DEPARTMENT Visual and Performing Arts COURSE Intermediate Digital Photography

Curriculum Development Timeline

School: Ocean Township High School

Course: Intermediate Digital Photography

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	Born Date/New Course
March 2019	Ian Schwartz	Name Change/Review
August 2021	Ian Schwartz	Alignment to Standards
August 2024	Erin Leahy	Updated to Include New State Mandate
August 2025	Erin Leahy	Revision

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Pacing Guide			
Week	**Unit 1**	**Week**	**Unit 3**
1	**Unit 1: Course Introduction & Making Great/Iconic Photographs & Camera Basics**	21	**Unit 11: Publishing & Promotion**
2	**Unit 1: Course Introduction & Making Great/Iconic Photographs & Camera Basics**	22	**Unit 11: Publishing & Promotion**
3	**Unit 2: The Landscape, & Landscape Photography**	23	**Unit 12: Street Photography**
4	**Unit 2: The Landscape, & Landscape Photography**	24	**Unit 12: Street Photography**
5	**Unit 3: Adobe Lightroom Action & Sports Photography & Flash**	25	**Unit 13: Studio 3: Conceptual Still Life (or Toy)/Lenses**
Week	**Unit 2**	**Week**	**Unit 4**
6	**Unit 3: Adobe Lightroom Action & Sports Photography & Flash**	26	**Unit 13: Studio 3: Conceptual Still Life (or Toy)/Lenses**

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7	**Unit 4: Portfolio Development**	27	**Unit 14: Photography as Activism: Photojournalism/Social Doc/Reform**
8	**Unit 4: Portfolio Development**	28	**Unit 14: Photography as Activism: Photojournalism/Social Doc/Reform**
9	**Unit 5: Image Evaluation & Retouching**	29	**Unit 15: Surrealism/Fantasy & Paths in Photoshop**
10	**Unit 5: Image Evaluation & Retouching**	20	**Unit 15: Surrealism/Fantasy & Paths in Photoshop**
11	**Unit 6: Andy Goldsworthy & Temporality Studio 1: Ad Campaign & Career Awareness**	31	**Unit 16: Studio 3: Food Portrait (or Remake)**
12	**Unit 6: Andy Goldsworthy & Temporality Studio 1: Ad Campaign & Career Awareness**	32	**Unit 16: Studio 3: Food Portrait (or Remake)**
13	**Unit 7: Cinemagraphs**	33	**Unit 17: Humor & Photography**
14	**Unit 7: Cinemagraphs**	34	**Unit 17: Humor & Photography**

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15	**Unit 8: Color in Photography**	35	**Unit 18: Alternative Methods & "Assemblage" (Mixed Media)**
16	**Unit 8: Color in Photography**	36	**Unit 18: Alternative Methods & "Assemblage" (Mixed Media)**
17	**Unit 9 : Event Photography & Metering Modes (& Shutter Review)**	37	**Unit 19: Final Portfolio & Presentations**
18	**Unit 9 : Event Photography & Metering Modes (& Shutter Review)**	38	**Unit 19: Final Portfolio & Presentations**
19	**Unit 10: Studio 2: Client Portraits**	39	**Unit 19: Final Portfolio & Presentations**
20	**Unit 10: Studio 2: Client Portraits**	40	**Unit 19: Final Portfolio & Presentations**

Core Instructional & Supplemental Materials including various levels of Texts
Google Arts & Culture: https://artsandculture.google.com/ Adobe Photoshop CC for Photographers by Martin Evening On Photography by Susan Sontag Focus on Photography by Herman Joyner & Kathleen Monaghan Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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Time Frame	**Week 1**

Topic

Course Introduction & Making Great/Iconic Photographs & Camera Basics

Alignment to Standards

1.2.12acc.Cr1d: Apply aesthetic criteria in developing and refining media arts artwork.
1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
1.2.12acc.Cr2c: Apply aesthetic criteria in developing and refining media arts artwork.
1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Learning Objectives and Activities

SWBAT answer the following questions:
- How are great pictures made?
- Do you already take good pictures?
- Do you want to take better ones?
- Do you wonder why your photos aren't as good as others you've seen?
- Do you wonder why your photos don't always work
(and what you can do about it)?
- What do you not understand about camera operations?
- What is the exposure triangle?
- Introduction to the concept of a Portfolio (course requirement)

SWBAT demonstrate understanding of the following:
- Digital Photography III provides students with a further understanding of the technological systems that extend the range of human communications, with an emphasis on photography in advertising and graphic design, studio photography, personal artistic expression through the creation of a portfolio containing both breadth and a focused series.. This course builds upon the fundamentals of digital image making addressed in Digital Photography I & II. Students completing the course will be able to describe, demonstrate, compare, analyze, integrate, and critique techniques and technologies related

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to advanced concepts of digital photography and scanning, ethical ramifications of the medium, and the evolution of digital technologies and implications for the future.

