



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts

COURSE Digital Photography I

Curriculum Development Timeline

School: Ocean Township High School

Course: Digital Photography I

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2009	Jayne VanNosdall	Born Date
May 2016	Jayne VanNosdall	Revision
August 2017	Valerie Sorce	Revision
March 2019	Ian Schwartz	Review
August 2020	Ian Schwartz	Alignment to Standards
August 2022	Derek Tranchina	Incorporate State Mandates
August 2024	Erin Leahy	Updated to include New State Mandates

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DEPARTMENT Visual and Performing Arts

COURSE Digital Photography I

Ocean Township Pacing Guide			
Week	Topic	Week	Topic
1	Orientation / Proficiencies / Expectations / Guidelines/ Safety	6	Photo Image Processing Software-Adobe Photoshop
2	Safe Working Habits and Camera Fundamentals	7	Light Physics, Color Theory & Traditional Film/ Chemical-Based Photo Processing
3	History & Future of Photography	8	Photographic Lighting Techniques (Studio)
4	Digital Input Devices & Computerized Digital Photo Imaging	9	Exploring Careers in Photography
5	Techniques for Quality Picture-Making	10	Exploring Careers in Photography

Climate Change: Orientation / Proficiencies / Expectations / Guidelines/ Safety Unit and History & Future of Photography Unit

Core Instructional & Supplemental Materials including various levels of Texts

Focus on Photography by Herman Joyner & Kathleen Monaghan

Langford's Starting Photography by Michael Langford & Philip Andrews

Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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DEPARTMENT Visual and Performing Arts

COURSE Digital Photography I

Time Frame	Week 1
Topic	
Orientation / Proficiencies / Expectations / Guidelines/ Safety Orientation to the course content, requirements, proficiency level and behavior expectations along with assessment of incoming student knowledge of photography.	
Alignment to Standards	
Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions. 1.2.12prof.Pr6a: Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences. 1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What is photography and how has it evolved lately into a digital process? • What areas of photography will be explored in the Digital Photography course? • What photo and research projects will be accomplished in the course? • What are the student requirements in the Digital Photography course? • How is the course grade determined? • What are the teacher expectations for student behavior in the Digital Photography course?	
SWBAT demonstrate understanding of the following: • Photography is an ever-evolving visual communications tool for everybody and allows the picture-maker (photographer) to convey his/her views through artistic expression, journalistic story-telling, or to further convey subjects' meanings/views through the recording of such expression. * • Digital Photography is the latest process used to record and present visual images and uses electronic circuitry and computer technology along with traditional mechanical devices and systems to accomplish the recording and presenting. • Digital Photography Course Outline • Student responsibilities	

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Learning Activities:

- Digital Photography Course Description
- Course Unit Outlines
- Course Requirements
- Proficiency Level
- Student Behavior Expectations
- Digital Photography Course Outline distribution and teacher presentation
- Teacher contact information
- Student Notebook requirement
- Student use of school cameras & accessories including borrowing and explicit return policy
- Student behavior while using school computers, software, and peripheral equipment
- Extra Help Days
- Internet online website student acct. sign-up for course testing and project critique use
- Q&A period for students

* NJ Climate Change Education

Assessments

Formative:

- Students will formulate questions for the Q&A period

Alternative:

- Observation of Class/Online Discussions via Google Classroom

Summative:

- OTHS Digital Photography Course Pre-Test

Interdisciplinary Connections

Written critiques:

Writing

LA 9-10. W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.7: Use online resources to examine licensing, certification, and

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DEPARTMENT Visual and Performing Arts

COURSE Digital Photography I

credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration

Students will access and assess Google Drive/Classroom to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame

Week 2

Topic

Safe Working Habits and Camera Fundamentals

Students will demonstrate safe work habits when handling photographic, computer, and electrical equipment and when producing photo project assignments.

Alignment to Standards

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12

1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.

1.2.12prof.Re7a: Analyze the qualities of and relationships between the components,

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style and preferences communicated by media artworks and artists.

