

<b>Photography 1</b>	
<b>Implement start year 2012-2013</b>	
Charles DiVincenzo (Seneca) <a href="mailto:cdivincenzo@lrhsd.org">cdivincenzo@lrhsd.org</a> , x6622; David Haney (Cherokee) <a href="mailto:ghaney@lrhsd.org">ghaney@lrhsd.org</a> , x8522; Michael Lombardo (Lenape) <a href="mailto:mlombardo@lrhsd.org">mlombardo@lrhsd.org</a> , x8269; Melanie Gessman (Shawnee) <a href="mailto:mgeesman@lrhsd.org">mgeesman@lrhsd.org</a> , x4446	
<b>Unit 2, Elements of Design</b>	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b>Established Goals</b></p> <p style="text-align: center;"><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b>  <a href="https://www13.state.nj.us/NJCCCS/">(https://www13.state.nj.us/NJCCCS/)</a></p> <p style="text-align: center;"><b>Common Core Curriculum Standards for Math and English</b>  <a href="http://www.corestandards.org/">(http://www.corestandards.org/)</a></p> <p><b>Standard: 1.1 The Creative Process</b>        All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. Strand: D. Visual Art</p> <p><b>Standard: 1.3 Performance</b>        All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand: D. Visual Art</p> <p><b>Standard: 1.4 Aesthetic Responses &amp; Critique Methodologies</b>        All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p style="text-align: center;"><b>21<sup>st</sup> Century Themes</b>        ( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</p> <p><input checked="" type="checkbox"/> Global Awareness  <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy  <input type="checkbox"/> Civic Literacy  <input type="checkbox"/> Health Literacy  <input checked="" type="checkbox"/> Environmental Literacy</p> <p style="text-align: center;"><b>21<sup>st</sup> Century Skills</b></p> <p><i>Learning and Innovation Skills:</i>  <input checked="" type="checkbox"/> Creativity and Innovation  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i>  <input checked="" type="checkbox"/> Information Literacy  <input checked="" type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p>

<p>Strand: A. Aesthetic Responses Strand: B. Critique Methodologies</p> <p><b>Standard: 8.1 Educational Technology</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>Strand: A. Technology Operations and Concepts Strand: B. Creativity and Innovation Strand: C. Communication and Collaboration Strand: D. Digital Citizenship Strand: E. Research and Information Literacy Strand: F. Critical Thinking, Problem Solving, and Decision-Making</p>	<p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Flexibility and Adaptability</li> <li><input checked="" type="checkbox"/> Initiative and Self-Direction</li> <li><input type="checkbox"/> Social and Cross-Cultural Skills</li> <li><input checked="" type="checkbox"/> Productivity and Accountability</li> <li><input checked="" type="checkbox"/> Leadership and Responsibility</li> </ul>
<p><b>Enduring Understandings:</b> (Topical to this unit) <i>Students will understand that . . .</i></p> <p>EU1 A photographer incorporates the elements of design into their photos which makes aesthetically pleasing photographs.</p>	<p><b>Essential Questions:</b></p> <p>EU1</p> <ul style="list-style-type: none"> <li>• What makes an aesthetically pleasing photograph?</li> <li>• How critical is the environment and surroundings to photography?</li> <li>• What is more important to a photo: a great subject or a great scene and why?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know . . .</i></p> <p>EU1 The vocabulary needed to communicate the elements of design in photographs which includes: Line, shape, pattern, form, texture, and color.</p> <p>The vocabulary needed to edit/enhance images using imaging software (e.g., Photoshop, Lightroom, iPhoto, or Aperture).</p> <ul style="list-style-type: none"> <li>○ Filters</li> <li>○ layer styles (eg. - stroke)</li> </ul>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <p>EU1</p> <ul style="list-style-type: none"> <li>• use the elements of design in photographs</li> <li>• Demonstrate the correct use of the camera <ul style="list-style-type: none"> <li>○ Shutter speed</li> <li>○ Aperture (f/stop)</li> <li>○ ISO</li> <li>○ Focus</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Rulers</li> <li>○ Vector Graphics</li> <li>○ Raster Images (JPG)</li> </ul>	<ul style="list-style-type: none"> <li>○ Tripod</li> <li>● Edit/enhance images using imaging software (e.g., Photoshop, Lightroom, iPhoto, or Aperture) <ul style="list-style-type: none"> <li>○ Filters (chrome, brush strokes, etc.)</li> <li>○ Ruler tool</li> <li>○ Smudge</li> <li>○ Dodge</li> <li>○ Burn</li> <li>○ Shape Tools</li> </ul> </li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b> <i>Each unit must have at least 1 Performance Task. Consider the GRASPS form.</i></p> <p>You are a graphic designer, who was hired to create a photo montage for the cover of a magazine. Your montage of photographs must incorporate each of the six elements of design in photography. Complete a write-up explaining the use of the Elements of Design and the thought process behind the completed montage.</p>	
<p><b>Other Evidence:</b> <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> <li>● Teacher generated test on elements of design techniques</li> <li>● Teacher will provide ongoing feedback, individual conferences, while students are working on transfer activities.</li> <li>● Individual / group written/oral critiques including self evaluation on transfer activities</li> <li>● Class participation</li> </ul>	

<b>Stage 3 – Learning Plan</b>	
<p>Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: <i>Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.</i></p> <ul style="list-style-type: none"> <li>● Define/Identify the elements of design terms through teacher led discussions, internet research, DVD's, worksheets, classroom resources. (Example: students look for photos and identify elements in those photos, on the internet or print, ie- magazines)(A)</li> <li>● Create a slideshow of images that incorporates the elements of design. (M/T)</li> <li>● Students will be led through a self guided tutorial of our photo editing software to learn the functions of that program that are listed in Stage 1.(A)</li> <li>● Use photography editing software to enhance/manipulate images in order to demonstrate mastery of those skills in Stage 1.(M/T)</li> <li>● Critique the use of the elements of design in teacher, Peer and self samples. (M,T)</li> </ul>	