

<p>Photography 1</p>	
<p>Implement start year 2012-2013</p>	
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<p>Unit 4: Artistic Communication</p>	
<p>Stage 1 – Desired Results</p>	
<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. Strand: A. Aesthetic Responses Strand: B. Critique Methodologies</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 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 type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</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. 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> <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</p> <ul style="list-style-type: none"> • A successful photo show is one that represents the person's best work that reflects choice and personal style. 	<p>Essential Questions:</p> <p>EU1</p> <ul style="list-style-type: none"> • How does one come to appreciate the importance of visual art? • How does a photograph evolve from a concept to a product? • What role does technology play in the creation of a photograph?
<p>Knowledge: <i>Students will know . . .</i></p> <p>EU1</p> <ul style="list-style-type: none"> • How to identify the proper tools in order to trim and label their photographs for display purposes. • How to identify a meaningful exhibit and advertisement. 	<p>Skills: <i>Students will be able to . . .</i></p> <p>EU1</p> <ul style="list-style-type: none"> • The proper procedure for displaying photographs for exhibition or advertising. • Apply the use of a variety of photographic concepts, techniques, media and methods.
<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><i>Choose one of the following tasks:</i></p> <ul style="list-style-type: none"> You have just landed the job at a Philadelphia Advertising Agency. Some companies that they design for are: Tastykake, Philadelphia Flyers, Eagles, Phillies and Sixers and Pat's King of Steaks. You will create a full page ad that will profile the product by incorporating composition and elements of design. Complete a write-up explaining the use of the Elements of Design and composition and the thought process behind the completed images. You are a photographer hired to do a pictorial narrative work regarding "A Day in the Life of a Teenager in America" on 20/20®. Think about your own world, your friends, family, daily experiences, and the things that are important to you. Select photographs to create your own narrative work that communicates personal ideas about your world. Incorporate the elements of design and composition in your photography to create a stunning story. Write a narrative/critique that correlates to the images 	
<p>Other Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> Teacher will provide ongoing feedback, individual conferences, while students are working and make refinements to the final composition or piece Individual / group written/oral critiques including self evaluation Class participation Teacher generated question responses (essays) Textbook questions and essays. 	
<p>Stage 3 – Learning Plan</p>	
<p>Suggested Learning Activities to Include Differentiated Instruction</p>	

and Interdisciplinary Connections: *Consider the WHERETO elements*

- Define/Identify the tools needed to prepare images for the photo show through teacher led demonstration. (Example: paper trimmer and reusable poster putty) (A)
- Prepare images and labels for the annual Photo Show. (M/T)
- Students will research a self guided tutorial of our photo editing software to learn the functions of that program that will aid them in completing an end product. (Example: self-portrait for annual Photo Show) (M/T)
- Use photography editing software to enhance/manipulate images in order to prepare them for the annual Photo Show. (M/T)
- Critique the use of the elements of design and composition in teacher, Peer and self samples. (M,T)