- How great/iconic pictures are made
- Making Iconic Pictures group assignment
- Homework: Favorite Room (5-10 images)
- "Seeing well" & cultivating the right attitude/approach as a photographer/artist
- Camera Basics/slightly Advanced Skills Review
- Effort Shock
- The Aesthetic Experience & Photography
- Course Expectations
- Manual Mode & The Exposure Triangle

Learning Activities:

- Life Story in 5 numbers assignment
- "Student Teacher" Project- students teach each other camera fundamental/advanced techniques as a review from Dig Photo 1 & 2
- Manual Mode:
- Metering & Histogram & Value
- Silhouette Portrait Experiment
- Instant Apocalypse (Shutter Speed)
- Change the Story (Aperture, Focus, DoF)

Assessments

Formative:

- Technique review quiz
- Favorite room photo assignment

Alternative:

- Informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

Summative:

- Portfolio (images) submission via Google Drive and/or Google Classroom

Interdisciplinary Connections

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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.

Technology Integration

• Students will access and assess Adobe software programs 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.
• 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.
• Digital SLR cameras and related accessories
• Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
• Digital editing software: Adobe Photoshop, Adobe Lightroom - Desktop scanner

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	

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The Landscape, & Landscape Photography

Alignment to Standards

1.2.12acc.Cr2b: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
1.2.12acc.Crc: Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.
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.
1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Learning Objectives and Activities

SWBAT answer the following questions:
- What challenges are unique to Landscape Photography, and how can we approach the composition to make the most successful image possible?
- What special equipment and camera settings should be prioritized?
- How can light affect the same scene?
- How can a “landscape photograph” be more than a pretty picture? What could its theme or purpose be?
- Why is the genre so appealing to the general public?

SWBAT demonstrate understanding of the following:
- Students will understand how crucial light and atmosphere (weather) are to Landscape photography (camera angle, depth)
- Students will learn about and apply the genre in 3 sub-groups: Grand Landscape, Landscape Detail, and Abstract
- What is abstract photography, and how to ‘abstract’ an image in post-production through cropping
- Students will understand and apply the Principles of UNITY and CONTRAST in Landscape Photography
- Converting to B&W, & using the Histogram to create a pleasant tonal range.
- Subtle shifts in exposure, and possibly creating HDR images provides many opportunities in post-production
- Taking a photograph does not have to be a ‘final act’ as images can should be analyzed, critiqued, and retouched for optimal exposure and compositional elements
- Students will learn about famous landscape photographers such as Ansel

Adams, Sebastian Salgado, etc.
- How can landscape photography affect cultural values, as well as the individual viewer?
- Exposure Compensation
- Creating UNITY and CONTRAST
- Creating a sense of Depth or Space
- How to create ABSTRACT compositions from the landscape
- PATIENCE
- Shooting for the LIGHT (and weather)! Time of day affecting the light
- Advantages of B&W, and how to create/convert to one that has a successful tonal range using the Histogram

Learning Activities:
- Weltz Landscape Assignment
- Independent Landscape Assignment
- Abstract Landscape Assignment
- (Time permitting) Joe Palaisa Landscape Assignment (scout out first?)
- Critique of Landscape Photographers, discussing technical aspects as well as them
- "Salt of the Earth" DVD and related assignment (humans relation to the landscape/nature)

Assessments

Formative
- Assessment through informal class critiques
- Landscape project conferences

Alternative:
- One on one teacher-student feedback while reviewing in Adobe Lightroom

Summative
- Assessments of portfolio (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop)
- Landscape written critique

Interdisciplinary Connections

Landscape Project – Written artist statements:
W.RW.11-12.7. 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.

Career Readiness, Life Literacies, and Key Skills

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

Technology Integration

- Students will access and assess Adobe Photoshop and Adobe Lightroom 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.
- Digital SLR cameras and related accessories
- Tripod
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
- Digital editing software: Adobe Photoshop, Adobe Lightroom

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

Adobe Lightroom Action & Sports Photography & Flash

Alignment to Standards

1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a

selection of tools and production processes.
1.2.12acc.Cr1c: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Learning Objectives and Activities

SWBAT answer the following questions:
- What are the unique challenges & needs when shooting ACTION?
- What are the creative choices you have when shooting action?
- How does a moving subject affect your composition?
- How can you use an on-camera flash to help capture action?

