

Unit 2: Digital Photography
7th Grade Digital Art
12 Classes

Rev. March 2026

Essential Questions

- How can you use digital cameras to capture the existence of the elements of art in the world around us?
- How can you use photography to tell a story?

Enduring Understandings with Unit Goals

EU 1: Photographers make intentional choices—such as composition, lighting, and perspective—to communicate ideas, emotions, and stories through images.

EU 2: Photography is a powerful visual language that can reflect personal identity, influence perception, and document the world in creative and meaningful ways.

Standards

ISTE.1.D. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies, and transfer their knowledge to explore emerging technologies.

ISTE.6.A. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

ISTE. 6. B. Create original works or responsibly repurpose or remix digital resources into new creations.

ISTE.6.C. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

ISTE.6.D. Publish or present content that customizes the message and medium for their intended audiences.

ISTE. 7.B. Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues, and problems from multiple viewpoints.

ISTE.7.C Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

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ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

- Foundations of Photography
 - How to Use DSLR Cameras

- The Elements of Art
 - Line, shape, value, form, color, texture, space in photography

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Daily Learning Objectives with *TWPS*

Students will be able to...

- Describe key milestones in the history of photography and identify how technological advances have changed the way we take and view photographs.
 - *How do you think photography has changed the way we tell stories or remember the past?*
- Demonstrate how to properly use a DSLR camera, including adjusting settings such as focus, zoom, aperture, shutter speed, and ISO.
 - *If someone handed you a professional camera right now, what would you be most excited or nervous to try?*
- Capture images that represent elements of art (Line, shape, value, form, color, texture, space) in photography.
 - How can the elements of art be represented in photography?
- Use different camera angles and viewpoints to create photographs that show unique perspective and depth.
 - *Why do two people taking pictures of the same thing sometimes get very different results?*
- Analyze how natural and artificial lighting affects mood, clarity, and focus in photographs, and apply lighting techniques to enhance their images.
 - *Can light change the meaning or emotion of a photo? How?*
- Capture expressive and well-composed portraits using proper focus, lighting, and subject interaction.
 - *What makes a great portrait more than just a picture of someone's face?*
- Use framing techniques, such as leading lines and natural borders, to draw attention to subjects in their photographs.
 - *How can what's around the subject be just as important as the subject itself in a photo?*
- Create a photo series that conveys a narrative or message through composition, sequence, and subject matter.
 - *If you could tell a story using only 3 photos, what kind of story would you want to tell?*
- Compose photographs that include clear and intentional use of foreground, middleground, and background to create depth and interest.
 - *What happens to a photo when everything is focused in one flat plane? How does adding depth change it?*
- Plan and begin capturing photographic representations of the alphabet using everyday objects and scenes.
 - *How can you turn an ordinary object into something creative just by how you photograph it?*
- Continue photographing creative representations of letters, focusing on originality and variety in subject matter.
 - *What letter do you think will be the hardest to find in your environment—and how might you get creative with it?*

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- Finalize and present their completed ABC photo collections with an explanation of their creative process.
 - *Which letter in your alphabet project are you most proud of, and why?*

Instructional Strategies/Differentiated Instruction

- Daily Warm Up Activities
- Lecture slides with guided note-taking
- Flexible grouping
- Exit slips
- Graphic Organizers
- Creating authentic connections for students
- Rephrasing and restatement of information and concepts
- Student use of headphones
- Independent reading
- Outlining of text

Assessments

FORMATIVE ASSESSMENTS:

- Class Activities
- Scavenger Hunts
- Accountable Talk Discussions
- Completed graphic organizers
- Do Now
- Student discussions and responses

SUMMATIVE ASSESSMENTS:

- Unit Task - “ABCs of ISAAC”

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Unit Task

Unit Task Name: “ABCs of ISAAC”

Unit Task Description: Students will explore the world around you to find everyday objects, shapes, or scenes that resemble the letters of the alphabet to write their name or a word that is 6 or more letters long. Instead of photographing actual letters, the goal is to use your eye for composition, perspective, and detail to discover hidden letters in the environment (EU 1, EU 2)

Evaluation: Summative Assessment Rubric and teacher scoring guide

Unit Resources

Canon T7 Rebel Cameras
SanDisk Memory Cards
Memory Card USB Readers