluate and offer constructive criticism.			
	Summative Assessments (unit final evaluation): “Story of You” printed brochure			

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Unit 3	Length of Unit ... 15- 90 minute class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>The Art of Seeing</i> <i>Seeing Composition</i>	Focal Point Focus Center of interest Rule of Thirds Point of View Leading Lines Framing Elements of Art: line, shape, texture, form, space, color, and value. Principles of Design: Balance, emphasis, rhythm, pattern, proportion, unity, and contrast Depth of Field Shutter speed	CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work. CREATING—Anchor Standard 2: Organize and develop artistic ideas and work. CREATING—Anchor Standard 3: Refine and complete artistic work. PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. RESPONDING—Anchor Standard 7: Perceive and analyze artistic work. RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work.	Students will learn how great images rely on great design. Viewers or users connect with images or products when they have been designed with them in mind. Students will understand the importance of proper design when using photography and graphic design as medium for visual communication. Elements of design such as point, line, shape, form, texture, color, and space will be discussed and analyzed. Students will be asked to locate these elements in various works of art, advertisements, and logos. In addition, students will be introduced to the capabilities of the camera and what it can offer creatively, including, but not limited to depth of field and timed exposures (aperture and shutter speed). Design Book/Portfolio: Students will photograph the basic elements of composition such as rule of thirds, leading lines, point of view, and framing. Students will intentionally compose their shots so that the focal point or center of interest is prominent to	A variety of teacher-selected images Internet Cameras Image-editing software (Adobe Illustrator, Adobe Lightroom) Adobe Illustrator tutorials Adobe Lightroom tutorials

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			the viewer. Students will visually define each of the principles of design through the manipulation of typography, color, and teacher-created black and white line art and simple shapes while utilizing industry software. (Adobe Illustrator) “Breaking the Rules” written response: Students will find a work of art online that intentionally and effectively breaks a “rule” of design. They must then discuss which “rule(s)” were ignored and why the image still works. Many times, students get stuck after this unit thinking they must incorporate these specific design tools in their work and it can inhibit artistic expression. The purpose for this assignment is for students to understand that these are great suggestions to help organize their ideas, but that transformative art does not fit into clear categories or guidelines.
Differentiation	Support -- for students who are struggling with the content	Content: Students can come in during their assigned period or office hours for individual instruction. Lectures will be available by online video so that students can review content material. Process: The process will first be demonstrated in a large group, then again in smaller groups for those who need it. The process will be accessible by video and in the form of written directions. Product: Students may use a limited number of “found” images to supplement the images they took with their cameras. A detailed rubric will be offered at the start of the unit along with	

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		examples of each rubric column. Students may receive additional time to complete tasks.		
	Extension – for high achieving students.	Content: Students will help their peers as needed. Process: Students will use self-created black and white line art and simple shapes to define the Principles of Design. Product: Students will produce a rich and detailed Design Book demonstrating their applied knowledge of the design elements. In addition, they may also explore the uses of typography and color.		
Evaluation	Formative Assessments (ongoing & mid-lesson): After the first photo shoot, students will produce contact sheets that will be reviewed for understanding.			
	Summative Assessments (unit final evaluation): Students will create a Design Book demonstrating knowledge of the Elements of Art, Principles of Design, and application of composition in which they use both photography and graphic design to demonstrate design terms. “Breaking the rules” written response.			

