

<b>PHOTOGRAPHY 3</b>	
<b>2013-2014</b>	
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<b>Unit #1: Lighting</b>	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b>Established Goals</b></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (<a href="https://www13.state.nj.us/NJCCCS/">https://www13.state.nj.us/NJCCCS/</a>) Common Core Curriculum Standards for Math and English (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</p>	<p style="text-align: center;"><b>21<sup>st</sup> Century Themes</b> ( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</p> <p><input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p>
<p><b>Standard 8.1 Educational Technology</b> All Students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. Strand A: Technology Operations and Concepts Strand B: Creativity and Innovation Strand F: Critical Thinking, Problem Solving, and Decision-Making</p> <p><b>Standard 1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual art Strand: D. Visual Art</p>	<p style="text-align: center;"><b>21<sup>st</sup> Century Skills</b></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p>

<p><b>Standard: 1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand: D. Visual Art</p> <p><b>Standard: 1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand: A. Aesthetic Responses Strand: B. Critique Methodologies</p> <p><b>Standard: 9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Strand: A. Critical Thinking and Problem Solving Strand: B. Creativity and Innovation</p>	<p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Flexibility and Adaptability</li> <li><input checked="" type="checkbox"/> Initiative and Self-Direction</li> <li><input type="checkbox"/> Social and Cross-Cultural Skills</li> <li><input type="checkbox"/> Productivity and Accountability</li> <li><input type="checkbox"/> Leadership and Responsibility</li> </ul>
<p><b>Enduring Understandings:</b> (Topical to this unit)</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Students will understand that different lighting evokes different moods, interpretations and responses from viewers.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Students will understand how the quantity and quality of light changes the relationship between the subject and its surroundings.</li> </ul>	<p><b>Essential Questions:</b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How can light be used to evoke a meaning or feeling in a photograph?</li> <li>• Why does light create meaning in a photograph?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How does light direct the viewers attention in a photograph?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• The natural and artificial sources of light.</li> <li>• What are Rembrandt, split, broad, short, and butterfly lighting.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• utilize different types of light to create a mood or feeling.</li> </ul>

<p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• what the quantity and quality of light is in a photo.</li> <li>• What a light meter is and does.</li> <li>• what light modifiers such as gobo's and reflectors are and do to a photo.</li> </ul>	<ul style="list-style-type: none"> <li>• use natural light to highlight/isolate the subject</li> <li>• use artificial light to highlight/isolate the subject</li> <li>• How to evaluate whether an image is successful based on its application and intention of photos.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• modify the quantity and quality of light using modifiers and reflectors</li> <li>• measure the quantity of light from a given light source through a light meter.</li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b> <i>Each unit must have at least 1 Performance Task.</i></p> <p><i>Scenario:</i> You are a photographer working for the best portrait studio in town. <u>Justin Bieber</u> (or whoever is hot at the moment) has just made an appointment with you for promotional photographs to be used for his upcoming tour. You will present the client with a selection of photographs that feature various lighting styles and locations. You will explain to the client your choice in lighting and how it successfully fulfills the requirements of the job.</p>	
<p><b>Other Evidence:</b> <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p>	

<ul style="list-style-type: none"> <li>• <i>Teacher Observation during lighting skills practice</i></li> <li>• <i>Guided Practice with gobos and reflectors</i></li> <li>• <i>Class Critique/Presentation of Portrait images</i></li> <li>• <i>Self Assessment through client critique</i></li> </ul>	
<p><b>Stage 3 – Learning Plan</b></p>	
<p><b>Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:</b> <i>Consider the WHERETO elements</i></p> <ul style="list-style-type: none"> <li>• Create a formal head shot using Rembrandt lighting (A)</li> <li>• Create a formal head shot using butterfly (Loop) lighting (A)</li> <li>• Create a formal head shot using split lighting (A)</li> <li>• Create a formal head shot using broad lighting (A)</li> <li>• Create a formal head shot using short lighting (A)</li> <li>• Create portrait photographs using natural and artificial light and analyze the quality of that light for mood and meaning (M)</li> <li>• Modify the quantity and quality of light with gobos such as barn doors, snoots, foam core board, tracing paper, etc. and self/peer analyze the effect of these on the quality of the photo and the subject (A, M)</li> <li>• Create fill light using the on-camera flash or silver and gold reflectors and evaluate the quality of light produced (A, M)</li> <li>• Self assessment/peer critique of photographs (M, T)</li> <li>• Teacher directed discussion of what a light meter is and how to use one. (A)</li> <li>• Utilize a light meter to evaluate and self/peer analyze the quantity of light (A, M)</li> <li>• Using a Venn Diagram, students will compare/contrast lighting styles based on the mood and feeling they create (M)</li> </ul>	