Learning Objectives and Activities

SWBAT answer the following questions:

- What general safety measures should I be aware of in the classroom environment?
- What safety measures should I be aware of when making photographs with electronic digital cameras on location outside the classroom?
- What safety measures should I be aware of when making photographs with electronic digital cameras and electrical lighting apparatus in the studio/ classroom?
- What electrical safety measures should I be aware of when using computer equipment and printers in the classroom?
- What safety measures should I be aware of when using various paper trimmers and electrical dry mount heat press equipment in the classroom?
- What physical responses should I conduct in the event of personal injury, peer injury, or school evacuation requirements?

SWBAT demonstrate understanding of the following:

- Following safety rules prevents personal injury.
- Use of electricity requires safe measures and awareness.
- Hazardous conditions require personal attention and typically require evacuation.
- Tools and equipment associated with photography requires safe measures and awareness.

Learning Activities:

- Be aware of surroundings in the classroom/ studio regarding locations of exits, potential evacuation hazards, electrical power switches, telephone intercoms, and fire extinguishers.
- All electrical equipment, whether battery-powered or AC-powered, can be a source of electrical shock and/or fire hazard.
- Liquids and electrical equipment don't mix well together. No drinks or water bottles should be in the vicinity of computers and other electrical equipment.
- Studio lamps and heat press equipment can get hot enough to cause skin burns.
- Rotary and shear paper trimmers are sharp enough to cause skin cuts.
- Aiming a digital camera toward a bright midday sun can cause damage to the

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- photographer's eyes as well as the camera's electronic sensor.
- Lecture presentation on key concepts.
 - Demonstration of various safety problems and how to remedy them.

Assessments

Formative:

- In-class discussion, practice quizzes on topic of safety/acceptable use policy

Alternative:

- Instructor observation of safe work practices throughout the course.

Summative:

- OTHS Digital Photography Safety Test must be passed by students enrolled in this Applied Technology course as required by departmental guidelines.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

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).

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Technology Integration

Students will access and assess Google Drive/Classroom to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options,

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DEPARTMENT Visual and Performing Arts

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capacities, and utility for accomplishing a specified task.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame	Week 3
Topic	
History & Future of Photography Photography is “light graphics”, originally combining scientific physics with two-dimensional artistic expression. Scientific chemistry created the means to record images permanently and allowed photography to become one of society’s prominent forms of visual communication. Electronic and computer technology altered the recording processes and is taking photography to the next frontier of three-dimensional visual communications and artistic expression.	
Alignment to Standards	
Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals 1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).	
Learning Objectives and Activities	
SWBAT answer the following questions: • How are 2-D artistic expression and visual communications linked? • How has photography changed the culture of society?	

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COURSE Digital Photography I

SWBAT demonstrate understanding of the following:

- Photography evolved as a tool to help 2-D artists express their views more accurately.
- As technological advancements were made, photography became a tool of mass communication (specifically visual communication), helping to inform, educate, and persuade society's members.*
- The digital revolution is forever changing many of the mechanics of photography, and is propelling the medium to the forefront of visual communications.

Learning Activities:

- Explanation of camera obscura (darkened chamber) principle.
- Camera obscura allowed two-dimension artists to more accurately draw size and perspective.
- Scientific physics of a lens made camera obscura images brighter and more focused.
- Scientific chemistry created a light-sensitive emulsion able to record the camera obscura image. Photography was born.
- As a visual communications tool, photographs can inform, educate, and persuade the viewer.
- Technological improvements brought photos to the masses of society, helping in the fields of journalism, advertising, science, & medicine.
- Electronics and computer technologies brought about the digital revolution in photography.
- Frontiers of photography are being explored with changes from 2-D to 3-D photographic representation, and with the medical replacement of human eyesight.
- Lecture presentation on key concepts.
- Handout on historical timeline related to the art and science of photography.
- Exploratory research on future trends and inventions in the fields of photography

* NJ Climate Change Education

Assessments

Formative:

- In-class discussion, practice quizzes on topic of safety/acceptable use policy

Alternative:

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COURSE Digital Photography I

- Instructor observation of safe work practices throughout the course.