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Unit 4	Length of Unit ... 10- 90 minute class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Introduction to Post-Processing Double Exposure Photo Composite	File formats: RAW, JPEG, PSD, AI Saving Levels Exposure Color temperature Sharpening Lens correction Lightroom Photoshop Layer Mask Selection tools Opacity Transparency Surrealism	CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work. CREATING—Anchor Standard 2: Organize and develop artistic ideas and work. CREATING—Anchor Standard 3: Refine and complete artistic work. PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation. PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work. RESPONDING—Anchor Standard 7: Perceive and analyze artistic work RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work. RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work.	This unit will explore the use and benefits of saving files in specific formats. Basic image adjustments such as cropping, resizing, levels, exposure, color temperature, sharpening, burning/dodging, and lens correction in Lightroom will be covered. In Photoshop, students will learn how to make selections and use layer masks. Students will purposefully edit their images to emphasize and reinforce the concepts begun in the camera. Students will begin editing with the end goal in mind for each specific image rather than by starting with what the software can do. Developing this critical decision making as part of their image creation is a key component of this unit. Students will also discover the limitations of Lightroom and when Photoshop is a better option, such as when text, blending, or advanced selections is required. Double Exposure/Photo Composite: Students will learn how to create a double exposure using digital technology. Students will develop a	A variety of teacher-selected images Internet Cameras Image-editing software (Adobe Photoshop, Adobe Lightroom) Photoshop tutorials Lightroom tutorials

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			concept before they start so that they utilize two images that work together effectively. After the images are shot, each needs to be processed correctly in Lightroom before being sent to Photoshop to combine them. Students will learn how to create a concept before shooting, develop consistent edits in Lightroom, properly export to and save in Photoshop, in addition to using selection tools, layer masks, and blending modes.
Differentiation	Support -- for students who are struggling with the content	Content: Students can come in during their assigned period or office hours for individual instruction. Lectures will be available by online video so that students can review content material. Process: The process will first be demonstrated in a large group, then again in smaller groups for those who need it. The process will be accessible by video and in the form of written directions. Product: A detailed rubric will be offered at the start of the unit along with examples of each rubric column. Students may receive additional time to complete tasks.	
	Extension – for high achieving students.	Content: Students will expand upon content material to successfully create a series of double exposures that follow a specific theme. Process: Students will create a concept for a series (more than one) before shooting, develop consistent edits across multiple images in Lightroom, export and save them in Photoshop, and correctly use selection tools, layer masks, and blending modes. Product: Students will create a thematic series of double exposures.	

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Evaluation	<i>Formative Assessments</i> (<i>ongoing & mid-lesson</i>): Students will use teacher-selected images to practice the process of double exposure creation. In addition, students will find images on the internet to create a preliminary double exposure.
	<i>Summative Assessments</i> (<i>unit final evaluation</i>): Students will create a double exposure image that uses their own ideas and photography. Students will create a photo composite in the theme of Surrealism.

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Unit 5	Length of Unit ... 5- 90 minute class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>History of Photography</i> <i>Finding the Story, Audience, and Message</i>	Content Clarity Engagement Quality Audience Narrative Survey Storyboard	CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work. CREATING—Anchor Standard 2: Organize and develop artistic ideas and work. CREATING—Anchor Standard 3: Refine and complete artistic work. PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation. PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work. CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Students will explore online resources and information to gain an understanding of the significant developments in photography and graphic design. This will include pioneering individuals, transformative technological advancements, and societal impacts. Students will recognize how closely science and art are connected as well as how that relationship created a reciprocal effect to further advance science, art, and society as a whole. Students will need to research both written and visual sources of information to establish a complete picture of the background and future of this art form. Students will have the opportunity to question and project how the exponential increase in the number of photographs created on a daily basis as a result of digital technology will impact the world and the field of photography. Trailer-style Video: Students will watch short trailer style videos discussing major events in the history of photography before working	A variety of movie trailers within different genres Video editing software (Adobe Premiere) Computers Internet Cameras

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			on creating their own. They will need to analyze these sample videos based off of content, clarity, engagement, and quality. After identifying key components in creating short yet informative videos they will begin outlining their own story. Students will be required to go beyond a simple timeline of events and instead produce a meaningful and visually appealing story that is geared toward a specific audience (teenagers with limited knowledge of this topic). The final product will demonstrate each student's ability to conceptualize major events and individuals while synthesizing that information into a coherent historical narrative.
Differentiation	Support -- for students who are struggling with the content	Content: Students can come in during their assigned period or office hours for individual instruction. Lectures will be available by online video so that students can review content material. Process: The process will first be demonstrated in a large group, then again in smaller groups for those who need it. The process will be accessible by video and in the form of written directions. Product: A detailed rubric will be offered at the start of the unit along with examples of each rubric column. Students may receive additional time to complete tasks.	
	Extension – for high achieving students.	Content: In addition to presenting historical information, students will be tasked to conduct research on how photography and design were used as tools for societal change. OR Students will discuss and analyze a specific art movement or design trend. Process: Students will learn marketing skills by creating a social media campaign to advance or	

