Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012

Digital Photography

COURSE OF STUDY

Fine Arts Department

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Date:
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DIGITAL PHOTOGRAPHY
SYLLABI

Intro to PhotoShop and Camera Controls
Marking Period 1:

- Safety procedures
- Care of equipment
- Class procedures/school procedures
- Digital Storage
- Adobe PhotoShop
- Element and Principles of Design
- Varying Exposure times to capture Movement and Lighting
- History of Photography
- Art History

Exposure, Emotion, Movement, Illustration, and Texture
Marking Period 2:

- Meaning thru imagery
- Photo-Manipulation
- Photographic Design Principles
- Macro
- Texture and Pattern
- Art History

Portraits, Landscapes, Panorama, Creative Compositions, and Photo-Journalism
Marking Period 3:

- Candid and Formal Portraiture
- Landscapes
- Panorama
- Nature & Environment
- Photo Storytelling and Photo-Journalism
- Digital Poetry
- Art History

Still Life, Movie Still, Temporary Art
Marking Period 4:

- Still Life
- Backdrops, and Advanced Lighting Techniques
- Movie Still
- Temporary Art and Documentary Photography
- Art History
- Scanning and Compositing

- Batch files & Actions in Photoshop

CORE SKILLS

Art in school is both a body of knowledge and a series of activities. Learning in art has four major components. The goal of art education is the development of these areas:

•**Art Design and Digital production** – The process of making and printing art.

•**Art criticism** - Responding to and making judgments about the properties and qualities that exist in visual forms.

•**Art history** - Acquiring knowledge about the contributions artists and art make to culture and society.

•**Aesthetics** - Understanding the nature, meaning, and value of art.

COURSE DESCRIPTION

Digital Photography – 5 Credits, Grade 10-12

Digital Photography 1 is a Fine Arts course. The Elements and Principles of Design and how they pertain to Photography is introduced and explored. Adobe Photoshop is introduced and used to enhance and manipulate original photographs. Digital cameras will be provided and settings, tools, and effects are explored and incorporated into projects.

GRADING SCALE

Projects/ Tests	**Classwork / Participation**	**Critique/ Homework**	**Total**
50%	30%	20%	= 100%
Total # of points earned on projects # of assignments **The final grades for all Projects / Tests are worth 50% of total grade for the Marking Period.**	Each Week you will be given a possibility of 10 points a day. If you choose not to work, 10 points a day will be deducted from your class work / participation grade. **The final Classwork / Participation grade is worth 30% of total grade for the**	Total # of points earned on critiques/ homework # of assignments **The final Critique grade is worth 20% of total grade for the Marking Period.**	Total Grade = **The final grade is the combined # of points earned on Projects/Tests, Classwork/Participation, and Critique / Homework for the Marking Period.**

	Marking Period.		

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Digital Photography MP 1 – Camera Controls, Intro to Photoshop **Grade Level(s): 10 - 12**	**Unit Summary**: •Students will review digital camera controls and operation. Students will use their knowledge of smartphone camera operation to compare with traditional camera operation. •Students will review online educational software which provides cloud storage for in-class projects, links, and e-portfolios. •Students will review the software program Adobe Photoshop. Students' skills are accumulative and each lesson builds on the previous lesson. While keeping the Art Elements and Principles in mind; students will create projects in Photoshop based on Art History and current art trends.
Essential Question(s): ● What is the purpose of photography/digital manipulation? ● How do different cultures manifest the purposes of art? ● How can photography make important contributions to society?	**Enduring Understanding(s):** • Technology fluency- This lesson is important to students continuing in the art field as well as those going into most other professions because of our rapidly evolving technology centered world. Students learn skills to teach themselves to adapt artistically to new tools and programs in a creative and explorative art form. • Creation- This unit will teach students how to navigate and use a new program and the ways they can apply these skills and tools to visual art. • Communication- This unit will teach students how relay emotions and communicate to the viewer.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS Standards that are applicable

Learning Target	**NJSLS STANDARDS**
1. Students will use the school provided computers, cameras and Adobe Photoshop to create original works of art. 2. Students will be challenged to understand the tools that apply them to create their projects. They are required to remember each tool function and keyboard shortcuts. 3. Students will use their art vocabulary and previous knowledge of the Art Elements and Principles to evaluate and analyze works of	1. 1.5.12acc.Cr1b 2. 1.5.12acc.Cr2a 3. 1.5.12adv.Cr2a 4. 1.5.12adv.Cn10a

art created in class in guided critiques.	5. 1.5.12acc.Cr3a

Interdisciplinary Connections:

Math- Rulers, measurement, layout sizing, percentages.
• English- Font, Typography, vocabulary, artist statements, and project summaries.
• History- Art history in chronological reference to World History events.
• Science- Evolution of artistic processes. Example- Dodge & Burn tool understanding requires knowledge of Wet Film development, light sensitive paper and chemicals needs to process film.
• Technology- Students learn digital organization, keystrokes, printing and computer processes and saving and submitting digital work.
• Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas, culture, and personality into various works of art using Photoshop/Photopea/Lightroom

Students will engage with the following:

Students will be exposed to different artists and art styles through various teacher guided Demonstration Videos, Google Slide Presentations, Online tutorials, and phone apps, which provide the most up to date digital art.

Students will write:

- **Analyze artwork and write critiques based on the concepts and techniques introduced.**
- **Responses to "Do Now" or "Warm up" activities reinforcing concepts and vocabulary.**
- **"Do Now" or "Warm up" examples:**
- **What are some differences between Adobe Illustrator and Adobe Photoshop?**
- **Who are examples of Artists who greatly influenced Graphic Art?**
- **Who from Art History do you think would enjoy Photoshop had it been invented during their lifetime?**
- **Student Writing Assignment examples:**
- **Student self-critiques**
- **Artist statements**
- **Written Critiques**
- **Project Summaries**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

·Student skills demonstrated, applied and assessed:
Exposure
Focal Length
Toolbars
Craftsmanship
Navigation
Photoshop:
Levels
Dodging and Burning
Cropping
Repairing
Filter
Brushes
Selection Tools
Healing Brush
Shortcuts
Layer Blending

• Possible Lessons:
Photos Depicting Elements and Principles of Design
Leading Lines Photos
20 pictures of one object using different viewpoints
Rule of Thirds/Golden Mean
Lighting Eggs from all Angles
Dia De Los Muertos and layer blending
Collaborative Photo Collage displaying individual personality and culture
Virtual Museum Tour

•Possible Vocabulary:
Relevant to Tier 2 (Everyday) and Tier 3 (Course Content)
Aperture, ISO, Exposure, Shutter Speed, Focal Length, Navigation, Panels, Layers, Windows, Tools/Toolbar, Crop, Menu Bar, Adjustments/Adjustment Layers, File Formats, Resolution, Pixels, Printing Formats, Saving, Elements and Principles, Composition, DSLR and Camera Settings

• Materials:
Digital Cameras
Tungsten Lights
Computers
Smartboard
Printer
Adobe Photoshop / Photopea
Paper
Scanner
Flashes
Reflectors
Additional Lighting

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Students will be evaluated based on the completion of the projects, time management, skill, exercises and activities.
Critiques will take place during the creation and/or the completion of projects to gauge the students' choices in developing the elements and principles of design.

Accommodations/Modifications:

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples, instructional demonstration videos.
- Read the directions and/or writing prompt aloud.
- Repeat and clarify directions.
- Give step by step directions, outline the steps in writing.
- Underline or highlight important words in the directions.
- Break long assignments into parts. Set a separate due date for each part.
- Reduce the total amount of work when appropriate.
- Give partial credit for late or incomplete work until the students are able to complete their work on time.
- Provide students with a folder/binder to assist with organization.
- Give students a checklist of materials which will be needed for each class.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near the area of instruction.
- Provide individual or small group instruction when possible.

Summative Assessments:

At the end of each Major Assessment a critique will be held in the classroom where all projects will be viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher basis.

Accommodations/Modifications:

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples, instructional demonstration videos.
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- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near the area of instruction.
- Provide individual or small group instruction when possible.

