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

Advanced Digital Photography

COURSE OF STUDY

Fine Arts Department

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Date:
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ADVANCED DIGITAL PHOTOGRAPHY
SYLLABI

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. Fundamentally, 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

Advanced Digital Photography – 5 Credits, Grade 10-12

This is an advanced course in Digital SLR photography. Students will explore technical, artistic, and commercial aspects of photography. The course will cover camera techniques, studio strobe usage, advanced digital camera operations and creative digital darkroom techniques with the use of Lightroom and/or Photoshop/Photopea software. Students will prepare a portfolio of work to exhibit at the completion of the course. They will also produce a website for their photography work.

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MARKING PERIOD GRADING SCALE

Projects	Classwork / Participation	Homework / Critique	Total
50%	30%	20%	= 100%
Total # of points earned on projects ────────────── # of assignments **The final grades for all Projects are worth 50% of total grade for the Marking Period.**	Each Week students will be given a possibility of 10 points per day. If you choose not to work 10 points a day will be deducted from your class work grade. **The final Class Work grade is worth 30% of total grade for the Marking Period.**	Total # of points earned on Homework / Critiques ────────────── # of assignments **The final Homework / Critique grade is worth 20% of total grade for the Marking Period.**	

Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Advanced Digital Photography MP 1 – Review Photoshop & Camera Controls	Unit Summary:
Grade Level(s): 10-12	•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): 1. What is the purpose of photography/digital manipulation? 2. How do different cultures manifest the purposes of art? 3. How can photography make important contributions to society?	• 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 to relay emotions and communicate to the viewer.

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

Learning Target	NJSLS (2020)
1. Students will use the school provided computers, cameras and Adobe Photoshop / Photopea to create original works of art.	VA.9-12.1.5.12acc.Cr1b
	VA.9-12.1.5.12acc.Cr2
2. Students will be challenged to understand the tools and apply them to create their projects. They are required to remember each tool function and their keyboard shortcuts.	VA.9-12.1.5.12acc.Cr2a
	VA.9-12.1.5.12acc.Pr4a
	VA.9-12.1.5.12adv.Pr4a
3. Students will use their art vocabulary and previous knowledge of the Art Elements and Principles to evaluate and analyze works of art created in class in guided critiques.	

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 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.

Students will engage with the following:

Students will be exposed to different artists and art styles through various teacher guided Demonstration Videos, Google Slides Presentations, Online tutorials, and smartphone 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 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:**
Exposure
Focal Length
Toolbars
Craftsmanship
Navigation
Photoshop / Photopea
Levels
Dodging and Burning
Cropping
Repairing
Filter
Brushes
Selection Tools
Healing Brush
Shortcuts
Layer Blending

• **Possible Lessons:**
Advanced B/W and Color Portrait
Photojournalism at school
Triptych
Virtural Museum Tour
Collaborative Photo Collage exploring culture and individuality
Composite: Text
Composite: Self Portrait
Composite: Scale Objects in Motion
Photojournalism
Product Photography
Self Portrait
36 Faces
Cumulative Calendars

• **Possible Field Trips:**
Documentary Photography
Career and College Exploration
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	Paper
Scanner	Adobe Photoshop / Photopea
Printer	

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.

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:

• Repeat and clarify directions
• Give step by step directions, outline the steps in writing
• Provide Instructional Videos and Resources
• Use of visual aids, such as whiteboard, overhead, Smartboard, computers and project samples
• Read the directions and/ or writing prompt aloud
• Underline or highlight important words in the directions
• Break long assignments into parts. Set a separate due date for each part (Progress Grades)
• 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 folder/ binder to assist with organization
• Give students a checklist of materials which will be needed for each class
• Grade content and mechanics separately for writing assignments
• Reinforce positive behaviors for following class rules
• Provide activities for students during free time
• Preferential seating near 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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- Reinforce positive behaviors for following class rules
- Provide activities for students during free time
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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:

     Creativity/Originality -20%

     Craftsmanship/Neatness -20%

     Work Ethic/Cooperation -20%

     Use of tools and Materials -20%

     Effort and Ability -20%

Homework / Critique Grade – Completing materials that reinforce concepts and Analyzing and evaluating artwork through written and verbal responses.