SWBAT demonstrate understanding of the following:
- File Management using Adobe Lightroom
  - Importing
  - Library & Develop
  - Keyword tags
- Burst Mode
- Self Timer
- Flash Settings (advantages/disadvantages)
- Focal Modes
- Techniques used with flash, and various shutter speeds
- Image management and correction in Adobe Lightroom
- Photographing Action
- Principle of Movement
- Flash: when & how to use on camera flash, and different settings
- Focus Modes (Auto, Servio, Focus Areas & customization

Learning Activities:
- Action Photography & Capturing Action (CHOW - outside of school)
- Mini-lesson for Flash
- Mini-lesson for Focus Modes
- School Sport (or activity)
- (Studio) Light Painting

Assessments

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Formative
- Flash/shutter speed quiz/assessment

Alternative
- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

Summative
- Assessments of action images submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop)

Interdisciplinary Connections

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.

Technology Integration

- Students will use Adobe Lightroom and Adobe Photoshop in order to synthesize and present information. Students will consider the appropriateness of the digital tool for the task.
    - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Digital SLR cameras and related accessories
- Tripod
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
- Digital editing software: Adobe Photoshop, Adobe Lightroom

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Career Education
CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity.

Time Frame	**Week 4**

Topic
Portfolio Development

Alignment to Standards
1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth. 1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12acc.Cr1d: Apply aesthetic criteria in developing and refining media arts artwork. 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork. 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. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

Learning Objectives and Activities
SWBAT answer the following questions: - What is a Portfolio, and what is its purpose? - What is breadth and concentration in a portfolio? - How do artists generate ideas for a concentration? - What is a mind-map? **SWBAT demonstrate understanding of the following:** - Breadth & Concentration, and the importance of both - The development of a personal portfolio and final critique as a class requirement - Managing, Ranking & Organization of Images - Photography as a voice, not just a "recorder" (Make it Seem Assignment) - The photographer's portfolio - Choosing images to fit "breadth" and choosing ones to fit "concentration"

- Concentration can be subject based or thematic based (conceptual)

Learning Activities:
- Group: finding examples of photographers “portfolios” online, focusing on concentrations and organization of images (how artist presents them online)
- Photography Books and concepts exploration
- Mind maps and discussion of potential concentrations
- Written submission/description of concentration
- CHOW:Place or Make it Seem - using Sit Silently by Katrina Kepule as inspiration

Assessments

Formative
Written composition describing thematic concentration

Alternative
Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

Summative
Assessments of breadth/concentration portfolio (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop)

Interdisciplinary Connections

Portfolio reflection writing:
LA 11-12. W.RW.11-12.7. 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.

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.

Technology Integration

- Students will access and assess Adobe software program 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.
- Digital SLR cameras and related accessories
- Tripod
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers - Digital editing software: Adobe Lightroom

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

Time Frame	**Week 5**

Topic

Image Evaluation & Retouching

Alignment to Standards

1.2.12acc.Pr5a: Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
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.
1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Learning Objectives and Activities

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SWBAT answer the following questions:
- How do we evaluate the quality of an image?
- Aesthetics and different theories - which one do you subscribe to?
- When do we "correct" for accuracy or make changes for "creative expression? - share HDR images and polarized opinions

SWBAT demonstrate understanding of the following:
- Emotional distance and objective image evaluation
- Essentials skills for post-production
- The photographer's portfolio
- "Starring" photos in Lightroom

Learning Activities:
- Restoration of damaged/aged photo
- In assigned Group: Critique (image evaluation) Choose your 5 best images, and experiment with improvements based on peer feedback

Assessments

Formative
- Peer feedback within group critique activity

Alternative
- Assessment through informal class critiques as well as one on one teacher-student
  feedback while reviewing in Adobe Lightroom

Summative
- Assessments of restored damaged/aged photo (images) submission via Google Drive
  and/or Google Classroom

Interdisciplinary Connections

Written critique:
LA 11-12. W.RW.11-12.7. 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

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.

Technology Integration

- Students will use Adobe Lightroom and Adobe Photoshop in order to synthesize and present information. Students will consider the appropriateness of the digital tool for the task.
    - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Digital SLR cameras and related accessories
- Digital editing software: Adobe Lightroom, Adobe Photoshop

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

Andy Goldsworthy & Temporality
Studio 1: Ad Campaign & Career Awareness

Alignment to Standards

1.2.12.acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.
1.2.12acc.Re9a: Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

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1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

Learning Objectives and Activities

SWBAT answer the following questions:
- Who is Andy Goldsworthy and how do you think he has impacted the world of art?
- What is temporality/impermanence and how does it relate to the creation of works of art?
- How does it feel to prioritize the creation or process, over the final product?
- What is an installation
- What public places can we go to, to create artwork (that is impermanent)? & What type of materials can we use (reference the book “How to Tattoo a Banana?
- How is advertising/graphic design different from fine art photography?
- How do we best convey or represent a product in a studio photoshoot?

