

<b>PHOTOGRAPHY 3</b>	
<b>2013-2014</b>	
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<b>Unit #3: Marketing</b>	
<b>Stage 1 – Desired Results</b>	
<p><b><u>Established Goals</u></b></p> <p><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b> (<a href="https://www13.state.nj.us/NJCCCS/">https://www13.state.nj.us/NJCCCS/</a>)</p> <p><b>Common Core Curriculum Standards for Math and English</b> (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</p>	<p><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</p> <p><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health Literacy</p> <p><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</p>	<p><b>21<sup>st</sup> Century Skills</b></p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input type="checkbox"/> Information Literacy</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications and</p>

<p>Strand: D. Visual Art</p> <p><b>Standard: 1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures. Strand: A. History of the Arts and Culture</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>Technology) Literacy</p> <p><i>Life and Career Skills:</i></p> <p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p>
<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 a photographer's work and reputation are not mutually exclusive</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>Students will understand that professional ethics build a solid business foundation.</li> </ul>	<p><b>Essential Questions:</b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>Does marketing play a vital role in the business of photography?</li> <li>Is marketing yourself essential for marketing your work?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>Are ethics essential to building a business of photography?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know . . .</i></p>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p>

<p><b>EU 1</b></p> <ul style="list-style-type: none"> <li>• Marketing and branding strategies and skills such as social media, online portfolio creation etc.</li> <li>• What professionalism is.</li> </ul> <p><b>EU 2</b></p> <ul style="list-style-type: none"> <li>• The laws photographers must adhere to</li> <li>• How copyright pertains to photography</li> <li>• The rights photographers have in the field.</li> </ul>	<p><b>EU 1</b></p> <ul style="list-style-type: none"> <li>• <i>Create a brand for themselves through a self-promotion campaign.</i></li> <li>• <i>Develop a marketing plan for their brand.</i></li> <li>• <i>Create a resume and artist statement</i></li> </ul> <p><b>EU 2</b></p> <ul style="list-style-type: none"> <li>• Compare/contrast the laws and rights governing photography in today's market.</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: You are about to embark on your new career as a commercial photographer. To do so, you will need to create a self-promotion campaign. Choose the marketing strategies which will work best for your photographic specialty. You will market your campaign to the school community. Peer feedback will be used to measure the effectiveness of your campaign. You will then assess the feedback to determine if your campaign was professionally presented and to determine the likelihood that you would be hired as photographer in the future.</i></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 campaign creation.</i></li> <li>• <i>Self Assessment based on peer feedback.</i></li> <li>• <i>Peer Feedback of portfolio.</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>• Research and create a resume. (A, M)</li> <li>• Research and create an artist statement. (A, M)</li> <li>• Research copyright as it applies to photography. (A)</li> <li>• Research and discuss types of marketing/promotion such as direct mail, social networking, mass marketing, target marketing, Internet marketing and self-promotion. (A, M)</li> <li>• Research and discuss the photographer's rights (A, M)</li> <li>• Create an online portfolio. (<a href="http://www.photoshop.com">www.photoshop.com</a>) (M, T)</li> <li>• Provide feedback on peer portfolios. (M, T)</li> <li>• Revise portfolio based on peer feedback. (M, T)</li> </ul>	