Classwork / Participation Grade – working consistently and using time wisely in class

Accommodations/Modifications:

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples
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Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Advanced Digital Photography MP 2 – Exposure, Emotion, Movement, Illustration, Visual Themes	 ● **Students will continue exploration of various computer aided techniques, tools, and applications of the elements of photography.** ● **Reexamining tools in Photoshop to create textures and progressing to incorporate more challenging light and movement within various projects.** ● **Art History is continued with a focus on art movements.** ● **Adhere to ethical procedures that represent originality, personal expression and craftsmanship**
Grade Level(s): 10-12	
Essential Question(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?	● Skillfully use an *expanded* 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 ● Develop methods for creating possible movement solutions using hands on activities with the studio lights and on camera flash. ● 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 NJCCCS or Common Core Standards that are applicable

Learning Target	NJSLS (2020)
1. Create portraits using natural and artificial lighting to enhance and capture detail and emotion while exhibiting excellent exposure.	VA.9-12.1.5.12adv.Cn10a VA.9-12.1.5.12prof.Cn10a
2. Explore panning and exposure settings to manually manipulate expression of kinetic or static artwork.	VA.9-12.1.5.12prof.Cr1a VA.9-12.1.5.12acc.Cn10a
3. Discuss the full benefit and tradeoff of manipulating specific DSLR and mobile camera controls.	VA.9-12.1.5.12acc.Cr1b
4. Match color within different light sources.	VA.9-12.1.5.12acc.Cr2a VA.9-12.1.5.12acc.Pr4a

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.

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:
- 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.

<u>How</u> **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
- Balancing Lighting (Daylight/Tungsten)

• **Possible Lessons:**
1. Students will explore the connection between repetition and the photography of faces. Students will use advanced framing and compositional techniques and their own style to photograph people and to make a statement.
2. Students will create a composite image based on imagery and text.
3. Students will create a dual portrait using the themes of dark & light.
4. Students will create an image using Photoshop that visits the themes of nostalgia and history/time. This photograph can include an old photograph from their life.
5. Theme photographs based on following ideas:
   -Warmth, welcome - Shock value
   - Mischief/Mystery/Whimsical - Human element/Nature
   - Contrast/Impact - Moment
   - Nostalgia/History/Time
   - Culture/Beliefs/Individual Statement
6. Students will be required to create an unusual portrait that utilizes color.

• **Possible Field Trips:**
Documentary Photography
Career and College Exploration
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)
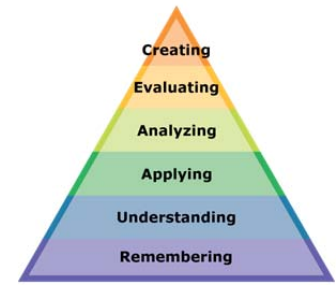
• **Materials:**

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

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.
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:

• Repeat and clarify directions
• Give step by step directions, outline the steps in writing
• Provide Instructional Videos and Resources
• Use of visual aids, such as whiteboard, overhead, Smartboard, computers and project samples
• Read the directions and/ or writing prompt aloud
• 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 folder/ binder to assist with organization
• Give students a checklist of materials which will be needed for each class
• Grade content and mechanics separately for writing assignments
• Reinforce positive behaviors for following class rules
• Provide activities for students during free time
• Preferential seating near 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:

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples
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Performance Assessments:

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

   Creativity/Originality-20%

   Craftsmanship/Neatness-20%

   Work Ethic/Cooperation-20% Use of tools

   and Materials-20% Effort and Ability-20%

Homework / Critique Grade – Completing materials that reinforce concepts and Analyzing and evaluating artwork through written and verbal responses.

Classwork / Participation 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: **Advanced Digital Photography** MP 3 –Environment, Creative Compositions, Photojournalism	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 ● Through new technologies, studio skills have evolved beyond the traditional skills, and yet can still rely on the foundational structures to create new skills.
Grade Level(s): 10-12	
Essential Question(s): - What is the role of artisanship with working physically, not digitally? - How can you arrange a physical collage to tell stories or develop your message? -How does your printing media affect the meaning of your photography? - 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?	● Studio Photography: Enhance still life and posing techniques for greater detail. ● 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. ● Transfer imagery: Photography moves from a dry process back to a wet process and changes the image