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		advocate a current social, environmental, or historical cause. OR Students will utilize the technique, style, lighting concept, color schemes of an inspirational artist or movement in history. Product: Students will create slogans, written copy, graphics, social media, and/or photographs to advance or advocate a current social, environmental, or historical cause. OR Students will create a design or photograph in the style of studied art movement or design trend.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussions and response to written prompts.			
	Summative Assessments (unit final evaluation): Students will present a survey of photography and design history in the form of a movie trailer.			

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Unit 6	Length of Unit ... 10- 90 minute class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Working with Light and Portraiture Creating Mood	Diffused light Direct Light Intensity Color Temperature Mood	CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work. CREATING—Anchor Standard 2: Organize and develop artistic ideas and work. CREATING—Anchor Standard 3: Refine and complete artistic work. PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation. PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work. RESPONDING—Anchor Standard 7: Perceive and analyze artistic work	Students will understand and be able to utilize the subtleties in different lighting conditions and poses in order to create specific moods and feelings in their images. Students will be able to quickly identify the quality and direction of light in an image as well as which combinations are preferred in which situations. Students will also be able to pose and position individuals to produce portraits for a wide variety of needs (editorial, headshot, documentary, etc.) Character Portrait: Each student will select another human being to photograph for this assignment. Students will start by talking with this person and determining what story they want to tell about him or her. Once this concept has been established, the student will determine the appropriate lighting, pose, location, and wardrobe for the model. A class critique of each image will determine how well each photographer effectively used these elements to convey the story. Successful images will convey the photographer's original concept without any written or	A variety of images Cameras Internet Image editing software (Adobe Photoshop) Photoshop tutorials

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			spoken explanation.	
Differentiation	Support -- for students who are struggling with the content	Content: Students can come in during their assigned period or office hours for individual instruction. Lectures will be available by online video so that students can review content material. Process: The process will first be demonstrated in a large group, then again in smaller groups for those who need it. The process will be accessible by video and in the form of written directions. Product: A detailed rubric will be offered at the start of the unit along with examples of each rubric column. Students may receive additional time to complete tasks.		
	Extension – for high achieving students.	Content: Students will work with a group on campus (drama or film) to create a concept for their own movie poster. Process: After initial content is discussed, all key art and photography will be created. Product: Movie Poster with title, slogan, credits, and Main Character art.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Peer critiques will be conducted mid-way to offer constructive criticism and insight towards revision practices.			
	Summative Assessments (unit final evaluation): Students will create a successful Character Portrait that demonstrates understanding of light, shadow, posing, and use of background to tell a story.			

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Unit 7	Length of Unit ... 20- 90 minute class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Applied Photography and Design Visual Communication and Storytelling Branding	Advertising Theme Symbolism Commercial Landscape Portrait Architecture Photo compositing	CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work. CREATING—Anchor Standard 2: Organize and develop artistic ideas and work. CREATING—Anchor Standard 3: Refine and complete artistic work. PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation. PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work. RESPONDING—Anchor Standard 7: Perceive and analyze artistic work RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work. RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work. CONNECTING—Anchor	Students will learn about specific storytelling techniques used in books, movies, and other media platforms that can be adapted and applied to photography and design. Students will be given resources that list and describe different shots that can be used when telling a story through images. That knowledge will then be utilized to critique photo stories produced by students in previous classes in order to determine strengths and weaknesses in each photo story. Students will be able to recognize the difference between works of art that are simply visually appealing versus those that also include a powerful message or concept. Photo Story: Students will produce a high quality and meaningful photo story of their own choosing. Each student will produce 10 images and can utilize the web platform of their choice to design the final presentation of the images (Adobe Spark, Flickr, etc). After students select their topic they must identify the goal of their story by stating exactly what they	A variety of teacher-selected images Internet Cameras Image-editing software (Adobe Illustrator, Adobe Lightroom, Adobe Photoshop, Adobe Premier, Adobe InDesign)