Summative:

- Position statements on the positive or negative effect of photographic images on our society.
- Evaluative testing for retention of key concepts

Interdisciplinary Connections

LA 9-10.W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Technology Integration

Students will access and assess Google Drive/Classroom to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity

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Time Frame	Week 4
Topic	
Digital Input Devices & Computerized Digital Photo Imaging The camera records images in photography. Originally, cameras were very mechanical devices but have become increasingly electronic in many mechanisms. Digital cameras have electronic features to allow the photographer to preview a scene and most important, to review images created immediately after exposure. Electronic and computer technologies are making the picture-making process more accurate and simpler but better and better than before.	
Alignment to Standards	
Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12 1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent. 1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks. 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists. 1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How is the camera an extension of the human eye? • What are the common components in all cameras? • What are the various camera types and special uses? • How does the photographer operate the camera controls? • How is the camera properly handled and cared for? SWBAT demonstrate understanding of the following: • All cameras have six common components. • Traditional cameras record images on film while digital cameras record images electronically. • The amount of, and direction of, light on a scene to be photographed will affect the visual quality of the photograph being made. • The physical stability of the camera can affect the visual quality of the	

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COURSE Digital Photography I

photograph being made. Handheld cameras can produce blurry pictures.

Learning Activities:

- Camera parts: light-tight chamber, lens (focus), shutter(time control), aperture (volume control), viewfinder, recording device (film or image sensor).
- Rangefinder and single lens reflex (SLR) viewing systems.
- Film and digital cameras.
- Exposure controls in camera: light on scene determines time lapse of shutter (speeds) and the volume size of lens opening (aperture).
- Skills needed in holding camera for sharply focused photographs.
- Maintenance care for optimum picture quality.
- Lecture presentation on key concepts.
- Camera handling demonstration.
- Student photo-making session outside of classroom.

Assessments

Formative:

- Visual review and commentary on visual quality of photographs made during student photo- making session.

Alternative:

- Appropriate use of camera controls and camera handling & maintenance are evaluated in each individual photo project assignment.

Summative:

- Evaluative testing for retention and understanding of key concepts.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

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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).

Technology Integration

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

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Time Frame	Week 5
Topic	
Techniques for Quality Picture-Making The photographer uses artistic design elements, photocomposition guidelines and the camera's controls and auxiliary equipment to emphasize the subject and communicate expression and meaning in each photographic image being created.	
Alignment to Standards	
Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. 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.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences. 1.2.12prof.Pr5b: Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How can I visually communicate my feelings and views? • How can I help to visually communicate a subject's mood or view? • How can viewing and judging other photographs help me to more effectively communicate my view and express myself? SWBAT demonstrate understanding of the following: • The artist can move the viewer's eye toward the subject in a scene. • Understanding the technical specs. of tools and equipment can allow one to express creativity optimally. • High quality photographs require sound knowledge of the equipment used to create the image. • Evaluating and interpreting the expression or story in other photographs fosters one's own creativity and communicative skills.	

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COURSE Digital Photography I

Learning Activities:

- Artistic design elements include: line, shape/form, and texture. (Also, color; covered later in course.)
- Guidelines of photocomposition include: simplicity, rule of thirds, leading lines, balance, framing, avoiding mergers, among others.
- Depth of field in a photo can be manipulated by changing the lens aperture opening.
- Motion/stop action in a photo can be manipulated by changing the shutter speed.
- Varying the lens focal length can change the illusion of space and perspective in a photo.
- Use of camera accessories and auxiliary equipment can help to increase the quality of photographs being made.
- Critiquing of photographs includes the evaluations of communicative value, presentation, and technical elements.
- Lecture presentation on key concepts.
- Video on Elements of Design and Photocomposition.
- Handouts on shutter speeds, f-stops, digital camera icon settings.
- Handout from Kodak, To Create A Photograph.
- Photo Project Assignment #1- Emphasis on Elements of Design.
- Photo Print Project Assignment #2- Short Depth of Field.
- Photo Print Project Assignment #3- Motion Blur or Stop Action.
- Photo Print Project Assignment #4- Building Architecture w/ Person.
- Self-critiques of submitted photo print projects.
- Critiquing/discussion of another class period's photographic prints.

