Photography

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| Technology Standards (applicable to all units) (Computer Science and Design Thinking) | 8.2.12.EC.3, 8.1.12.CS.2-3, 8.1.12.IC.1, 8.1.12.EC.3, 8.1.12.CS.2-3 |
| Career Education (applicable to all units) 9 | 9.1.12.A.3, 9.2.12.C.4, 9.2.12.C.5 |
| Cross-Curricular Standards (applicable to all units) | HS-ESS3-1, HS-ESS3-5, HS-ESS2-4 |
| Summative Assessments (applicable to all units) | Projects based on rubric for each unit<br>Written critique |
| Formative Assessments (applicable to all units) | Exit Tickets<br>Project check-ins<br>Class Discussion<br>Written and Oral Responses |

| Topic | Introduction Lessons, iPhoneography, and Digital Camera basic use | Adjustments, HIB Posters (B&W), Andy Warhol, Chuck Close Portraits using aperture, shutter speed, and ISO | Perspective, Selective Colorization, and Skills Review Collage with critique | Photo Flip Book/Family of Man Projects 1955 Then and Now, Beautiful, Bokeh lighting |
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| Time Required | 1 month | 1 month | 1 month | 1 month |
| Visual Art Standards (applicable to all units) | 1.5.12 prof.Cr1a and b, Cr2a, b and c, 1.5.12profPr 4a, 6a-10a, 1.5.12 prof.Cr8a, 1.5.12 prof.Cr2a, b and c | 1.5.12 prof.Cr1a and b 1.5.12 prof.Cr2a, b and c, 1.5.12 prof.Cr2a, b and c, 1.5.12 prof.Cr1a, 1.5.12 prof.Cr2a, b and c | 1.5.12 prof.Cr3a 1.5.12 prof.Cr5a 1.5.12 prof.Cr9a, 1.5.12 prof.Cr5a, 1.5.12 prof.Cr5a, 1.5.12 prof.Cr3a 1.5.12 prof.Cr9a | 1.5.12 prof.Cr10a 1.5.12 prof.Cr11a,b |
| Skills (SWBAT) answer/perform: | 1) What is art?<br>2) Why art?<br>3) Where do we see it?<br>4) What do we like?<br>5) How does engaging in art enrich people's lives?<br>6) What is photography?<br>7) How is it used in our culture?<br>8) Can art help us understand the lives of people of different times, peoples and cultures?<br>9)What do you think without formally studying art?<br>9) View creative live free class: *How to Take Amazing Photos with* | 1) Make basic adjustments in Photoshop<br>2) Crop, copy paste onto a background and add signature<br>3) Shoot in auto and no flash mode<br>4) Frame an image within the viewfinder<br>5) Make a statement with an image<br>6)Create a public service image with text sized as per poster style 11x17 for print and school display<br>7) Select font styles (short pre assignment) | 1) Use Quick Selection Tool, duplicate a selection, transform<br>2) Transform and show perspective.<br>3) What happens when perspective changes?<br>4) Make reflections, anchor shadows and simple shadows<br>5) How does refining artwork affect its meaning to the viewer? | 1)What conditions, attitudes, and behaviors support creativity and innovative thinking?<br>2) How does collaboration expand the creative process?<br>3) View and discuss images projected<br>4) What conditions, attitudes, and behaviors support creativity and innovative thinking?<br>5) How does collaborations expand the creative process? |

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| | *Your iPhone* lesson 1 and 2 on settings and composition. Students will photograph lines, a person in a space. Students will share and critique images.<br>10) How has technology changed the way we view and reflect on the images we see?<br>11) What conditions, attitudes, and behaviors support creativity and innovative thinking?<br>12) How does collaborations expand the creative process?<br>13) How do artists and designers care for and maintain material, tools and equipment?<br>14) What methods and processes are considered when preparing artwork for presentation and preservation? | 8) Divide a canvas<br>9) Shoot in portrait mode, AV, TV and M<br>10) What is modern?<br>11) What conditions, attitudes, and behaviors support creativity and innovative thinking?<br>12) How does collaborations expand the creative process?<br>13) How does knowing the contexts, histories and traditions of art forms help us create works of art and design? | | |
| Evaluation | Projects based on topic rubric<br>Participation<br>Discussion<br>Critique | Pre-assessment<br>Projects based on topic rubric<br>Participation<br>Discussion | Projects based on topic rubric<br>Participation<br>Discussion<br>Critique | Projects based on topic rubric<br>Participation<br>Discussion<br>Critique |

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| | | Critique<br>**Benchmark: Creation of a black and white poster** | **Benchmark: Analogous color project** | **Benchmark: Composition study of 3 clutter free images and critique using art vocabulary.** |
| Resources | Handouts<br>Power Point<br>Lecture<br>Artifacts<br>YouTube Videos<br>Internet | Handouts<br>Power Point<br>Lecture<br>Artifacts<br>YouTube Videos<br>Internet | Handouts<br>Power Point<br>Lecture<br>Artifacts<br>YouTube Videos<br>Internet | Handouts<br>Power Point<br>Lecture<br>Artifacts<br>YouTube Videos<br>Internet |
| Common Accommodations | Accompany oral directions with written directions<br>Provide verbal praise and positive reinforcement<br>Break down tasks into smaller, more manageable chunks with frequent teacher checks<br>Preferential seating<br>Repeat, clarify and reword directions<br>Encourage students to ask for assistance when needed.<br>Maintain communication with parents.<br>Provide frequent repetition in instruction.<br>Provide clear and consistent academic and behavior expectations<br>Redirect/refocus attention<br>Use physical proximity to increase student's attention to instruction.<br>Students may utilize headphones/earbuds during independent work time. | | | |

