

graphy 1

t start year 2012-2013

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ro to Creative Photography

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
[\(https://www13.state.nj.us/NJCCCS/\)](https://www13.state.nj.us/NJCCCS/)

imon Core Curriculum Standards for Math and English
[\(http://www.corestandards.org/\)](http://www.corestandards.org/)

: 1.1 The Creative Process

will demonstrate an understanding of the elements and principles that govern
of works of art in dance, music, theatre, and visual art. Strand: D. Visual Art

: 1.3 Performance

will synthesize those skills, media, methods, and technologies appropriate to
forming, and/or presenting works of art in dance, music, theatre, and visual
) Visual Art

: 1.4 Aesthetic Responses & Critique Methodologies

will demonstrate and apply an understanding of arts philosophies, judgment,
to works of art in dance, music, theatre, and visual art.

sthetic Responses
itique Methodologies

21st Century Themes
(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

: 8.1 Educational Technology

will use digital tools to access, manage, evaluate, and synthesize information
olve problems individually and collaboratively and to create and communicate

- chnology Operations and Concepts
- eativity and Innovation
- mmunication and Collaboration
- igital Citizenship
- earch and Information Literacy
- tical Thinking, Problem Solving, and Decision-Making

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Understandings: (Topical to this unit)

will understand that . . .

pers use different methods to create correct exposures using
ght source.

Essential Questions:

EU1
What makes a photograph appealing?

e:
will know . . .

e functions of the point and shoot camera including:

- Lighting
- Exposure
- Photography
- overexposure
- underexposure
- Focus
- Auto-focus
- Manual focus
- Delete
- Self timer

e functions of the tools in the editing programs (e.g. Photoshop, Lightroom, iPhoto or Aperture)

- Menu bar
- Tool options bar
- Toolbox
- Palettes
- Zoom in
- Zoom out
- New Document
- Page Setup
- Landscape
- Portrait
- Printing
- Rulers
- Cropping
- Text
- Font
- Font size
- Levels
- Highlights
- Midtones
- Shadows
- Contact sheet
- Filters
- Black vs. white

Skills:
Students will be able to . . .

EU1

- operate a point and shoot camera which includes the following
 - shutter button
 - zoom
 - flash
 - on/off button
 - Lens
 - USB port
 - memory card
 - battery door
 - LCD screen
 - shooting mode dial

EU2

- The ability to edit/enhance images using imaging software (Photoshop, Lightroom, iPhoto, or Aperture)
 - Creating a photographic layout
 - Using/editing Palettes
 - Zooming
 - Printing
 - Cropping
 - Selecting
 - Typing/ editing with the Text tool
 - Creating a contact sheet
 - Adjusting Curves
 - Brightness/contrast
 - Hue/saturation
 - Applying shadows/highlights
 - Rotating

- New Adjustment Layer
- Fill
- Layer styles
- Flatten image
- Curves
- Brightness/contrast
- Hue/saturation
- Shadows/highlights
- Rotate

Stage 2 – Assessment Evidence

Performance Tasks: *Each unit must have at least 1 Performance Task. Use the GRASPS form.*

As a budding photographer, you have been chosen to display your work in the high school Photo Show. Design and print a photographic portfolio that will represent your best work from this unit. Be sure to choose photos that show growth in the use of the photographic techniques, the use of a 35mm camera and photo editing software. These photos should demonstrate your mastery of exposure and using ambient light. Be sure to include your name and title on your layout.

Assessment: *Tests, Quizzes, Prompts, Self-assessment, Portfolios, Dialogues, etc.*

Teacher generated test on functions of the camera and functions of the tools in the editing programs

Teacher will provide ongoing feedback, individual conferences, and while students are working and make refinements to the different activities

Individual/group written/oral critiques including self evaluation on different projects

<p>class participation</p> <p>teacher generated question responses on the functions of the camera and the tools in the editing programs</p> <p>textbook questions and essay on functions of the camera and functions of the tools in the editing programs</p>	
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<h3>Stage 3 – Learning Plan</h3>	
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<p>3rd Learning Activities to Include Differentiated Instruction Interdisciplinary Connections: <i>Consider the WHERETO element</i></p> <p>Identify/apply the proper use of parts/settings of the camera through teacher guided activities. (Example: Scavenger hunt) (M)</p> <p>Create a layout of images incorporating the functions of the camera used in photography. Upon completion of activities, students will place their best photos on a photographic layout for printing. (Example: take photos of school spirit and nature for the Scavenger Hunt Assignment, Lighting Assignment, Mapping, Exposure Control.) (T)</p> <p>Students will be led through a self guided tutorial of our photo editing software to learn the basic functions of that program that are listed in Stage 1.(A)</p>	
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