SWBAT demonstrate understanding of the following:
- The Process of making art, and an openness to what art can be created from
- Consideration of light when shooting artwork in an environment, and adapting to create best exposure/composition
- Client goals supersede artistic expression
- How to “sell” your idea to a client
- Consideration of a target audience when creating a concept for a product photoshoot
- Brainstorming & collaboration in design
- How to approach the creative of a ‘sculpture’
- The role of the artist in graphic design and commercial photography
- Conveying meaning through context and concept in a photoshoot
- Using art fundamentals (elements and principles) to create works of art using limited resources (Andy Goldsworthy)
- Temporality & Impermanence

Learning Activities:
- Class (group) site specific artwork & photograph (using what we learned about landscape photography
- Small group or individual site specific artwork & photograph
- Studio: Ad campaign or product shoot: students design and create a product shot (shoes?) designing backdrop, creating props, etc. to reach a target audience

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Assessments

Formative
- Review of art elements/principles (Kahoot!/digital assessment)

Alternative
- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

Summative
- Assessments of ad campaign (images) and explanation (written) submission via Google Drive and/or Google Classroom

Interdisciplinary Connections

Ad campaign written pitch:
LA 11-12. W.RW.11-12.7. 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

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.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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- Students will use Adobe Lightroom and Adobe Photoshop in order to synthesize and present information. Students will consider the appropriateness of the digital tool for the task.
    - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Digital SLR cameras and related accessories
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
- Digital editing software: Adobe Photoshop, Adobe Lightroom - Desktop scanner

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

Cinemagraphs

Alignment to Standards

1.2.12acc.Pr6a: Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels.
1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.
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.

Learning Objectives and Activities

SWBAT answer the following questions:
- How has technology & social media affected the way we view still images?
- What is a cinemagraph?

- What are the advantages of 'blending' or mixing genres/mediums, as the cinemagraph does?
- What are some other examples of artists that challenge conventions? (music, movies, athletes, dancers, technology)

SWBAT demonstrate understanding of the following:
- The unique qualities/advantages/disadvantages of a still image
- How to create a cinemagraph
- The role of categories and genres in art
- How to create a cinemagraph
- How to plan out a photoshoot

Learning Activities:
- Short presentation: Rule-breakers: "Artists" that challenge conventions/standards

Assessments

Formative
- Conference to assess Design Process: concept, planning, execution, adaptation,
  revision, presentation

Alternative:
- Observation of class/online discussions

Summative:
- Creation of a Cinemagraph

Interdisciplinary Connections

Rule Breakers Presentations:
LA.11-12.SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills

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

Technology Integration

- Students will use Adobe Photoshop in order to combine still images and video ('animated') still images. Students will consider the appropriateness of the digital tool for the task.
  - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Digital SLR cameras and related accessories
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
- Digital editing software: Adobe Photoshop, Adobe Lightroom - Desktop scanner

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

Color in Photography

Alignment to Standards

1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience.
1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
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.

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1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and construc1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.ted environments.

Learning Objectives and Activities

SWBAT answer the following questions:
- How does a digital camera interpret (see) color?
- How can color affect a composition?
- How does color influence us as humans? Why are we so affected by color?
- What are some ways we can emphasize color in an otherwise “visually busy” scene

SWBAT demonstrate understanding of the following:
- The effects color and color theory have on the viewer
- Using color for High-Impact images
- Shooting & creating color schemes
- Warm, cool, neutral, complementary
- Famous photographer: William Eggleston
- Understanding of basic color theory
- How digital cameras interpret color
- How colors can be enhanced or altered in post-production (Photoshop or Lightroom)
- Looking for/seeing color schemes

Learning Activities:
- Photoshop Color Wheel
- CHOW: Red
- Monochromatic photo assignment
- Complementary color photo assignment
- 1 other “Color” dominated photo

Assessments

Formative
- Photoshop color wheel creation/assessment

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Alternative
- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

Summative
- Assessments of Monochromatic/Complementary color projects (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop)

Interdisciplinary Connections

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.

