

PHOTOGRAPHY 3

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Business of Photography

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
 (<https://www13.state.nj.us/NJCCCS/>)

Common Core Curriculum Standards for Math and English
 (<http://www.corestandards.org/>)

21st Century Themes
 (www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

.1 Educational Technology

Students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to communicate knowledge.

Technology Operations and Concepts
 Creativity and Innovation
 Critical Thinking, Problem Solving, and Decision-Making

21st Century Skills

- Learning and Innovation Skills:*
- Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Communication and Collaboration
- Information, Media and Technology Skills:*

1.1 The Creative Process

will demonstrate an understanding of the elements and principles the creation of works of art in dance, music, theatre and visual art /visual Art

1.3 Performance

will synthesize those skills, media, methods, and technologies to creating, performing, and/or presenting works of art in dance, tre, and visual art. /visual Art

1.4 Aesthetic Responses & Critique Methodologies

will demonstrate and apply an understanding of arts philosophies, nd analysis to works of art in dance, music, theatre, and visual art. esthetic Responses ritique Methodologies

1.1 21st-Century Life & Career Skills

will demonstrate the creative, critical thinking, collaboration, and vng skills needed to function successfully as both global citizens s in diverse ethnic and organizational cultures. ritical Thinking and Problem Solving reativity and Innovation

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Understandings: (Topical to this unit)

dents will understand that a love for photography can be directed a commercial photography career.

dents will understand that photos are works of art and can suggest moods, feelings and thoughts of a photographer.

Essential Questions:

EU 1

- How does your personality and passion for photography role in choosing a successful photographic career?

EU 2

- How can you interpret a photograph?

<p>Students will know . . .</p> <ul style="list-style-type: none"> photographic fields associated with commercial photography. skill requirements for each field of photography. <p>Interpretation Process?</p> <p>Application and Intention of Photos</p>	<p>Skills: <i>Students will be able to . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> Create a photograph with appropriate elements for a particular field of photography. Create photographs that communicate different products to different audiences. Create a photograph, or series of photographs that tell a story. <p>EU 2</p> <ul style="list-style-type: none"> Produce written statements that describe the reasoning behind a photograph or series of photographs. How to interpret what the photographer is trying to communicate through a photograph or series of photographs. How to evaluate whether an image is successful based on its application and intention.
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Tasks: <i>Each unit must have at least 1 Performance Task.</i></p> <p>Your photography business has been hired to photograph products for a client. You and your associates will use studio lighting to photograph the products in a manner that highlights the main features and selling attributes. When the photo shoot is complete, you will create a sales flier that includes each product from the photo shoot. You will present the flier to your client for critique and approval to proceed.</p>	

ence: Tests, Quizzes, Prompts, Self-assessment, Observations, etc.

Teacher Observation during in class shooting
ded Practice during in class shooting
ss Critique/Presentations
f Assessment through written statements.

Stage 3 – Learning Plan

**Learning Activities to Include Differentiated Instruction and
Binary Connections:** *Consider the WHERETO elements*

ize the Internet to find both good and bad examples of images in the
owing photographic fields: portrait, food, fashion, documentary,
tojournalism, product, architecture and sports (A, M)
earch commercial photography post secondary school programs to
ome aware of possible future educational opportunities (A)
alyze the technical and aesthetic quality of a photograph looking at
tsmanship such as focus, exposure control, printer
blems/results, contrast and tonal range (A,M)
alyze the technical quality of a photograph looking at visual
act/presentation. (A, M)

end photographic choices in a written statement (M.T)
ively participate in a group critique session (M, T)