

Course: Studio Photography
Unit # 1: Advanced Camera Techniques

Year of Implementation: 2024-2025

Curriculum Team Members Michele Cole mcole@lrhsd.org, Michael Lombardo mlombardo@lrhsd.org, Erika Rakow erakow@lrhsd.org, Kirk Seeley kseeley@lrhsd.org,

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**
 - 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
 - 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
 - 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
 - 1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes.
 - 1.2.12acc.Cr1d: Apply aesthetic criteria in developing and refining media arts artwork.
 - **21st Century Life & Career Standards**
 - 9.3.12.AR.VIS.2 : Analyze how the application of visual arts elements and principles of design communicate and express ideas.
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
 - **English Companion Standards**
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **Interdisciplinary Content Standards**

- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

- **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 independently use their learning to construct a visual narrative that is stimulating and engaging.

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
- 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 . . .

EU 1

the interaction of camera settings will enable the photographer to create technically advanced photographs.

EU 2

different lenses affect the perspective and mood of a photograph.

Essential Questions

What makes a photograph captivating?

Knowledge

Students will know . . .

Skills

Students will be able to . . .

EU 1

- what shutter speeds meet specific photographic goals.(1.5.12prof.Cr1a;1.5.12acc.Cr1b; 1.2.12acc.Cr3a; 1.2.12acc.Cr3b; 9.3.12.AR.VIS.2)
- how to isolate a subject from the background and maintain focus.(1.5.12prof.Cr1a;1.5.12acc.Cr1b; 1.2.12acc.Cr3a; 1.2.12acc.Cr3b;1.2.12acc.Cr1d 9.3.12.AR.VIS.2)
- how to identify camera settings used in a photograph.(1.5.12prof.Cr1a; 1.2.12acc.Cr3b)

EU 2

- the differences between zoom and fixed focal length lenses. (9.3.12.AR.VIS.2; 1.5.12acc.Cr1b; 1.2.12acc.Cr3b)
- how focal length affects the overall look of an image.(9.3.12.AR.VIS.2; 1.5.12acc.Cr1b; 1.2.12acc.Cr1d 1.2.12acc.Cr3b)

EU 1

- manually adjust shutter speed settings based on the amount of motion required in a photograph. (1.5.12prof.Cr1a;1.5.12acc.Cr1b; 1.2.12acc.Cr3a; 1.2.12acc.Cr3b; 9.3.12.AR.VIS.2)
- manually adjust aperture settings based on the amount of isolation a subject requires. (1.5.12prof.Cr1a;1.5.12acc.Cr1b; 1.2.12acc.Cr3a; 1.2.12acc.Cr3b; 9.3.12.AR.VIS.2)
- manually adjust ISO settings based on the quantity of available light. (1.5.12prof.Cr1a; 1.5.12acc.Cr1b; 1.2.12acc.Cr3a; 1.2.12acc.Cr3b; 9.3.12.AR.VIS.2)
- utilize appropriate focus points based on subject placement and composition. (9.3.12.AR.VIS.2; 1.5.12acc.Cr1b; 1.2.12acc.Cr3b)
- select an ISO that creates the least amount of digital noise in an image. (1.5.12prof.Cr1a;1.5.12acc.Cr1b; 1.2.12acc.Cr3a; 1.2.12acc.Cr3b; 9.3.12.AR.VIS.2)
- write a critique that identifies the use of camera settings in a photograph. (9.4.12.CI.1; NJSLSA.R7)

EU 2

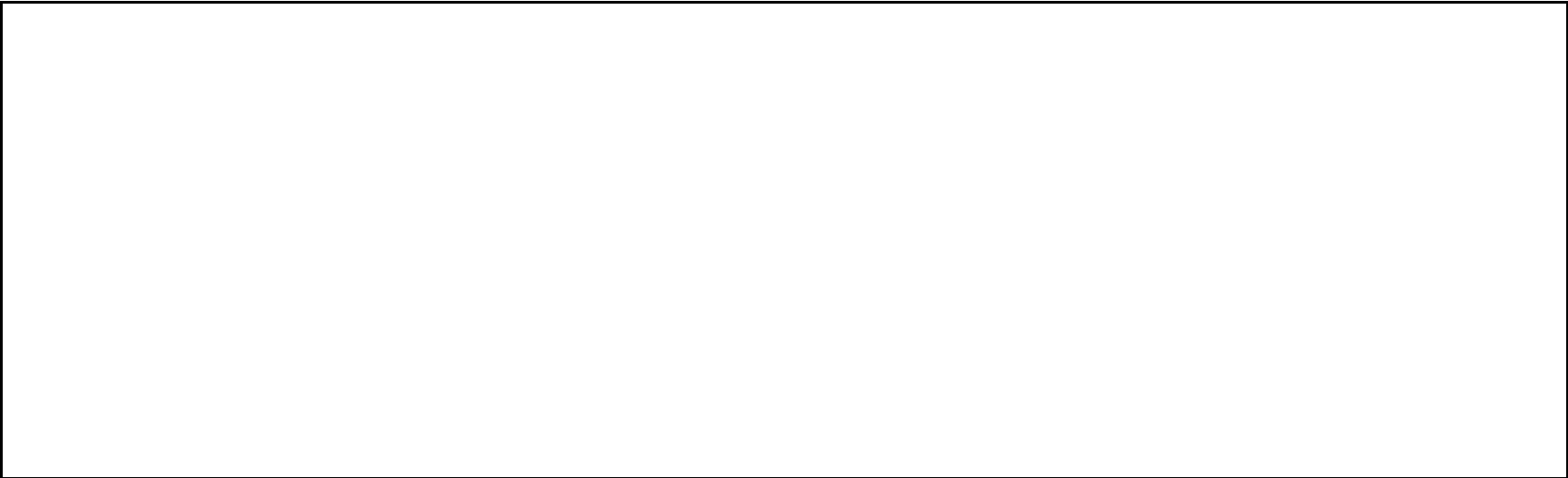
- select a lens based on the appropriate amount of compression applied to the subject (9.3.12.AR.VIS.2; 1.5.12acc.Cr1b; 1.2.12acc.Cr3b)
- change focal lengths as subject and composition changes (1.5.12acc.Cr1b; 1.2.12acc.Cr3b; 9.3.12.AR.VIS.2)

•

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

- Explore lens zoom effects. (A, EU2)
- Create images that stop time. (A, M, EU1)
- Create images that show motion. (A, M, EU1)
- Compare/contrast ISO settings in terms of digital noise (A, M, EU1)
- Demonstrate the use of different types of lenses. (A, M, EU2)
- Create a critique rubric for peer and self use. (M, EU2)
- Create a series of still life images that isolate a subject from its background. (M, T, EU1)
- Create a series of landscape photographs utilizing appropriate DOF for the subject (M, T, EU1)
- Present and discuss an original photo with respect to camera settings and focal length choice (M, T, EU2)
- Create a series of images that correctly utilize lens compression. (M, T, EU2)
- Critique the work of peers based on camera settings and focal length choice. (M, T, EU1)
- Critique the use of camera settings in teacher, peer and self samples. (M, T, EU1)
- Create a series of images with a moving subject utilizing different shutter speed settings and analyze the relationship between the shutter speed settings and motion blur. (T, EU1)
- Create a series of images of the same subject, from the same distance, utilizing different aperture settings and analyze the relationship between aperture settings and the resulting DOF (T, EU1)
- Create a series of images incorporating different aperture settings. (T, EU1)



Pacing Guide

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

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

Instructional Materials

*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.