Performance Assessments:

Project Grade – completion of projects by deadlines
Each project graded on the following Project Rubric:

Time / Effort - 20%
Technique / Tools - 20%
Craftsmanship - 20%
Composition / Elements and Principles - 20%
Creativity and Originality - 20%

Critique Grade – Analyzing and evaluating artwork through written and verbal responses.
Homework Grade – completing materials that reinforce concepts
Classwork Grade – working consistently and using time wisely in class

Accommodations/Modifications:

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples, instructional demonstration videos.
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New
8/2023

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Digital Photography MP 2 – Exposure, Emotion, Movement, **Grade Level(s):** **10 - 12**	**Unit Summary**: Students will explore various computer-aided techniques, tools, and applications of the elements of photography. Tools in Photoshop to create textures and progressing to incorporate more challenging light and movement within various projects. Art History is with a focus on art movements. Adhere to ethical procedures that represent originality, personal expression and craftsmanship

Essential Question(s):	Enduring Understanding(s):
● What are some conventional and nonconventional ways that artists have represented one's identity? ● -How does presenting and viewing artworks influence and shape ideas, beliefs, and experiences? ● -How can movement be portrayed using photographic techniques? ● -What are some historical and contemporary ways that artists can use photography in an illustrative form?	Variety of techniques, media and tools to create works of art Discern and articulate the quality of personal works of art using a variety of reflective processes Use both artificial and natural lighting to create photographs that exhibit excellent exposure, shadow and highlight. Research existing photographs and reverse engineer how they were created Visually Brainstorm Ideas and Photographs Describe color temperature and balance Correct tone, exposure and color

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES DESCRIBE THE LEARNING TARGETS.
After each target, identify the NJSLS that are applicable

Learning Target	**NJSLS STANDARDS**
Create portraits using natural and artificial lighting to enhance and capture detail and emotion while exhibiting excellent exposure. Explore panning and exposure settings to manually manipulate expression of kinetic or static artwork. Discuss the full benefit and tradeoff of manipulating specific DSLR and mobile camera controls. Match color within different light sources.	1. 1.5.12acc.Cr1b 2. 1.5.12acc.Pr4a 3.1.5.12adv.Re8a 4. 1.5.12adv.Cn10a 5. 1.5.12acc.Cr3a

Interdisciplinary Connections:

Math- Rulers, measurement, layout sizing, percentages.
• English- Font, Typography, vocabulary, artist statements, and project summaries. Military Postcards.
• History- Art history in chronological reference to World History events.
• Science- Evolution of artistic processes. Example- Dodge & Burn tool understanding requires knowledge of darkroom techniques, light sensitive paper and chemicals needed to process film.
• Technology- Students learn digital organization, keystrokes, printing, computer processes and saving and submitting digital work.
• Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas, culture, and personality into various works of art using Photoshop/Photopea/Lightroom

Students will engage with the following text:

Students will be exposed to different artists and art styles through various teacher guided Demonstration Videos, Google Slide Presentations, Online tutorials, and phone apps, which provide the most up to date digital art.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary.
“Do Now” or “Warm up” examples:
- Compare a gallery of photographs and discern how the image was lighted and the angles with which it was taken.
- Personal essay of their own identity and how it can be portrayed differently depending on photographic angle, lighting, and expression.
- Keep a visual journal of printed/digital material or self-evaluation.
- Website Reflection Questions.
Student Writing Assignment examples:
-Student self-critiques
-Artist statements
-Written Critiques
-Project Summary
-Website Reflection Question

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills

Student skills demonstrated, applied and assessed:

Double Exposure

Layering

Opacity

Adjustment Layers

Blending Modes

Bokeh

Quick Mask

Color Scheme

Feathering

Typography

Shallow Aperture to Blur Background

Balancing Lighting (Daylight/Tungsten)

• Possible Lessons:

Multiplicity: Students will use multiple layers and masks to duplicate themselves or a model several times in the same photo background

Staple City: Students will arrange staples in the form of buildings, similar to a cityscape. Crinkled foil in the distance, spot-lighting, and a shallow aperture will create a bokeh effect.

Alter Ego: Students will think of another side or version of themselves. That version will be visually depicted as a shadow on another layer in photoshop. Shadow layer will be blurred and feathered.

Portraiture with Lighting Techniques: Students will use the 4 common lighting techniques for portraiture

Food Photography: Students will arrange food/props/lighting and take photos using different angles. These will be cropped and adjusted in photoshop for presentation.