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| Topic | A year in photos photojournalism as art, National Geographic photographers, Inspired By | Character study, Winter- nature and its impact, reveal another world behind a wall, window, door | Causes, Morphing with the Masters Art History | Skill Review, Inspired by other art forms |
| Time Required | 1 month | 1 month | 1 month | 1 month |

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| Visual Art Standards (applicable to all units) | 1.5.12 prof.Cr2a, b and c 1.5.12 prof.Cr11a,b, 1.5.12prof.Pr5a, 1.5.12prof.Pr6a | 1.5.12 prof.Cr10a 1.5.12 prof.Cr11a,b | 1.5.12 prof.Cr7a,b 1.5.12 prof.Cr11a,b | 1.5.12 prof.Cr3a 1.5.12 prof.Cr7a,b 1.5.12 prof.Cr9a |
| Skills (SWBAT) answer/perform: | 1) How do artists work?<br>2) How are artworks cared for and by whom?<br>3) Why do people value objects, artifacts and artworks and present them for presentation?<br>4) How do life experiences influence the way you relate to art?<br>5) How does learning about art impact how we perceive the world?<br>6) What is visual art?<br>7) How do visual arts influence our views of the world?<br>8) How does art help us understand the lives of people of different times, peoples and cultures?<br>9) How is art used to impact the views of society?<br>10) How does art preserve aspects of life? | 1) How do artists create works of art or design that effectively communicate?<br>2) How does one determine criteria to evaluate a work of art?<br>3) How and why might criteria vary?<br>4) How is personal preference different from an evaluation?<br>5) How does engaging in art enrich people's lives?<br>6) How does making art attune people to their surroundings?<br>7) How do people contribute to awareness and understanding of their lives and the lives of their communities through art making? | 1) How do artists create works of art or design that effectively communicate?<br>2) How does art help us understand the lives of people of different times, peoples and cultures?<br>3) How is art used to impact the views of society?<br>4) How does art preserve aspects of life? | 1)What role does persistence play in revising, refining, and developing work?<br>2) How does collaboratively reflecting on a work help us experience it more completely?<br>3) How does one determine criteria to evaluate a work of art?<br>4) How and why might criteria vary?<br>5) How is personal preference different from an evaluation? |

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| Evaluation | Projects based on topic<br>rubric<br>Participation<br>Discussion<br>Critique<br>**Benchmark: National geographic photographers project** | Projects based on topic<br>rubric<br>Participation<br>Discussion<br>Critique | Projects based on topic<br>rubric<br>Participation<br>Discussion<br>Critique<br>**Benchmark: Causes Poster (climate change, SEL)** | Projects based on topic<br>rubric<br>Participation<br>Discussion<br>Critique |
| Resources | Handouts<br>Power Point<br>Lecture<br>Artifacts<br>YouTube Videos<br>Internet | Handouts<br>Power Point<br>Lecture<br>Artifacts<br>YouTube Videos<br>Internet | Handouts<br>Power Point<br>Lecture<br>Artifacts<br>YouTube Videos<br>Internet | Handouts<br>Power Point<br>Lecture<br>Artifacts<br>YouTube Videos<br>Internet |
| Common Accommodations | Accompany oral directions with written directions<br>Provide verbal praise and positive reinforcement<br>Break down tasks into smaller, more manageable chunks with frequent teacher checks<br>Preferential seating<br>Repeat, clarify and reword directions<br>Encourage students to ask for assistance when needed.<br>Maintain communication with parents.<br>Provide frequent repetition in instruction.<br>Provide clear and consistent academic and behavior expectations<br>Redirect/refocus attention<br>Use physical proximity to increase student's attention to instruction.<br>Students may utilize headphones/earbuds during independent work time. | | | |

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| Topic | Signs of Spring, Blending modes | The Artist Statement, If I could do it again |

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| Time Required | 1 month | 1 month |
| Visual Art Standards (applicable to all units) | 1.5.12 prof.Cr1a and b, 1.5.12prof.Re7a-b | 1.5.12 prof.Cr1-11, 1.5.12prof.Cn10a,11a,11b |
| Skills (SWBAT) answer/perform: | 1) How does engaging in art enrich people's lives?<br>2) How does making art attune people to their surroundings?<br>3) How do people contribute to awareness and understanding of their lives and the lives of their communities through art making? | 1)What role does persistence play in revising, refining, and developing work?<br>2) How does collaboratively reflecting on a work help us experience it more completely?<br>3) How does one determine criteria to evaluate a work of art?<br>4) How and why might criteria vary?<br>5) How is personal preference different from an evaluation? |
| Evaluation | Projects based on topic rubric<br>Participation<br>Discussion<br>Critique | Projects based on topic rubric<br>Participation<br>Discussion<br>Critique |
| Resources | Handouts<br>Power Point<br>Lecture<br>Artifacts<br>YouTube Videos<br>Internet | Handouts<br>Power Point<br>Lecture<br>Artifacts<br>YouTube Videos<br>Internet |
| Common Accommodations | Accompany oral directions with written directions<br>Provide verbal praise and positive reinforcement<br>Break down tasks into smaller, more manageable chunks with frequent teacher checks<br>Preferential seating<br>Repeat, clarify and reword directions<br>Encourage students to ask for assistance when needed.<br>Maintain communication with parents.<br>Provide frequent repetition in instruction.<br>Provide clear and consistent academic and behavior expectations | |

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| | Redirect/refocus attention<br>Use physical proximity to increase student's attention to instruction.<br>Students may utilize headphones/earbuds during independent work time. |