

**Course:** *Creative Digital Media*  
**Unit #4:** *Post Production for Photography*

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-VPA.pdf>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

[https://www.nj.gov/education/standards/clicks/Docs/2014\\_9.3\\_21LifeAndCareers.pdf](https://www.nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf)

- **Unit Standards:**

- **Content Standards**

- 1.2.12adv.Cn11b: Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.
- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12acc.Cr1d: Apply aesthetic criteria in developing and refining media arts artwork.
- 1.2.12adv.Cn11a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
- 1.2.12adv.Pr6a: Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.
- 1.2.12adv.Pr6b: Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.
- 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design

- **21st Century Life & Career Standards**

- 9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.

- 9.3.12.AR-AV.4: Design an audio, video and/or film production.
  - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to explore new possibilities for photography with creative, powerful software tools.

As aligned with LRHSD Long Term Learning Goal(s):

- understand the impact of technology in addressing real-world problems, enhancing life, and extending human capabilities to meet the challenges of 21st century society
- acquire, integrate, and apply design processes and essential technical skills to solve problems, create products, and improve the quality of life for our local and global community

Enduring Understandings

Students will understand that. . .

*EU 1*

the amount and style of photographic editing has a direct impact on the message.

*EU 2*

Essential Questions

*EU 1*

- How does an image evoke emotion or a personal response?
- In what ways does post-production editing have the ability to change the message of an image?
- Why is editing important?

*EU 2*

the tools used to edit images change based on capture, intention, and end use.

*EU 3*

using a non-destructive workflow prevents image quality loss.

- Why is understanding the end use of an image important when selecting editing tools?
- How does tool selection affect the editing process?
- How does tool modification increase workflow efficiency?

*EU 3*

- What criteria is used to determine the editing program most suited for the desired result?
- How does a layered workflow maintain image quality?
- What criteria is used to determine when a destructive workflow is acceptable?

Knowledge

*Students will know . . .*

*EU 1*

- specific editing tools and tool combinations change the narrative of an image. (9.3.12.AR-AV.2, 9.3.12.AR-AV.4)
- editing to draw attention to the subject helps convey the message. (9.3.12.AR-AV.2, 9.3.12.AR-AV.4, 9.4.12.IML.9, 1.2.12adv.Cn11a)
- editing an image for a specific purpose will keep the editor focused on the intended message. (9.3.12.AR-AV.2, 9.3.12.AR-AV.4, 1.2.12adv.Pr6b)

*EU 2*

Skills

*Students will be able to . . .*

*EU 1*

- utilize a combination of editing tools to convey a message. (1.2.12prof.Cr1b, 1.2.12adv.Pr6a, 9.4.12.IML.9, 1.2.12acc.Cr1d)
- edit an image globally.(9.3.12.AR-AV.4, 1.2.12acc.Cr1d)
- edit an image selectively. (9.3.12.AR-AV.4, 1.2.12acc.Cr1d)
- draw the viewer's attention to a specific area of an image. (1.2.12prof.Cr1b, 9.4.12.IML.9, 1.2.12acc.Cr1d)
- change the viewer's interpretation of an image. (1.2.12prof.Cr1b, 1.2.12adv.Cn11a, 9.4.12.IML.9, 1.2.12acc.Cr1d)
- create a mood with an image. (1.2.12prof.Cr1b, 1.2.12acc.Cr1d)

*EU 2*

- the purpose and function of specific editing tools. (9.3.12.AR-AV.2, 1.2.12acc.Cr1d)
- the tools used to correct an image. (9.3.12.AR-AV.2, 1.2.12acc.Cr1d)
- the tools used to enhance an image. (9.3.12.AR-AV.2, 1.2.12acc.Cr1d)

*EU 3*

- different editing programs provide different levels of non-destructive editing. (9.3.12.AR-AV.2, 1.5.12acc.Cr1b)
- every layer in a layered image can be edited directly and differently to craft a story. (9.3.12.AR-AV.2, 1.5.12acc.Cr1b)
- when to use destructive vs. non-destructive editing. (9.3.12.AR-AV.2, 1.5.12acc.Cr1b)

- edit the tonality of an image. (1.2.12prof.Cr3a, 1.2.12acc.Cr1d)
- enhance the focus of an image. (1.2.12prof.Cr3a, 1.5.12acc.Cr1b)
- add filters to an image. (1.2.12prof.Cr3a, 1.2.12acc.Cr1d)
- utilize tools from the toolbox. (9.3.12.AR-AV.4, 1.5.12acc.Cr1b)
- utilize editing tools from software menus. (9.3.12.AR-AV.4, 1.5.12acc.Cr1b)
- modify the options of a tool. (9.3.12.AR-AV.4, 1.5.12acc.Cr1b)