Mood Boards using original photography and photoshop for adjustments

Virtual Museum Tour

• Possible Field Trips:

Documentary Photography

Museums

City and Landscapes

•Possible Vocabulary:

Relevant to Tier 2 (Everyday) and Tier 3 (Course Content)

Aperture, ISO, Exposure, Shutter Speed, Focal Length, Navigation, Panels, Layers, Windows, Tools/Toolbar, Crop, Menu Bar, Adjustments/Adjustment Layers, File Formats, Resolution, Pixels, Printing Formats, Saving, Elements and Principles, Composition, DSLR and Camera Settings

• Materials:

Digital Cameras
Flashes
Tungsten Lights
Reflectors
Computers
Additional Lighting
Smartboard
Printer
Adobe Photoshop / Photopea
Paper
Scanner

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.

<u>Formative Assessments</u>:

Students will be evaluated based on the completion of the projects, time management, skill, exercises and activities.
Progress Grades and Critiques will take place during the creation and completion of projects to gage the students' choices in developing the elements and principles of design.

Accommodations/Modifications:

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- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near the area of instruction.
- Provide individual or small group instruction when possible.

Summative Assessments:

At the end of each Major Assessment a critique will be held in the classroom where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher basis.

Accommodations/Modifications:

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Performance Assessments:

Project Grade – completion of projects by deadlines

Each project graded on the following Project Rubric:

- Time / Effort - 20%
- Technique / Tools - 20%
- Craftsmanship - 20%
- Composition / Elements and Principles - 20%
- Creativity and Originality - 20%

Critique Grade – Analyzing and evaluating artwork through written and verbal responses.

Homework Grade – completing materials that reinforce concepts

Classwork Grade – working consistently and using time wisely in class

Accommodations/Modifications:

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course: Digital Photography MP 3 –Environment, Creative Compositions, Photojournalism, Movement	**Unit Summary**: Articulate ideas that can be expressed in traditional, advanced, and evolving media Create works of art representing personal narratives that use traditional and new media. Introduce storytelling through photography sequences. Show motion in photography. Using photography as a source of communication.
Grade Level(s): **10 - 12**	

Essential Question(s):	Enduring Understanding(s):
How can we add multiple photos to create a new image? Why would we do that? - How can you arrange a physical collage to tell stories or develop your message? -How can we freeze motion? - How does art preserve aspects of life? - How can photography define and change your community? -What are some of the ways that photography influences your perception?	**Visual Rhythm:** How to balance the composition in camera prior to digital manipulation. **Photoshop Actions:** Explore the idea of workflow within Each project **Scale/Proportion:** Comparing the impact that size has on visual art **Culture:** Artistic meaning and interpretation changes or is inferred differently within varied cultures. **Community and Social Themes:** How to define your community and observe changes and possible solutions using art. **Photography used to tell a visual story.** Using Filters in Photoshop to change the style of a photograph.

Learning Target	**NJSLS STANDARDS**
Create a series of self-portraits which convey emotion and a personal voice. Shoot natural scenes which will merge together to form a larger story using collage and natural media. Compose photography to tell an impactful and meaningful visual story. Describe a narrative using photographs and text using layout techniques. Describe community and the impact of the visual medium upon it.	1. 1.5.12adv.Cr1b 2. 1.5.12acc.Cr2a 3. 1.5.12adv.Cr3a 4. 1.5.12adv.Pr4a 5. 1.5.12acc.Pr6a 6. 1.5.12acc.Re7b

Interdisciplinary Connections:

• Math- Rulers, measurement, layout sizing, percentages.
• English- Font, Typography, vocabulary, artist statements, and project summaries. Military Postcards.
• History- Art history in chronological reference to World History events.
• Science- Evolution of artistic processes. Example- Dodge & Burn tool understanding requires knowledge of darkroom techniques, light sensitive paper and chemicals needed to process film.
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• Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas, culture, and personality into various works of art using Photoshop/Photopea/Lightroom.

Students will engage with the following:

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Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary.
“Do Now” or “Warm up” examples:

Identify this emotion, mood, lighting technique?
Compare how traditional and digital processes change the impact of a series of photographs.
Interpret the meaning. What is the message being conveyed in this photo?
Student Writing Assignment examples:
-Student self-critiques
-Artist statements
-Written Critiques
-Project Summary
-Website Reflection Questions
-

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills.

