

PHOTOGRAPHY 3	
2013-2014	
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Unit #4: Creative Photography	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p>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/)</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <ul style="list-style-type: none"> <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>Standard 8.1 Educational Technology 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>Standard 1.1 The Creative Process 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;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <p><i>Information, Media and Technology Skills:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy

<p>Standard: 1.2 History of the Arts and Culture 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>Standard: 1.3 Performance 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>Standard: 1.4 Aesthetic Responses & Critique Methodologies 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>Standard: 9.1 21st-Century Life & Career Skills 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> <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>Enduring Understandings: (Topical to this unit)</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● Student will understand that creative use of light and special effects enhance the viewer’s experience and narrative of a photograph. 	<p>Essential Questions:</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● To what extent does light and special effects play in developing the narrative of a photograph?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● Different types of lighting effects such as those created by natural light, painting with light and long exposures ● Different types of special effects and techniques such as pinhole and stereo photography 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● Use light creatively and purposefully to enhance or create a narrative by light painting, using long exposures and/or off-camera flash techniques. ● Use digital technology to create contemporary pinhole and

	<p>stereo images.</p> <ul style="list-style-type: none"> Expand their creative vision
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Tasks: <i>Each unit must have at least 1 Performance Task.</i></p> <p><i>Scenario: You are a freelance photographer contacted by the Chamber of Commerce to highlight and promote local businesses in the town of LaurelMed ShamFord Lakes. The goal is to attract a younger more hip crowd to the community. You will be in competition with other local hip photographers for the coveted job. Your work will need to be well executed, highly conceptual and persuasive to the target demographic in order to be selected. You will create and present an online portfolio of your images at a community meeting hosted by the chamber of commerce. This meeting will include local business owners who will provide feedback on your portfolio. Be prepared to defend your choices.</i></p>	
<p>Other Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> <i>Teacher Observation and guided practice through use of lighting techniques</i> <i>Self Assessment and Formal Presentation of online portfolio</i> 	

Stage 3 – Learning Plan

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

- Use the Internet to research light painting. (A)
- Utilize flashlights and alternative light sources to create light paintings. (M, T)
- Research historic photographic techniques such as pinhole and stereo photography. (A, M)
- Modify historic photographic techniques such as pinhole and stereo photography using digital technology to create contemporary pinhole and stereo images. (M, T)
- Identify the visual elements of long/time exposure photographs. (A, M)
- Create photographs using long exposures (M, T)
- Utilize natural light for sumptuous food photography (M, T)
- Utilize off camera flash to create alternative lighting effects. (M, T)