Assessments

Formative:

- Photo print projects are evaluated with rubrics for communicative value, presentation, technical elements, and fulfillment of the assignment.

Alternative:

- Observation of class discussion
- Student-teacher conferences

Summative:

- Summary paper on Kodak article, To Create A Photograph.
- Evaluative testing for retention and understanding of key concepts.

Interdisciplinary Connections

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Critiquing/discussion of another class period's photographic prints.

LA 9-10.SL.PE.9-10.1. C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Students will access and assess Google Drive/Classroom to further investigate lesson concepts. **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame

Week 6

Topic

Photo Image Processing Software-Adobe Photoshop

The photographic image is processed digitally by computer with photo imaging software allowing creative and technical aspects of the photographic image to be manipulated for optimum presentation.

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COURSE Digital Photography I

Alignment to Standards

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12

1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

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.

1.2.12prof.Cn10a: Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences

Learning Objectives and Activities

SWBAT answer the following questions:

- What makes a photograph have high quality?
- What determines whether a photograph should match the original scene 100% (exactly)?
- What happens when corrective adjustments are made out of order in Adobe PhotoShop?

SWBAT demonstrate understanding of the following:

- A photograph manipulated through digital imaging software can be made to "lie" or be inaccurate in detail.
- The technical quality of a photographic print can be maintained or made better through the correct use of digital photo imaging software.
- Adobe Systems Inc. PhotoShop provides the tools for the photographer to communicate and express visual feelings in a multitude of ways through digital photo imaging.

Learning Activities:

- Photo image computer files are commonly transferred from the digital camera or its memory card, to the computer as .jpg files (universal-type Joint Photographic Experts Group [JPEG, shortened to .jpg]). Film and print scanners offer an additional method of creating digital image files.
- PhotoShop is the industry-standard photo correction/manipulation software and is manufactured by Adobe Systems Inc.
- Adobe's PhotoShop program works with many different image file types, but is primarily designed around its proprietary file type, .psd (PhotoShop document).

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- PhotoShop has basic tools and commands to adjust image cropping, straightening, perspective correction, document size, resolution, tonal range levels, shadow/highlight detail, brightness, and contrast. Additional basic adjustments for color images include hue/saturation and color balance.
- PhotoShop has intermediate tools and commands to selectively darken or lighten (burn/dodge) image areas, selectively color/tint (paint) image areas, selectively blur or sharpen image areas, and add type to an image, among others.
- PhotoShop has more advanced tools and commands to skillfully enhance, retouch, restore, manipulate, and filter images.
- Photo image files can be presented via computer monitors, electronic image frames, video, screen projection, or traditionally, as photographic prints from laser and/or inkjet photoprinters.
- Lecture presentation on key concepts.
- Demonstrations on the use of various Learning Activities & Key Concepts and Skills.
- Handout on black & white printmaking steps and color printmaking steps.
- Photo Print Project Assignment #5- Photo Essay.
- Photo Print Project Assignment #6- Scenic Landscape, Cityscape, or Seascape Postcard or Panorama.
- Photo Print Project Assignment #9- Special Effects Applications
- Photo Print Project Assignment #10- Photo Restoration and Retouching
- Photo Print Project Assignment #11- Optimum Photo Image File Attachments for Email
- Self-critiques of submitted photo print projects.

Assessments

Formative:

- Photo print projects are evaluated with rubrics for communicative value, presentation, technical elements, and fulfillment of the assignment.

Alternative:

- Observation of class/online discussions
- Student-teacher conferences

Summative:

- Evaluative testing for retention and understanding of key concepts.

