

Course: *Studio Photography*
Unit # 3: *Creative Post 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.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
 - 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
 - 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
 - 1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.
 - **21st Century Life & Career Standards**
 - 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.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
 - **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 independently use their learning to intentionally expand and refine creative, narrative images with post production software.

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

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| Stage Two - Assessment | |
| <p><u>Enduring Understandings</u> Students will understand that. . .</p> <p><i>EU 1</i> the tools used to edit images change based on capture, intention, and end use.</p> <p><i>EU 2</i> combining tools generates new and original results that define the style of the photographer.</p> | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How does a photographer's style impact the relationship of an image with the audience? |
| <p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • That appropriate tools are needed to convey the intended message. (1.2.12prof.Cr1a; 1.2.12prof.Cr3a; 9.4.12.CI.1; 9.4.12.IML.4) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Utilizing a combination of tools can create unique and engaging images (1.2.12prof.Cr1b; 1.2.12prof.Pr5c; 9.4.12.CI.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"> • select the proper tool based on desired outcome.(9.4.12.TL.1) • enhance image narratives through use of advanced tool functions.(1.2.12prof.Cr3a; 9.4.12.IML.4) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • develop a style/look that is unique to the photographer.(1.2.12prof.Cr1b) • efficiently reapply an original style across multiple images. (1.2.12prof.Cr3a; 1.2.12prof.Pr5c; 9.4.12.CI.1) |

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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**

- Research the photographer's rights in a written paper. (A, M ,EU1)
- Research copyright as it applies to photography. (A, EU2)
- Create an identity as a photographer. (M, EU2)
- Create and implement a digital watermark for personal work. (M, T, EU2)
- Identify the common style in a series of photographs. (M, T, EU2)
- Change tool options based on intention. (A, M, EU1)
- Analyze an image and Identify which tools will improve the aesthetic. (A, M EU1)
- Create tool presets that simplify repetitive tasks. (M, EU1)
- Design a Layer Style that can be reused for a cohesive series of images. (M, T, EU2)
- Create an Action that automates a series of editing tasks. (M, EU1)
- Use masks to selectively retouch a photograph. (M, T, EU1)
- Use the Frequency Separation technique to retouch a portrait photograph. (M, T, EU1)
- Apply advanced tool knowledge during the editing process. (T, EU 1)
- Evaluate the quality of editing and the impact on focus, exposure, contrast and tonal range in an image. (M, EU1)
- Identify elements needed to move media from camera to computer. (A EU1)
- Examine the relationship between files, folders, drives, and media. (M EU1)
- Edit photos with digital editing software. (T EU1 EU2)
- Export images in appropriate format. (T EU2)
- Transfer images from camera to computer. (T EU1)
- Reference editing tutorial video or demonstration (A EU1 EU2)
- Define editing terminology (A EU1)
- Navigate user interface (T EU1 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.