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		Standard 10: Synthesize and relate knowledge and personal experiences to make art. CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	intend for the viewer to experience while viewing the images. This goal will then drive the decision-making process throughout the project. Students will be required to storyboard their ideas by sketching out the different shots they have in mind. Applied Design Development: Students will produce a high-quality applied design development on a brand of their choice. This project will directly employ the design thinking process as a way to stay focused on the end user while constantly revising along the way. After students select their topic, they must identify the goal of their brand by stating exactly what they intend for the buyer to experience while viewing the images. This goal will then drive the decision-making process throughout the project. Students will design a new logo and display that logo on “branded” merchandise		
Differentiation	Support -- for students who are struggling with the content	Content: Students can come in during their assigned period or during office hours for individual instruction. Lectures will be available by online video so that students can review content material. Process: The process will first be demonstrated in a large group, then again in smaller groups for those who need it. The process will be accessible by video and in the form of written directions. Product: A detailed rubric will be offered at the start of the unit along with examples of each			

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		rubric column. Students may receive additional time to complete tasks. Parts of the assignment may be modified on an individual basis.		
	Extension – for high achieving students.	Content: Students will research and understand the impact of adding text to their stories (photo stories). Students will create a full branding package--business cards, letterhead, Instagram post, and product marketing (Applied Design Development). Process: Students will format each image with a corresponding page that adds to their stories. These will be in book format (photo stories). Students will go through the process of creating a “branding deck.” (Applied Design Development) Product: Students will produce a printed version of their stories in book format (photo stories). Students will create a full branded package for a potential client (Applied Design Development).		
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): At the midpoint of each project, students will submit their images for formal reviews by their classmates so that they can incorporate that feedback into their final projects.			
	Summative Assessments (<i>unit final evaluation</i>): Completed 10 image photo story. Completed Applied design development. All final submissions will be posted in a public forum to allow class critiques of the techniques and ideas used by classmates.			

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Unit 8	Length of Unit ... 10- 90 minute class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Careers in Photography and Design [Subtopics]	Portfolio Branding Soft skills: communication, collaboration	CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work. CREATING—Anchor Standard 2: Organize and develop artistic ideas and work. CREATING—Anchor Standard 3: Refine and complete artistic work. PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation. PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work. RESPONDING—Anchor Standard 7: Perceive and analyze artistic work RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work. RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work. CONNECTING—Anchor	Interviews, videos, and articles will be presented for students to get a better understanding of the reality of careers in photography and design. Students will learn how professionals in this area promote and market themselves to potential employers/clients. On the Job: Students will identify an area of need on the school campus that could be completed by a photographer/digital media designer. Once that need is identified, students will meet with the necessary stakeholders (principal, parents, teacher, students, community, etc.) to better understand the problem and begin designing solutions. The student will then prototype a potential solution and elicit feedback from stakeholders. Students will repeat these steps until a successful image or product is agreed upon. At the end of this assignment, students will be able to effectively communicate with potential clients, listen to and incorporate feedback, and produce a high quality digital media product that fulfills a	A variety of teacher-selected images Internet Cameras Image-editing software (Adobe Illustrator, Adobe Lightroom, Adobe Photoshop, Adobe Premier, Adobe InDesign) Adobe Illustrator tutorials Adobe Photoshop tutorials