Interdisciplinary Connections

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COURSE Digital Photography I

Written critiques of submitted photo print projects.

LA 9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Technology Integration

Students will access and assess Google Drive/Classroom to further investigate lesson concepts. **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame	Week 7
Topic	
Light Physics, Color Theory & Traditional Film/ Chemical-Based Photo Processing Since the inception of photography, photographic images had been created with a chemical-based process. Film and paper prints had to be processed through liquid chemistry under restricted light conditions. In the last two decades, this technology, at first slowly, and later rapidly, continues to be replaced by electronic and computer-based digital technology. It is important for photography students to understand the older processes, as well as the emerging new technology.	

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Alignment to Standards

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12

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.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

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.**

1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12prof.Cn11b: Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

Learning Objectives and Activities

SWBAT answer the following questions:

- Did photography have to change from a chemical based technology to an electronic/computer based technology? Why?

SWBAT demonstrate understanding of the following:

- Changing to digital image technology gives photographers greater creative and technical powers over their expressions.

Learning Activities:

- Photosensitive film and paper are coated with a chemical emulsion that can record a latent image when exposed to light, ideally coming through a lens in the camera or from an enlarger in the darkroom.
- Latent images are made visible when the emulsion-coated film and paper are processed through chemical solutions to produce photographic negative and positive images.
- The key solutions that the exposed film and paper must be immersed in are

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developer, stop bath, and fixer, with water acting as a cleansing agent after processing. Other chemical solutions may be needed for specific processing results.

- The temperature of the processing chemical solutions should be closely controlled, as it affects the processing time and combined, these parameters affect the quality of the photographic negative and positive image results.
- Typically, processed images on film appear as negative (reversed in tonal and color value) while images on paper appear as positive (representative of the original scene in tonal and color value).
- Since photographic film emulsions are much more sensitive to light, it is mandatory that the film processing be done in total darkness for optimal image quality (this can be achieved most efficiently inside light-tight processing tanks). Black & white (also called grayscale) paper emulsions can be processed under subdued special color safelight conditions allowing the darkroom technician to see the latent image darken during development. Color or panchromatic paper emulsions are, like film, very sensitive to light and therefore, must be processed in total darkness or under extremely dim special color safelight conditions. Deviations from the critical light conditions result in photographic images being "fogged" and of unsatisfactory picture quality.
- Lecture presentation on key concepts.
- Demonstration on the use of various Learning Activities & Key Concepts and Skills.

Assessments

Formative:

- Kahoot!/digital platform check-in quizzes

Alternative:

- Observation of classroom/online discussions
- Student-teacher conferences

Summative:

- Evaluative testing for retention and understanding of key concepts.

Interdisciplinary Connections

Read informational texts on the chemical basis for photography technology and processes:

LRI.CR.9-10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an

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informational text says explicitly and inferentially, as well as interpretations of the text.
RI.AA.9-10.7 Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media **products**.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

Technology Integration

Students will access and assess Google Drive/Classroom to further investigate lesson concepts. **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame

Week 8

Topic

Photographic Lighting Techniques (Studio)

The electromagnetic spectrum provides radiation that is used in a number of photographic fields and the visible light portion of the spectrum provides the primary source of illumination needed for everyday photography. Various colors split out of the Sun's white illumination and reflect off surfaces and these can be captured by the camera, later to be processed into photographic images.

Colored light alteration in photography is done to primary and secondary colors using

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complementary color adjustments. Visible light colors and their complements can be diagrammed using a color wheel.

Photography is able to be done most easily with natural light and artificial light. Artificial light in a photo studio can be created from electronic strobe lights among other forms. A studio lighting set- up consists of various named lights and auxiliary equipment.

Alignment to Standards

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12

1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

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.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.

Learning Objectives and Activities

SWBAT answer the following questions:

- Could we visually communicate with photography if there was no sunlight? Explain.
- How could we create photographic images if light didn't travel in straight lines?
- How does a color-blind student create corrected color images in digital photography?

