

PHOTOGRAPHY 2	
2013-2014	
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Unit #1: Creatively Correct Exposure	
Stage 1 – Desired Results	
<u>Established Goals</u> 2009 NJCCC Standard(s), Strand(s)/CPI # (https://www13.state.nj.us/NJCCCS/) Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)	21st Century Themes (www.21stcenturyskills.org) <input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and <input type="checkbox"/> Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy
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 F: Critical Thinking, Problem Solving, and Decision-Making 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	21st Century Skills <i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <i>Information, Media and Technology Skills:</i> <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and

<p>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>Standard: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Strand: A. Critical Thinking and Problem Solving Strand: B. Creativity and Innovation</p>	<p>Technology) Literacy</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 type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility</p>
<p>Enduring Understandings: (Topical to this unit)</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> Students will understand that utilizing different exposure and focus techniques will create compelling photographs. 	<p>Essential Questions:</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> What makes a great/compelling photograph? What is the most compelling way depth of field impacts a photograph? What is the best way a photograph can draw attention to the subject?

<p>Knowledge: <i>Students will know . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> ● How aperture controls the DOF (depth of field/depth of focus) ● How to identify short and long DOF ● The relationship between aperture/f-stop, shutter speed, and ISO ● How focal length affects DOF ● How lens choice affects DOF 	<p>Skills: <i>Students will be able to . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> ● Utilize different aperture/fstop settings ● Utilize different shutter speed settings ● Utilize appropriate ISO settings based on available light ● Utilize different white balance (WB) settings ● Demonstrate correct exposure settings/dials on a digital single lens reflex (DSLR) camera ● Utilize appropriate focus points ● Utilize DOF preview
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Tasks: <i>Each unit must have at least 1 Performance Task.</i></p> <p><i>Scenario: You are a photographer hired to take announcement photographs for a recently engaged couple. The couple expects to receive a package of varying photographs that isolate and feature them in different locations under different lighting conditions. You will present your photographs to the client and defend your creatively correct exposure choices during a verbal critique.</i></p>	
<p>Other Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> ● <i>Teacher Observation during skills practice</i> ● <i>Guided Practice</i> ● <i>Class Critique/Presentations</i> ● <i>Self Assessment</i> 	

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements*

- Create an action photograph utilizing a fast shutter speed (A)
- Create an action photograph utilizing a slow shutter speed (A)
- Create a series of images of the same subject, from the same distance, utilizing different aperture/fstop settings and analyze the relationship between aperture/fstop settings and the resulting DOF (M)
- Create a still life photograph utilizing the appropriate DOF to isolate your subject (T)
- Create a landscape (outdoor scene, field, etc.) photograph utilizing the appropriate DOF for the subject (T)
- Create a series of images of a moving subject utilizing different shutter speed settings and analyze the relationship between the shutter speed settings and motion blur (M)
- Compare/contrast ISO settings in terms of digital noise (M)
- Evaluate light color and select appropriate WB setting (A, M)
- Present and discuss an original photo with respect to exposure settings and composition (M, T)