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Course Title	Photography and Design 1AB		Course Code	C0382-383
		Standard 10: Synthesize and relate knowledge and personal experiences to make art. CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	specific real world need.	Adobe Premier tutorials Adobe InDesign tutorials
Differentiation	Support -- for students who are struggling with the content	Content: Students can come in during their assigned period or office hours for individual instruction. Lectures will be available by online video so that students can review content material. Process: The process will first be demonstrated in a large group, then again in smaller groups for those who need it. The process will be accessible by video and in the form of written directions. Product: A detailed rubric will be offered at the start of the unit along with examples of each rubric column. Students may receive additional time to complete tasks.		
	Extension – for high achieving students.	Content: The teacher will identify larger areas of need around the school campus. This may include a variety of images or designs and would require a larger commitment on the part of the student. Process: Students would have to organize a greater workflow and synthesize multiple designs for a single client. Product: Student produced images may include Event photography, poster design, program design, and t-shirt design.		
Evaluation	Formative Assessments (ongoing & mid-lesson): The student will prototype a potential solution and elicit feedback from stakeholders. Students will repeat these steps until a successful image or product is agreed upon.			

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Course Title	<i>Photography and Design 1AB</i>	Course Code	<i>C0382-383</i>
	Summative Assessments <i>(unit final evaluation):</i> Successful image or product created by successful communication with client		

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Course Title	<i>Photography and Design 1AB</i>	Course Code	<i>C0382-383</i>
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Unit 9	Length of Unit ... 10- 90 minute class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Portfolio	Portfolio Voice Style Branding	CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work. CREATING—Anchor Standard 2: Organize and develop artistic ideas and work. CREATING—Anchor Standard 3: Refine and complete artistic work. PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation. PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work. RESPONDING—Anchor Standard 7: Perceive and analyze artistic work RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work. RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work. CONNECTING—Anchor	Students are required to produce a powerful and personal set of work that can be shared with an authentic audience beyond the classroom walls. Students will need to reflect back on the work of famous photographers and designers studied throughout the year as well as contemporary artists they may follow on social media. Students will be able to appreciate and recognize the unique style of these artists by viewing a collection of their work. At this point, students will need to critically analyze their own work and interests to determine their own unique artistic voice. They will identify elements such as technique, mood, lighting, subject matter, editing, etc. and assess how each help brand an individual artist. Final portfolio: Students will assemble a digital collection of 10-15 works that best represent them as an artist. They will be organized using a website or some other type of online image gallery that appropriately corresponds with the type of work they are creating. This will	A variety of teacher-selected images Internet Cameras Image-editing software (Adobe Illustrator, Adobe Lightroom, Adobe Photoshop, Adobe Premier, Adobe InDesign)

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Course Title	Photography and Design 1AB		Course Code	C0382-383
		Standard 10: Synthesize and relate knowledge and personal experiences to make art. CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	require students to reflect on their work and then determine what outlet best matches the message that they want their images to convey. Each student will present their work to their classmates as a part of a large group critique and be able to clearly articulate their voice and how each individual image represents that goal. Presentation: Students will present their work in a public setting. This will include image selection, professional matting, and hanging of their work.	
Differentiation	Support -- for students who are struggling with the content	Content: Students can come in during their assigned period or office hours for individual instruction. Lectures will be available by online video so that students can review content material. Process: The process will first be demonstrated in a large group, then again in smaller groups for those who need it. The process will be accessible by video and in the form of written directions. Product: A detailed rubric will be offered at the start of the unit along with examples of each rubric column. Students may receive additional time to complete tasks.		
	Extension – for high achieving students.	Content: Students will research artists statements and the purposes and uses of them. Process: Students will write several versions of an artist statement. Product: Students will post an artist statement that coincides with the work selected in their final portfolios.		
Evaluation	Formative Assessments (ongoing & mid-lesson): At the midpoint of the project, students will submit their images for formal reviews by their classmates so that they can revise their portfolios as necessary.			

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Course Title	<i>Photography and Design 1AB</i>	Course Code	<i>C0382-383</i>
	Summative Assessments (<i>unit final evaluation</i>): Successful completion of portfolio that illustrates the unique style of the artist/designer/photographer.		