*EU 3*

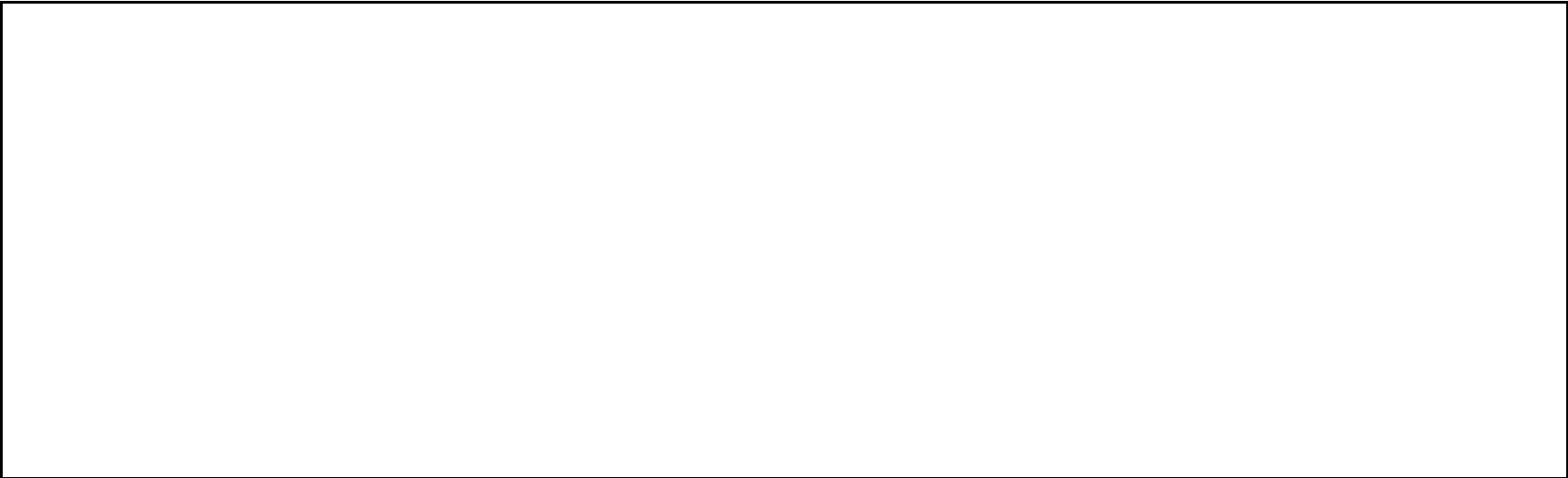
- create, duplicate and delete layers. (9.3.12.AR-AV.2, 1.5.12acc.Cr1b)
- differentiate between image and adjustment layers. (1.2.12adv.Cn11b,1.2.12prof.Cr1b)
- modify image layers. (9.3.12.AR-AV.2,1.2.12acc.Cr1d)
- modify adjustment layers. (9.3.12.AR-AV.2,1.2.12adv.Cn11b,1.2.12acc.Cr1d)
- how to use destructive and non-destructive editing. (1.2.12adv.Cn11b,1.2.12prof.Cr1b)

**Stage Two - Assessment**

## Stage Three - Instruction

***Learning Plan:*** Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Categorize and discuss images based on mood. (M, EU1)
- Critique and discuss images based on the message. (M, EU1)
- Modify photographs with image editing software. (M, EU1)
- Reference editing tutorial video or demonstration. (A, EU1)
- Edit an image globally. (M, EU1)
- Edit an image selectively. (T, EU1)
- Edit an image for creative aesthetics. (T, EU1)
- Utilize editing options in software menus. (A, EU2)
- Define editing terminology. (A, EU2)
- Utilize filter effects on a layered image. (A, EU2)
- Utilize the type tool to develop a watermark. (M, EU2)
- Create shallow depth of field in editing software. (T, EU2)
- Use automatic selection tools to isolate a subject. (M, EU2)
- Use manual selection tools to isolate a subject. (M, EU2)
- Create a mood through colorization or modification of an image. (T, EU2)
- Create a mood by converting an image to monochrome. (T, EU2)
- Correct the exposure of an image. (M, EU2)
- Improve the sharpness of an image. (M, EU2)
- Utilize adjustment layers to correct the exposure of an image. (M, EU3)
- Utilize a non-destructive workflow. (A, EU3)
- Utilize the clone stamp tool to improve an image. (M, EU3)
- Define the role of various software for specific editing needs. (M, EU3)
- Modify an adjustment layer to support the message of an image. (T, EU3)
- Modify an image layer to support the message of an image. (T, EU3)



**Pacing Guide**

<b><i>Unit #</i></b>	<b><i>Title of Unit</i></b>	<b><i>Approximate # of teaching days</i></b>
1	Pre-production	25
2	Production	65
3	Post-production for Video	33
4	Post-production for Photography	32
5	Distribution	25

## **Instructional Materials**

*LinkedIn Learning subscription for all Digital Media teachers. (formerly lynda.com)*

*Storyblocks.com subscription for all Digital Media teachers*

*Mirrorless cameras*

*Wired and wireless microphones*

*Directional microphones*

*XLR cables*

*Voiceover baffles/windscreen*

*Stereo USB microphones*

*Tripods*

*LED light panel kit*

## **Accommodations**



*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.