Technology Integration

- Students will access and assess Adobe software programs 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.
- Digital SLR cameras and related accessories
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
- Digital editing software: Adobe Photoshop, Adobe Lightroom - Desktop scanner

Career Education

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DEPARTMENT Visual and Performing Arts COURSE Intermediate Digital Photography

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

Time Frame	**Week 9**

Topic

Event Photography & Metering Modes (& Shutter Review)

Alignment to Standards

1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
1.2.12.acc.Cn11a: Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.
1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

Learning Objectives and Activities

SWBAT answer the following questions:
- What are the unique challenges of shooting an event (out of the photographer's control)?
- How can we prepare, as a photographer, for shooting an event?
- What are metering modes and how do they work in a digital camera?
- How will the lighting at an event affect my shots
- What is Good Exposure?
- How do we evaluate event photography? How do we judge it as successful - differently than other genres of photography?

SWBAT demonstrate understanding of the following:
- Choosing the appropriate Mode
- ISO review, and when to make adjustments to it
- Metering Modes: Evaluative or Matrix, Center-weighted, or Spot - how to change and when to use them
- How to approach a backlit subject

- Shutter speed settings and how they affect movement in a photography
- Metering Modes and recognizing the lighting conditions under which to use them
- How to approach event photography; what to prioritize and what settings to use.
- Effects of various shutter speed settings

Learning Activities:
- Why is that Light so Beautiful? (in school)
- Shady Assignment (shoot under trees) (in school)
- Palaia Park & Metering Modes
- Backlighting and Metering Modes (shooting a person or thing up against a window, or light source) in school

Assessments

Formative
- Teacher/peer conferences to assess light/shadow project progress

Alternative
- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

Summative
- Assessments of Light/Shade photographs (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop)

Interdisciplinary Connections

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.

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

Technology Integration

- Students will access and assess digital resources to conduct research and investigations which extend their knowledge of DSLR capabilities in certain lighting situations.
    - 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.
- Digital SLR cameras and related accessories
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
- Digital editing software: Adobe Photoshop, Adobe Lightroom - Desktop scanner

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

Time Frame	**Week 10**

Topic

Studio 2: Client Portraits
(& Photoshop Effects - Jill Greenberg, etc…)

Alignment to Standards

1.2.12.acc.Cn11a: Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.
1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create and persuade through multimodal perception when addressing global issues including climate change.
1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

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DEPARTMENT Visual and Performing Arts COURSE Intermediate Digital Photography

1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

Learning Objectives and Activities

SWBAT answer the following questions:
- How do we prepare to work with a client in the studio? How do we address their needs?
- How do we work with a client when in the studio?
- What considerations do we need to address when working with portraits
- What and how much 'retouching' should be done?
- How 'special effects' do photographers use on portraits?
- What is the purpose of a portrait?

SWBAT demonstrate understanding of the following:
- Subtle variations in pose, body language, and expression have a huge impact on the overall look in portrait photography
- Being prepared for a photoshoot is essential
- The importance of interpersonal skills, and working WITH a client
- What is an environmental portrait?
- How to use LIGHT to tell a story/convey meaning
- How to communicate with your model.
- How to change lighting scenarios and best utilize studio equipment
- Retouching/post production work (Photoshop & Lightroom)

Learning Activities:
- CHOW: Decapitation (for 1 week)
- Environmental Portrait min-assignment (and using neg. space) - reference 4 corners assignment?
- Negative is Positive - using negative space in photography
- Client Portraits (studio and natural light)

Assessments

Formative
- Terminology/vocabulary review through digital platform (Kahoot!, etc.)

Alternative
- Assessment through informal class critiques as well as one on one teacher-student

feedback while reviewing in Adobe Lightroom

Summative
- Assessments of client portrait (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop)

Interdisciplinary Connections

Client interviews/discussions:
LA.11-12. 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

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

Technology Integration

- Students will access and assess Adobe Photoshop 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.
- Digital cameras and accessories
- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

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DEPARTMENT Visual and Performing Arts COURSE Intermediate Digital Photography

Time Frame	**Week 11**

Topic

Publishing & Promotion

Alignment to Standards

1.2.12.acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.
1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.
1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.

Learning Objectives and Activities

SWBAT answer the following questions:
- How do we best advertise our work as photographer (locally & more broadly)?
- What student contests are availab
- How should a show/exhibit be organized?
- In what forms and through what media should an exhibit be promoted?
- How do we choose which images (from the class) to share?