SWBAT demonstrate understanding of the following:

- With artificial light, we reproduce the visible light radiation of the sun.
- Artificial light allows the photographers to control where and how shadowing occurs in the photo image.

Learning Activities:

- The Electromagnetic Spectrum consists of various wavelengths of radiation from the Sun.
- X-ray, ultraviolet, infrared, and visible light wavelengths are used with photography.

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- The visible light spectrum is most popular with photography and reaches from one end of the ultraviolet to one end of the infrared wavelengths.
- Visible light is colored violet to blue to cyan to green to yellow to red.
- The color wheel of light includes primary colors red, green and blue, and secondary colors of cyan, magenta and yellow.
- In photographic imaging, altering an image color is done with a specific color's complementary (opposite) color. Complementary to red is cyan and vice versa; to green is magenta and vice versa; and to blue is yellow and vice versa.
- Electronic flash/strobe studio lighting operates at cool temperatures, making it more comfortable for portrait models.
- Various lights used in the studio are the main/key light, fill light, accent/hair/kicker light, and background light. Auxiliary equipment for lighting includes umbrellas, reflectors, backdrops, and extension booms.
- Lecture presentation on key concepts.
- Demonstrations on the use of various Learning Activities & Key Concepts and Skills.
- Photo Print Project Assignment #7- READ Poster Portrait with Flash Fill.
- Photo Print Project Assignment #8- Studio Lighting Portrait or Still Life
- Self-critiques of submitted photo print projects.

Assessments

Formative:

- Kahoot!/digital platform check-in quizzes

Alternative:

- Observation of classroom/online discussions
- Student-teacher conferences

Summative:

- Evaluative testing for retention and understanding of key concepts.
- Photo print projects are evaluated with rubrics for communicative value, presentation, technical elements, and fulfillment of the assignment.

Interdisciplinary Connections

Read informational texts on the role of light in photographic processes:
Read informational texts on the chemical basis for photography technology and processes:

LRI.CR.9-10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an

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informational text says explicitly and inferentially, as well as interpretations of the text.
RI.AA.9-10.7 Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Technology Integration

Students will access and assess Google Drive/Classroom to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame

Week 9-10

Topic

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Exploring Careers in Photography

The photographic industry offers numerous occupations requiring technical, artistic and communications skills. Occupations in the fields of photography overlap many other business fields.

Alignment to Standards

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12

1.2.12prof.Cn11b: Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

1.2.12prof.Pr6a: Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

Learning Objectives and Activities

SWBAT answer the following questions:

- Is photography the best career option I have?
- Can I be a good visual communicator if I am not a good verbal communicator?

SWBAT demonstrate understanding of the following:

- Photography is essentially a visual communications profession.

Learning Activities:

- In most instances, employers are looking for job candidates with higher education in fine arts or communications, or art school background.
- Working as a photographer's assistant in photo studios or on location helps prepare job candidates with practical experience and further skill-building in the art and techniques of photography.
- Working in an art agency or news organization provides valuable on-the-job experiences and training.
- Information about, and skill-building related to the numerous photography professions is intertwined in the lectures, lessons, and photo project

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assignments done related to the many different business areas that photography touches.

- Videos related to careers in photography are shown and discussed.
- Information about post high school workshops, art schools, and degree programs are made available and discussed.
- Exploratory research on various fields and occupations in the photographic industry.

Assessments

Formative:

- Kahoot!/digital platform check-in quizzes

Alternative:

- Observation of classroom/online discussions
- Student-teacher conferences

Summative:

- Evaluative testing for retention and understanding of key concepts.
- Research report on occupations in the photographic industry with special emphasis on a particular occupation of choice and examples of photographic work done in that profession.

Benchmark:

- Written critique and portfolio assessment

Interdisciplinary Connections

Photography career research:

LA 9-10. W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of

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design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data

Technology Integration

Students will access and assess Google Drive/Classroom to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring

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- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

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Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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