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

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJSLS (2020)
1. Create a series of self-portraits which convey emotion and a personal voice.	VA.9-12.1.5.12adv.Cn10a
2. Shoot natural scenes which will merge together to form a larger story using collage and natural media.	VA.9-12.1.5.12adv.Cr1a
	VA.9-12.1.5.12adv.Cr2a
3. Compose photography to tell an impactful and meaningful visual story.	VA.9-12.1.5.12adv.Cr2c
4. Describe a narrative using photographs and text using layout techniques.	VA.9-12.1.5.12adv.Cr3a
5. Describe community and the impact of the visual medium upon it.	VA.9-12.1.5.12adv.Pr6a
	VA.9-12.1.5.12adv.Re7a

Interdisciplinary Connections:

• Math- Rulers, measurement, layout sizing, percentages.
• English- Font, Typography, vocabulary, artist statements, and project summaries. Military Postcards.
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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:**
1. Series of self-portraiture describing emotion
2. Nature in landscape and parts of nature using gel medium alternative processes
3. Advanced collage techniques incorporating color theory
4. Photojournalism documenting a week in the life of themselves or another person
5. Scanner collage exploring Pieces of Culture
6. Describe concept of time using still life imagery in studio or natural lighting
7. Community project: Photograph a space in your community which would benefit from art. Manipulate that space in Photoshop to define a new meaning.

• **Possible Field Trips:**

Documentary Photography

Career and College Exploration

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

Scanner

Smartboard

Printer

Adobe Photoshop / Photopea

On Camera flash

Paper

Scanner

Flashes

Reflectors

Additional Lighting

PART IV: EVIDENCE OF LEARNING

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Performance Assessments:

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Each project graded on the following:
Project Rubric:

      Creativity/Originality -20%

      Craftsmanship/Neatness -20%

      Work Ethic/Cooperation -20%

      Use of tools and Materials -20%

      Effort and Ability -20%

Homework / Critique Grade – Completing materials that reinforce concepts and Analyzing and evaluating artwork through written and verbal responses.

Classwork / Participation Grade – working consistently and using time wisely in class

Accommodations/Modifications:
- Use of visual aids, such as whiteboard, projector, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
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- Underline or highlight important words in the directions
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Black Horse Pike Regional School District Curriculum

PART I: UNIT RATIONALE
<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: **Advanced Digital Photography** **MP 4** – Still Life & Portraiture, Backdrops & Advanced Techniques, Art History and Relevance, Documentary Photography and function, Scanning and Compositing, Batch Files & Actions in Photoshop, College and Careers In the Arts	**Unit Summary**: ● **Students will utilize backdrops to enhance advanced lighting, poses, and angles of subject matter.** ● **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): 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. • Integrating and connecting knowledge and skills in art to other fields of study gives a broader understanding of the roles that artists play in society. • Utilizing the advanced automated features within software programs can streamline and accelerate mundane and repetitive editing tasks, allowing more time for creative focus. • Using job placement technology to research the range of careers available for personal career development provide insight into the many levels of visual art skills that are valued in today's workforce such as graphic design and software design skills in marketing, forensics, medicine, and video game design.

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

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJSLS (2020)
1. Utilize backdrops to enhance advanced lighting, poses, and angles of subject matter.	VA.9-12.1.5.12prof.Cn10a
2. Identify photos that have brought about change in American social, political or economic viewpoints.	VA.9-12.1.5.12acc.Cn10a
	VA.9-12.1.5.12adv.Cn10a
3. Identify photos that have caused change in world opinion in the political, economic or social arena.	VA.9-12.1.5.12prof.Cn11a
4. Discuss what factors are responsible for the creation of that Photograph.	VA.9-12.1.5.12acc.Cn11a
5. Connect the Scanner.	VA.9-12.1.5.12adv.Cn11a
6. Scan High resolution and compressed images.	VA.9-12.1.5.12prof.Cr1b
7. Distinguish Resolution: For Print/Web and Screen Viewing.	VA.9-12.1.5.12acc.Cr1b
8. Apply Unsharp Masking, Descreen & Moiré Effe on scanned material.	VA.9-12.1.5.12adv.Cr1a
9. Scan for reference image placement vs. photo-editing.	VA.9-12.1.5.12prof.Cr2c
10. Navigate the Interface of the computer.	
11. Access and organize File, folders and Projects.	VA.9-12.1.5.12adv.Cr2a
12. Access and organize Fonts.	VA.9-12.1.5.12adv.Cr2c
13. Compare computer hardware and development.	VA.9-12.1.5.12prof.Cr3a
14. Merge information from one document to another.	VA.9-12.1.5.12acc.Cr3a
15. Make informed choices among technology systems, resources, and services in a variety of contexts.	VA.9-12.1.5.12adv.Cr3a
16. Utilize the Automated Features of Photoshop.	VA.9-12.1.5.12prof.Pr5a
17. Describe careers associated with photographic imaging.	VA.9-12.1.5.12adv.Pr6a
18. 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.	VA.9-12.1.5.12acc.Re7b
	VA.9-12.1.5.12adv.Re7a

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.