• **Student skills demonstrated, applied and assessed:**

Portraiture – Self-portraits describing identity and emotion
Sequential images forming a series
Alternative processes utilizing Gel Medium and Transfer techniques
Collage using digital and traditional layering
Creative Compositions – Collage forming family or cultural tree
Narrative Story / Storyboarding
Photo-journalism

• **Possible Lessons:**

Double Exposure: Combining 2 photos/layers into one image using Photoshop.
Freeze Motion: Students will drop fruit into water to capture splash.
Pop Art: Altering a photograph of a simple common object to be in the style pf pop art using layer adjustments and filters.
Storyboard: Using photos to document an activity, class, action.
Virtual Museum Tour

• **Possible Field Trips:**

Documentary Photography
Museums
City and Landscapes

Possible Vocabulary:

Relevant to Tier 2 (Everyday) and Tier 3 (Course Content)
Aperture, ISO, Exposure, Shutter Speed, Focal Length, Navigation, Panels, Layers, Windows, Tools/Toolbar, Crop, Menu Bar, Adjustments/Adjustment Layers, File Formats, Resolution, Pixels, Printing Formats, Saving, Elements and Principles, Composition, DSLR and Camera Settings

• **Materials:**

Digital Cameras
Tungsten Lights
Computers
Smartboard
Printer
Adobe Photoshop / Photopea
Paper
Scanner
Flashes
Reflectors
Additional Lighting

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

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- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near the area of instruction.
- Provide individual or small group instruction when possible.

Summative Assessments:

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- Provide individual or small group instruction when possible.

Performance Assessments:

Project Grade – completion of projects by deadlines

Each project graded on the following Project Rubric:

- Time / Effort - 20%
- Technique / Tools - 20%
- Craftsmanship - 20%
- Composition / Elements and Principles - 20%
- Creativity and Originality - 20%

Critique Grade – Analyzing and evaluating artwork through written and verbal responses.

Homework Grade – completing materials that reinforce concepts

Classwork Grade – working consistently and using time wisely in class

Accommodations/Modifications:

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Digital Photography MP 4 – Still Life, Movie Still, Temporary Art, Art History, Unique Imagery through photo manipulation, Illusions	**Unit Summary**: ● .Students will discern the value of works of art based on historical significance, craftsmanship, cultural context, and originality using appropriate, domain specific terminology that honors sensitive traditions. ● Students will describe, refine and organize personal ideas about aesthetic qualities of a work of art. ● Students will use sketches, plans, and models to create and/or design a functioning work of art. ● Students will explain the personal influences which shape the creation of functioning art. ● Students will utilize the advanced automated features of Photoshop CC to streamline and accelerate repetitive edits. ● Students will Compare and contrast the roles of artists and designers in historical and contemporary context.
Grade Level(s): **10 - 12**	

Essential Question(s):	Enduring Understanding(s):
● 1. What techniques can be utilized to create desired photographic effects? ● 2. What constitutes art? According to whom? ● 3. Why create? ● 4. How does aesthetics and beauty influence the quality of life? ● 5.Why do artists produce preliminary plans? ● 6. How does material culture influence artistic decisions? ● 7. What informs the look of our material culture? ● 8. How and why is art used as a vehicle for communication? ● 9. To what extent does good design integrate form with function? ● 10. Can automated features within Photo Imaging Software complete repetitive edits, and allow for more creativity? ● 11. How is art used in everyday life? ● 12. What careers are in visual art?	•Experimenting with backdrops, advanced lighting techniques, poses, and angles allows students the opportunity to develop their photography skills as well as their artistic and creative style. •Manipulating and analyzing various criticisms from existing and historical art scholars allows students to identify how art can elicit varying opinions. • Providing knowledge and relevance of artistic and cultural history can help to bring about alternative views of previous and contemporary societies. • Giving context and new thinking to works of art, scholars hold the knowledge of the past and present. • Understanding the cultural influences in functional design such as architecture and furniture creates comprehension of trends and patterns in society. • Knowing the role of artists and designers in creating our built environment and material culture identifies the contemporary societal role that artists possess. • Shaping our understanding of new media gives us insight to the understanding of material culture. ·• Utilizing the advanced automated features within software programs can streamline and accelerate mundane and repetitive editing tasks, allowing more time for creative focus.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS that are applicable