SWBAT demonstrate understanding of the following:
- Purposes of self-promotion

- Arranging and designing a show display in a public place

Learning Activities:
- Students will design and display their artwork in school, at a local venue, as well as submit to a contest of their choice.
- Student will work with a local business and make arrangements for a gallery show, as well as the end of the year art show for advanced artists.
- Students will design a site (extension of their Google Site) as a digital portfolio, or use another medium of their choice to properly promote their work
- Artist statement
- Research: Student Contests
- Brainstorming: Ways to promote and share their work in 3 ways (the school, the community, online). Online will be as individuals, in school and in the community will be as a collective group

Assessments

Formative:
- Class discussion of image selection criteria

Alternative:
- Peer critique assessment

Summative:
- Creation of a website or instagram of curated images

Interdisciplinary Connections

Written artist's statement:
LA.11-12.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

9.3.12.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.

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

Technology Integration

- Students will access and assess Adobe Photoshop 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 select and evaluate the media platform which best suits their project needs.
  - 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.
- Digital cameras and accessories
- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

Time Frame	**Week 12**

Topic

Street Photography

Alignment to Standards

1.2.12acc.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to people or to a situation.
1.2.12acc.Pr5b: Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.
1.2.12acc.Pr4a: Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

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1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

Learning Objectives and Activities

SWBAT answer the following questions:
- How do we define candid/street photography?
- What makes street photography so unique/difficult?
- How important is/was your timing?
- What is meant by the decisive moment?
- Is street photography legal? Is it ethical?
- What gear or equipment is needed to shoot street photography?

SWBAT demonstrate understanding of the following:
- The importance and power of observation as a photographer
- PATIENCE
- How to anticipate, prepare, and pre-frame a shot.
- Reacting to a situation
- Understanding the challenges and qualities of successful candid photography
- Staking out a scene/Being part of a scene

Learning Activities:
- Search for Examples, using list of photographer, then come up with a definition for street photography
- Being Part of the Scene Assignment (shooting from the hip)
- Street Corner
- Somewhere Uncomfortable
- Inspiration: Kertsz or Bresson
- Photowalk: Asbury Park, or Red Bank

Assessments

Formative
- Class discussion of definition/criteria of street photography

Alternative
- Assessment through informal class critiques as well as one on one teacher-student
  feedback while reviewing in Adobe Lightroom

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Summative
- Assessments of Photowalk (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

Interdisciplinary Connections

Photographer research:
LA.11-12.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

9.3.12.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.

Technology Integration

- Students will access and assess Adobe Photoshop 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.
- Digital cameras and accessories
- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

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DEPARTMENT Visual and Performing Arts COURSE Intermediate Digital Photography

Time Frame	**Week 13**

Topic

Studio 3: Conceptual Still Life (or Toy)/Lenses

Alignment to Standards

1.2.12acc.Cr2a: Organize and design artistic ideas for media arts productions.
1.2.12acc.Cr1c: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Learning Objectives and Activities

SWBAT answer the following questions:
- How does a camera lens work?
- How do you choose a camera lens?
- What is conceptual art (photography)?
- How can humor affect a photograph? Is it still “art?”

SWBAT demonstrate understanding of the following:
- Communication while working in a group setting, completing creative work, is essential
- Lens choices, when available, can greatly affect the look of a photo
- Bokeh has a significant aesthetic impact on an image
- When creating a conceptual photo, every choice must be intentional, and thoughtful
- Identifying lenses: wide-angle, telephoto, fisheye, prime, Macro, tilt-shift,
- Understanding and looking for Bokeh
- Identifying the “looks,” limitations, and advantages of different lenses
- Understanding how every part of the frame, in focus or not, is an essential part of the picture & meaning

Learning Activities:

- Bokeh Effect (in Photoshop)
- Critique of Terry Border, David Levinthal, & Matthew Carden
- (small group) Studio: Conceptual Still-Life with Toys, Props, or Fruit and Wire

Assessments

Formative
- Lens identification assessment (Kahoot!/digital platform quiz)

Alternative
- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

Summative
- Assessments of Bokeh and still-life (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

Interdisciplinary Connections

Written critiques:
LA.11-12.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

9.3.12.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.

Technology Integration

DEPARTMENT Visual and Performing Arts COURSE Intermediate Digital Photography

- Students will access and assess Adobe Photoshop 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.
- Digital cameras and accessories
- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

Time Frame	**Week 14**

Topic

Photography as Activism:
Photojournalism/Social Doc/Reform

Alignment to Standards

1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.
1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.
1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

Learning Objectives and Activities

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SWBAT answer the following questions:
- What role can photography play in activism?
- What is the history of photography and social activism?
- What social causes are you passionate about?
- What, if anything, is your obligation as a photographer to the objective truth?
- Where does the line between photojournalism and activism exist?
- What is Documentary Photography?

