

Photography 1	
Implement start year 2012-2013	
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Unit 3, Composition	
Stage 1 – Desired Results	
<p style="text-align: center;">Established Goals</p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (https://www13.state.nj.us/NJCCCS/)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>Standard: 1.1 The Creative Process 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>Standard: 1.3 Performance 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>Standard: 1.4 Aesthetic Responses & Critique Methodologies 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;">21st Century Themes (www.21stcenturyskills.org)</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;">21st Century Skills</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>Standard: 8.1 Educational Technology 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> <p><input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p>Enduring Understandings: (Topical to this unit) <i>Students will understand that . . .</i></p> <p>EU1 A photographer uses compositional techniques to take photos in order to make an eye catching photograph.</p>	<p>Essential Questions:</p> <p>EU1</p> <ul style="list-style-type: none"> • What makes an eye catching photograph? • How critical is the environment and surroundings to photography? • What is more important to a photo: a great subject or a great scene and why?
<p>Knowledge: <i>Students will know . . .</i></p> <p>EU1</p> <ul style="list-style-type: none"> • The vocabulary needed to incorporate compositional techniques in photographs which includes: Rule of Thirds, Horizontal or Vertical (Landscape or Portrait), Simplicity, Diagonals, Balance, Framing, Perspective, Center of Interest, Fill the Frame, Rhythm, Contrast, Mergers • The functions of the point and shoot digital camera that aid in 	<p>Skills: <i>Students will be able to . . .</i></p> <p>EU1</p> <ul style="list-style-type: none"> • use the elements of design and composition in photographs • Demonstrate the correct use of the camera <ul style="list-style-type: none"> ○ Proper handling ○ Camera Parts ○ Shutter speed ○ Aperture (f/stop)

<p>composition: Rule of thirds grid</p> <ul style="list-style-type: none"> ● The vocabulary needed to edit/enhance images using image editing software <ul style="list-style-type: none"> ○ New Adjustment Layer ○ Image editing masks ○ Enhancing/ Repairing Images 	<ul style="list-style-type: none"> ○ ISO ○ Focus ○ Tripod <ul style="list-style-type: none"> ● Edit/enhance images using imaging software (e.g., Photoshop, Lightroom, iPhoto, or Aperture) <ul style="list-style-type: none"> ○ Adding/editing an adjustment layer ○ Layer Mask ○ Quick Mask ○ Clipping mask ○ Patch Tool ○ Healing Brush ○ Clone Stamp
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Tasks: <i>Each unit must have at least 1 Performance Task. Consider the GRASPS form.</i></p> <p>You will choose a theme based on your favorite hobby, or interest. Research a photographer who takes photographs of that subject matter (ie; fashion, food, travel, sports, etc). Take photographs in the style of the photographer's works incorporating the composition techniques that you've learned. Edit photographs to be displayed in a digital slideshow, which will be evaluated with a rubric by your peers.</p>	
<p>Other Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> ● Teacher generated test on compositional techniques ● Teacher will provide ongoing feedback, individual conferences, while students are working on transfer activities. ● Individual / group written/oral critiques including self evaluation on 	

<p>transfer activities</p> <ul style="list-style-type: none"> • Class participation 	
<p>Stage 3 – Learning Plan</p>	
<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"> • Define/Identify the compositional terms through teacher led discussions, internet research, DVD's, worksheets, classroom resources. (A) • 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) • Use photography editing software to enhance/manipulate images in order to demonstrate mastery of those skills in Stage 1.(M/T) • Create a series of images incorporating compositional techniques that are used in photography.(T) • Critique the use of composition techniques in teacher, Peer and self samples. (M,T) 	