Learning Target	NJSLS STANDARDS
• Utilize backdrops to enhance advanced lighting, poses, and angles of subject matter. • Identify photos that have brought about change in American social, political or economic viewpoints. • Identify photos that have caused change in world opinion in the political, economic or social arena. • Discuss what factors are responsible for the creation of that Photograph. • Connect the Scanner. • Scan High resolution and compressed images. • Distinguish Resolution: For Print/Web and Screen Viewing. • Apply Unsharp Masking, Descreen & Moiré Effects on scanned material. • Scan for reference image placement vs. photo-editing. • Navigate the Interface of the computer. • Access and organize File, folders and Projects. • Access and organize Fonts. • Compare computer hardware and development. • Merge information from one document to another. • Make informed choices among technology systems, resources, and services in a variety of contexts. • Utilize the Automated Features of Photoshop. • Describe careers associated with photographic imaging. • Provide career assessment of one career where photographic imaging is used. To include: A description of a career associated with photographic imaging. An assessment of job opportunities. Synapses of educational requirements	1. 1.5.12acc.Cr1b 2. 1.5.12adv.Cr2a 3. 1.5.12adv.Cr3a 4. 1.5.12adv.Pr4a 5. 1.5.12acc.Pr5a

Interdisciplinary Connections:

• Math- Rulers, measurement, layout sizing, percentages.
• English- Font, Typography, vocabulary, artist statements, and project summaries. Military Postcards.
• History- Art history in chronological reference to World History events.
• Science- Evolution of artistic processes. Example- Dodge & Burn tool understanding requires knowledge of darkroom techniques, light sensitive paper and chemicals needed to process film.
• Technology- Students learn digital organization, keystrokes, printing, computer processes and saving and submitting digital work.
• Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas, culture, and personality into various works of art using Photoshop/Photopea/Lightroom

Students will engage with the following:

Students will be exposed to different artists and art styles through various teacher guided Demonstration Videos, Google Slide Presentations, Online tutorials, and phone apps, which provide the most up to date digital art.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary.
“Do Now” or “Warm up” examples:
What is a “still life”?
What elements can be utilized to create a well-balanced still life?
How can angles, poses, and lighting be combined to create a dramatic image?
How can Photoshop be utilized to perform repetitive tasks?
What are career paths that can be pursued in the Arts?
How can visual communication skills be used in other subject areas?
Student Writing Assignment examples:
-Student self-critiques
-Artist statements
-Written Critiques
-Project Summary
-Website Reflection Questions

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills?

Student skills demonstrated, applied and assessed:

Still Life & Portraiture – Set up, Backdrops, Poses, and Lighting

Documentary Photography and Connection to Art & World History

Artistic Endeavors and Personal Relevance and Enjoyment

Photo Series that Tells a Visual Story

Impactful Photography to unveil social issues

Using Scanner to import images to create Digital Versions.

Using Photoshop Automated features to perform repetitive tasks

College Explorations and Career Opportunities

• **Possible Lessons:**

Still Life Photos for Advertising Layout: Magazine Cover or Article

Refraction using Glasses with water with subject behind

Abstract Portrait Collage incorporating Identity

Cover Re-do

Alphabet Photography

Hand Coloring in Photoshop to add mood/personality

Virtual Museum Tour

• **Possible Field Trips:**

Documentary Photography

Museums

City and Landscapes

•Possible Vocabulary:

Relevant to Tier 2 (Everyday) and Tier 3 (Course Content)

Aperture, ISO, Exposure, Shutter Speed, Focal Length, Navigation, Panels, Layers, Windows, Tools/Toolbar, Crop, Menu Bar, Adjustments/Adjustment Layers, File Formats, Resolution, Pixels, Printing Formats, Saving, Elements and Principles, Composition, DSLR and Camera Settings

• Materials:

Digital Cameras

Flashes

Tungsten Lights

Reflectors

Computers

Additional Lighting

Smartboard

Printer

Adobe Photoshop / Photopea

Paper

Scanner

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS**.**

<u>Formative Assessments</u>:

Students will be evaluated based on the completion of the projects, time management, skill, exercises and activities.
Critiques will take place during the creation and/or the completion of projects to gage the students' choices in developing the elements and principles of design.