SWBAT demonstrate understanding of the following:
- Photojournalism vs. social activism
- Objectivity vs. Subjectivity in photography
- History of Activism, war photography, social reform & the progressive era
- Farm Security Administration
- Modern History and notable photographers (W. Eugene Smith, Mary Ellen Mark, Susan Meiselas, Donna Ferrato, Sebastiao Salgado)
- Constructing a Better World
- Websites, magazines, galleries, non-profits, foundations, grants, miscellaneous project (at end of book)

Learning Activities:
- Critique: Can you be an objective observer? (p51)
- Topics to investigate: brainstorm & research
- Pairing images together (for juxtaposition)
- Jim Goldberg Assignment: Words and Images
- Photojournalism/Activism Assignment

Assessments

Formative
- Assess/discuss research findings through class discussion

Alternative
- Assessment through informal class critiques as well as one on one teacher-student
  feedback while reviewing in Adobe Lightroom

Summative
- Assessments of photojournalism/activism (images) submission via Google Drive
  and/or Google Classroom, including post-production alterations (in Lightroom &

Photoshop), and class discussion/critique

Interdisciplinary Connections

Research history of photo activism:
LA.11-12.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

9.3.12.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.

Technology Integration

- 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.
  - Digital research
  - Digital cameras and accessories
  - Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

Time Frame	**Week 15**

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DEPARTMENT Visual and Performing Arts COURSE Intermediate Digital Photography

Topic
Surrealism/Fantasy & Paths in Photoshop
Alignment to Standards
1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 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.
Learning Objectives and Activities
SWBAT answer the following questions: - What defines surrealism and fantasy (as a genre, in photography)? - What advantages/disadvantages exist in photographing for fantasy? - What will influence my surreal image? - What is altered art, and are there ethical issues involved? **SWBAT demonstrate understanding of the following:** - Purposes and opportunities in surrealism and fantasy - Treating the photograph as a “starting point” - Jerry Uelsman’s legacy - Identifying and creating a surreal/fantasy image - Post-production: Cloning, Clipping Paths - Planning for combined images (matching lighting, camera angles…) - Considerations when combining images (seamlessly): saturation, lighting, whitebalance, color matching - Understanding histograms and curves adjustments **Learning Activities:** - Levitation Assignment - Maggie Taylor: Scanner as camera - Surreal or Fantasy image
Assessments
Formative - Class discussion/analysis of traits of surreal/fantasy images

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DEPARTMENT Visual and Performing Arts COURSE Intermediate Digital Photography

Alternative
- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

Summative
- Assessments of surreal/fantasy (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

Interdisciplinary Connections

Class critique discussions:
LA.11-12.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

9.3.12.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.

Technology Integration

- Students will access and assess Adobe software 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.
- Digital research
- Digital cameras and accessories

- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

Time Frame	**Week 16**

Topic

Studio 3: Food Portrait (or Remake)

Alignment to Standards

1.2.12acc.Crc: Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.
1.2.12acc.Pr4a: Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.
1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Learning Objectives and Activities

SWBAT answer the following questions:
- What are the unique challenges to shooting food, for promotion vs. creative expression?
- What color schemes will best accentuate a particular item?
- What theme(s) can your food suggest?
- Do you want to use CONTRAST or UNITY in your design?
- Is there a theme (mood) that can be incorporated into the design
- What should the “backdrop” or setting be?
- What post-production work can, or should be done?
- What items need to be built or purchased for studio set-up?

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DEPARTMENT Visual and Performing Arts COURSE Intermediate Digital Photography

SWBAT demonstrate understanding of the following:
- How to uniquely represent food through the elements of art & principles of design, to create unorthodox representations
- Juxtaposition for visual impact
- Using the Principles of CONTRAST or UNITY to design a food still-life
- Incorporating Color schemes into a photoshoot
- Studio lighting, metering, use of reflectors
- Still life set up - integrating all the elements (components) without overcrowding or over-complicating the design
- Post production: retouching aberrations

Learning Activities:
- Food Playbook: choose a vegetable to animate
- Studio: Food Portrait
- Studio or Location: Remake

Assessments

Formative
- Assess use of color scheme and studio lighting through class discussion or digital platform quiz

Alternative
- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

Summative
- Assessments of Food Portrait (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

Interdisciplinary Connections

Class critique discussions:
LA.11-12.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
9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital medi 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.
Technology Integration
• Students will access and assess Adobe Photoshop 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. • Digital research • Digital cameras and accessories • Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections
Career Education
CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity.

