

Course: *Studio Photography*
Unit # 2: *Creative Lighting Production*

Year of Implementation: 2024-2025

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Stage One - Desired Results

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

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

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

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - ● 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.
 - ● 1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.
 - ● 1.2.12acc.Pr5c: Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.
 - ● 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
 - **21st Century Life & Career Standards**
 - 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
 - 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
 - 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
 - **English Companion Standards**

- List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.
- Grade 9-10 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf
- Grade 11-12 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf
- **Interdisciplinary Content Standards**
 - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **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 (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

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 use their learning to evaluate and adjust the quality and/or quantity of light in order to create an intentional narrative.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

- understand the impact of technology in addressing real-world problems, enhancing life, and extending human capabilities to meet the challenges of 21st century society
- evaluate careers using critical thinking and problem-solving skills to respond to changing societal and economic conditions
- communicate and collaborate using appropriate technical terms to describe, analyze, interpret, and judge their work and the work of others
- 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 . . .

Essential Questions

<p><i>EU 1</i> color, intensity, quality and direction of light are intentionally adjusted to support the narrative within a frame.</p> <p><i>EU 2</i> intentional use of lighting impacts a photograph by adding mood and emotion to make connections with an audience.</p>	<p>What relationship does lighting and mood have with making connections to your audience?</p>
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the photographer holds the control of the lighting style. (1.2.12prof.Cr1d; 9.4.2.Cl.1; 9.4.12.Cl.1; 9.4.12.CT.1) <p><i>EU 2</i></p> <ul style="list-style-type: none"> that different lighting evokes different moods, interpretations and responses from viewers. (1.2.12acc.Pr5c; 9.4.12.CT.1) 	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> control lighting in any environment.(1.2.12acc.Cr1b; 1.2.12prof.Cr1d; 1.2.12acc.Pr5c; 9.4.2.Cl.1; 9.4.12.CT.1) <p><i>EU 2</i></p> <ul style="list-style-type: none"> use lighting to evoke moods, emotions and interpretations from viewers. (9.4.2.Cl.2; 9.4.12.CT.1; 9.4.12.Cl.1; 1.2.12prof.Cr1d)

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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. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. 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

- Analyze the lighting in a photograph from a technical perspective. (M, T, EU1)
- Evaluate the aesthetic quality of light in a photograph. (M, T, EU2)
- Use appropriate lighting to set a mood or evoke an emotion in a photograph. (T, EU2)
- Use the Internet to research light painting. (A, EU1)
- Utilize flashlights and alternative light sources to create light paintings. (M, EU1)
- Research historic photographic techniques such as pinhole and/or stereo photography. (A, M, EU1)
- Modify historic photographic techniques by using digital cameras to create pinhole and/or stereo images. (M, T, EU1)
- Identify the visual elements of long exposure photographs. (A, M, EU2)
- Create photographs using long exposures (M, T, EU2)
- Utilize natural light for sumptuous food photography (M, T, EU2)
- Utilize off camera flash to create alternative lighting effects. (M, T, EU2)
- Compare and contrast outdoor lighting based on the time of day. (A, EU1)
- Identify and apply changes in camera settings when using natural vs studio lighting. (A, M, EU1)
- Compare and contrast different lighting configurations for portraits in a written paper. (M, EU1)
- Balance the quantity of light coming from the main light, back light, and/or fill light. (M, T, EU2)
- Create high key and/or low key images. (M, T, EU2)
- Style lighting to create a dramatic image. (M, T, EU2)

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Advanced Camera Techniques	45
2	Creative Lighting Production	30
3	Creative Post Production	45
4	Portfolio Production	15

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

Padlet , Adobe Suite, Google Suite,

RF-S55-210mm F5-7.1 IS STM

RF85mm F2 Macro IS STM

RF800mm F11 IS STM

Mirrorless Cameras

Wireless Remote Control

Triods

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.