Accommodations/Modifications:

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples, instructional demonstration videos.
- Read the directions and/or writing prompt aloud.
- Repeat and clarify directions.
- Give step by step directions, outline the steps in writing.
- Underline or highlight important words in the directions.
- Break long assignments into parts. Set a separate due date for each part.
- Reduce the total amount of work when appropriate.
- Give partial credit for late or incomplete work until the students are able to complete their work on time.
- Provide students with a folder/binder to assist with organization.
- Give students a checklist of materials which will be needed for each class.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near the area of instruction.
- Provide individual or small group instruction when possible.

Performance Assessments:

Project Grade – completion of projects by deadlines

Each project graded on the following Project Rubric:

- Time / Effort - 20%
- Technique / Tools - 20%
- Craftsmanship - 20%
- Composition / Elements and Principles - 20%
- Creativity and Originality - 20%

Critique Grade – Analyzing and evaluating artwork through written and verbal responses.

Homework Grade – completing materials that reinforce concepts

Classwork Grade – working consistently and using time wisely in class

Accommodations/Modifications:

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples, instructional demonstration videos.
- Read the directions and/or writing prompt aloud.
- Repeat and clarify directions.
- Give step by step directions, outline the steps in writing.
- Underline or highlight important words in the directions.
- Break long assignments into parts. Set a separate due date for each part.
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- Preferential seating near the area of instruction.
- Provide individual or small group instruction when possible.

Category	20 Points	15 Points	10 Points	0 Points	Student	Teacher
Time / Effort **Classroom Expectations**	• Class time was used wisely and independently to complete a large amount of work. • Much time and effort went into the planning and design of the artwork. • Student put forth extra effort to be successful. • Met all classroom expectations. • Used materials, tools, and computers wisely with respect.	• Class time was used wisely and the student worked independently most of the time. • Put in effort to meet goals during the class period. • Student may have needed a reminder. • Met classroom expectations most of the time. • Used materials, tools, and computer well.	• Class time was not always used wisely and independently. • Made some effort to meet goals during the class period. • Student needed some reminders. • Occasionally had difficulty meeting classroom expectations. • Needed some reminding on proper material & computer care.	• Class time was not used wisely • Put in little to no effort to meet goals. • Very little was accomplished during the class period. • Often needed reminders. • Had difficulty listening & following directions. • Disrespects others by causing a disruption in the classroom. • Materials, tools, and computers are used inappropriately & foolishly.		
Technique / Tools	Student shows mastery of the learned technique and tools in his/her artwork.	Student shows a good understanding of the technique and tools in his/her artwork.	Student shows little understanding of the technique and tools in his/her artwork.	Student shows no understanding of the technique in his/her artwork.		
Craftsmanship	• Student	• Student artwork	• Student artwork	• Student artwork		

	artwork was extremely well organized, not sloppy, thought out and neatly presented. • Good use of elements and principles of design.	was mostly well organized, thought out and neatly presented. • Needs to add or change minor details.	needs improvement on presentation. • Needs to add or change elements of the design. • Little care toward neatness.	was disorganized and sloppy. • Rushed or little evidence of caring.		
Composition _____ Elements of Art and Principles of Design	• Applies design principles with high degree of skill. • Elements and principles inter-relate well to create an aesthetically interesting and impactful composition. • Demonstrates Elements of art successfully.	• Applies design principles with good degree of skill. • Most or some elements and principles interrelate well to create an aesthetically interesting composition. • Demonstrates Elements of art.	• Attempted to apply design principles, but may lack understanding. It negatively affects work. • Few elements and principles interrelate well. • Composition or image choice could be improved. • Lacks the ability to use Elements of art successfully.	• Little attempt to apply design principles. • Elements do not appear to relate. • Lacks visual interest or impact. • Does not use Elements of art.		
Creativity and Originality	• Design is unique, and displays elements that are totally their own. • The student's personality/ voice comes through. • Experimentation/ Risk Taking.	• Design has some unique features but could have been pushed a little further. • Student has taken the technique being studied and has used source material as a starting place. • The student's personality comes through in parts of the work.	• Design lacks Individuality. • Has few details. • May not be appropriate for the form being expressed. • Evidence of copying ideas. • The student has done the assignment.	• Student has not made much attempt to meet the requirements of the assignment. • Copies ideas of others. • No individuality.		
				Total Score:		