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.

<u>How</u> 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
Portraiture – Modeling and Photographer (both sides of the camera)
Exploration of Various Types of Photography to Explore Personal Interest and/or Identity
Photo Series that Tells a Story with Clear Concept
Picture is worth a thousand words - Impact (One Photo Tells a Story / Interpretation / Visual Communication)
Photoshop Automated Features
College and Career Investigation

• Field Trips:

Documentary Photography
Career and College Exploration
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)
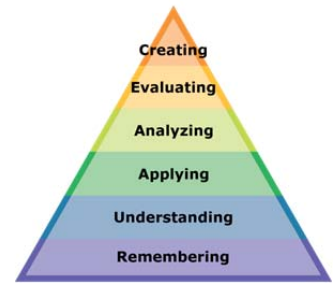
• Materials:

Digital Cameras
Tungsten Lights
Computers
Scanner
Smartboard
Printer
Adobe Photoshop / Photopea
On Camera flash
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.
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:

• Repeat and clarify directions
• Give step by step directions, outline the steps in writing
• Provide Instructional Videos and Resources
• Use of visual aids, such as whiteboard, overhead, Smartboard, computers and project samples
• Read the directions and/ or writing prompt aloud
• Underline or highlight important words in the directions
• Break long assignments into parts. Set a separate due date for each part (Progress Grades)
• 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 folder/ binder to assist with organization
• Give students a checklist of materials which will be needed for each class
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• Reinforce positive behaviors for following class rules
• Provide activities for students during free time
• Preferential seating near 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:

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples, and Google Slides presentations.
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
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Performance Assessments:

Project Grade – completion of projects by deadlines

Each project graded on the following:

Project Rubric:

      Creativity/Originality -20%

      Craftsmanship/Neatness -20%

      Work Ethic/Cooperation -20%

      Use of tools and Materials -20%

      Effort and Ability -20%

Homework / Critique Grade – Completing materials that reinforce concepts and Analyzing and evaluating artwork through written and verbal responses.

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Accommodations/Modifications:

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Project Evaluation

*Project being evaluated:*_____

	Level 1 (0-10 pts)	**Level 2** (11-15 pts)	**Level 3** (16-18 pts)	**Level 4** (19-20 points)	**Score**
Creativity and Originality	Lacks many design elements or interest. Has minimal additional features or copies the ideas of others. Not much attempt to show individuality.	Design lacks individuality. Has few details or is not appropriate for the form being expressed. Evidence of copying ideas.	Design is expressive; has some unique features but could have been pushed a little further.	Design is unique, and displays elements that are totally their own, Evidence of detail, pattern or unique applications. Experimentation/Risk Taking.	
Craftsmanship/ Neatness	-Sloppy -Rushed -No evidence of caring except to complete it -unchallenging, boring uninspired	-Little care toward neatness -Poor communication of ideas.	- Add more to back ground - Add lighting, shading, color, shadow, texture - Add details/ textures - Darken areas for contrast/ shading	-Neat, Clean and pristine. - Good use of elements and principles of design.	
Work Ethic and Cooperation	Had difficulty listening & following directions. Disrespects others by causing a disruption in the classroom.	Sometimes listens & follows directions. Does not always show respect for others by following classroom rules.	Listens & follows directions. Shows respect for others by following classroom rules.	Listens & follows directions. Shows respect for others by following classroom rules. Shows initiative and leadership.	
Use of Materials, Tools, and Computer	Materials, tools, and computers are used inappropriately & foolishly.	Needed some reminding on proper material & computer care. Some inappropriate material & computer use.	Used materials, tools, and computers well. Needed few reminders on proper material & computer care.	Used materials, tools, and computers wisely. Shows respect for materials, tools, computers, and facility.	
Effort/ Production	Made little effort to meet goals. Very little accomplished during the period -Lack of risk or thought.	Made some effort toward goals. Needed much personal guidance -Too much empty space, needs more detail.	Used class time wisely. Successfully met expectations. Worked independently most of the time.	Put forth extra effort to be successful. Made quality use of class time. Independently completed a large amount of work.	
				Total:	