Time Frame	**Week 17**
Topic	
Humor & Photography	
Alignment to Standards	
1.2.12.acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems,	

propaganda, truth.
1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.
1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Learning Objectives and Activities

SWBAT answer the following questions:
- What place does humor have in photography?
- What are different approaches to humor in photography?
- Where do you find humorous subjects?
- What compositional techniques can be used to accentuate humor?
- How can juxtaposition be used to create humor?
- What props can be used, and in what setting?

SWBAT demonstrate understanding of the following:
- Humor can be difficult to shoot!
- We are always in danger of taking school/photography too seriously
- A playful approach to shooting is always valuable, even when not intentionally shooting for humor
- Understanding the difference between irony, sarcasm, and playfulness\
- Using juxtaposition for humorous effect
- The importance of context for a subject

Learning Activities:
- Demotivational Poster
- Juxtaposition for humor (altering context for humor)
- Option: Awkward Family Photo

Assessments

Formative
- Class discussion of humor/irony in various media
- Vocabulary assessment: Irony, sarcasm, playfulness

Alternative
- Assessment through informal class critiques as well as one on one teacher-student
  feedback while reviewing in Adobe Lightroom

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Summative
- Assessments of juxtaposition/humor (images) submission via Google Drive and/or
Google Classroom, including post-production alterations (in Lightroom & Photoshop)
and class discussion/critique

Interdisciplinary Connections

Discussion and understanding of irony:
LA.11-12.RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).

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 variou
media.

Technology Integration

- Students will access and assess Adobe software 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.
- Digital research
- Digital cameras and accessories - Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

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 18**

Topic

Alternative Methods & "Assemblage" (Mixed Media)

Alignment to Standards

1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
1.2.12acc.Cr2b: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Learning Objectives and Activities

SWBAT answer the following questions:
- What other techniques can use/apply to photography?
- What is altered art?
- What is ephemera?
- What is assemblage?
- How can objects represent us?

SWBAT demonstrate understanding of the following:
- Using objects as metaphors
- Joseph Cornell's and Maggie Taylor's innovations
- Scanner as art form
- Special Effects in Photoshop, including Blending Modes
- Who is Joseph Cornell, and what were some of the concepts that inspired him
- Maggie Taylor and using the scanner/scanned materials to create original works of art
- Photoshop: Blending Modes

Learning Activities:

- Torn and reassembled portrait (Trace over then scan?)
- Maggie Taylor & Scanner as Art
- Joseph Cornell themed print

Assessments

Formative
- Photoshop blending modes: Performance assessment

Alternative
- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

Summative
- Assessments of themed prints (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

Interdisciplinary Connections

Artist research:
LA.11-12.W.WR.11-12.5. 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

9.3.12.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.

Technology Integration

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- Students will access and assess Adobe software 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.
- Digital research
- Digital cameras and accessories - Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

Time Frame	**Week 19-20**

Topic

Final Portfolio & Presentations (completion & final reflections)

Alignment to Standards

1.2.12acc.Re9a: Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.
1.2.12acc.Cr2c: Apply aesthetic criteria in developing and refining media arts artwork.
1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Learning Objectives and Activities

SWBAT answer the following questions:
- How have you grown as a photographer / observer of the world?
- Have your interests changed at all, such as a particular genre?
- What artists were most inspiring to you?
- How did your peers and their work influence or affect you?
- What was the most enjoyable? Or satisfying?

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- What was the most frustrating?

SWBAT demonstrate understanding of the following:
- The challenges & advantages of developing and focusing on a concentration
- When is a work of art complete?
- When should an idea be revisited?
- The challenge and process of turning an idea into a visual
- Form vs. Content
- Identifying and accepting influences (from other photographers and/or artists, innovators, etc…)
- Presentation skills: organization, pacing, eye contact, set-up, answering questions
- Objectivity, reflection, revision
- Technical skills for revision (Lightroom & Photoshop)

Learning Activities:
- Group critiques, individual critiques
- Presentation of finished portfolio
- Printing and mounting, using heat press

Assessments

Formative
- Presentation skills review/assessment

Alternative
- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

Summative
- Assessments of portfolio (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

Benchmark Assessment:
- Written critique and Photoshop performance assessment

Interdisciplinary Connections

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Portfolio reflection writing:
LA.11-12.W.RW.11-12.7. 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.

Portfolio presentations:
LA.11-12. SL.PI.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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.

Technology Integration

- Students will use Adobe Lightroom 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.
- Students will select and evaluate the media platform which best suits their project needs.
  - 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.

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

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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
- 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

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- 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.

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