

<b>PHOTOGRAPHY 2</b>	
<b>2013-2014</b>	
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<b>Unit #2: Composition</b>	
<b>Stage 1 – Desired Results</b>	
<p><u>Established Goals</u></p> <p><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><b>Common Core Curriculum Standards for Math and English</b>  <a href="http://www.corestandards.org/">(http://www.corestandards.org/)</a></p>	<p><b>21<sup>st</sup> Century Themes</b>  <a href="http://www.21stcenturyskills.org">(<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</a></p> <p><input type="checkbox"/> Global Awareness  <input type="checkbox"/> Financial, Economic, Business and  Entrepreneurial Literacy  <input type="checkbox"/> Civic Literacy  <input type="checkbox"/> Health Literacy  <input type="checkbox"/> Environmental Literacy</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.  Strand A: Technology Operations and Concepts  Strand B: Creativity and Innovation</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>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 type="checkbox"/> Communication and Collaboration</p> <p><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>

<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. Strand: A. Aesthetic Responses Strand: B. Critique Methodologies</p> <p><b>Standard: 9.1 21st-Century Life &amp; Career Skills</b> 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><b>Enduring Understandings:</b> (Topical to this unit)</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>Students will understand that the elements and principles of composition create the visual language of photography.</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>Students will understand that elements and principles of photography help organize ideas and expression.</i></li> </ul>	<p><b>Essential Questions:</b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How does the composition of a photograph affect its significance and meaning?</li> <li>• Why is photography an art form?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How do visual elements facilitate the organization of information and ideas?</li> </ul>

<p><b>Knowledge:</b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>Types of Balance</i></li> <li>• <i>Positive/Negative Space</i></li> <li>• <i>The importance of subject placement relative to compositional elements</i></li> <li>• <i>Gestalt Principles</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Framing a photo</li> <li>• The benefit of excluding elements when framing a shot</li> </ul>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Differentiate and illustrate figure/ground (positive/negative space) relationships.</li> <li>• Demonstrate compositional balance utilizing tonal contrast and element proximity (Gestalt principles).</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• Evaluate a scene to determine proper framing.</li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <p>The school administration is looking for updated photographs for their website. Your job, as student photographer extraordinaire, is to capture compositionally balanced photographs of the buildings and grounds. You will create a portfolio of 5 superior images that represent different aspects of your school. You will present your work to the class in the form of a visual presentation.</p>	

<p><b>Other Evidence:</b> <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> <li>● <i>Teacher Observation during photo shoot</i></li> <li>● <i>Guided Practice</i></li> <li>● <i>Class Presentation</i></li> <li>● <i>Self Assessment</i></li> </ul>	
<p><b>Stage 3 – Learning Plan</b></p>	
<p><b>Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:</b> <i>Consider the WHERE TO elements</i></p> <ul style="list-style-type: none"> <li>● Research Gestalt principles in reference to composition (A)</li> <li>● Create photographs that utilize the Gestalt principles (M, T)</li> <li>● Identify positive and negative space in a series of photographs (A, M)</li> <li>● Create photographs that demonstrate positive and negative space (M, T)</li> <li>● Identify types of balance in a series of photographs (A, M)</li> <li>● Create photographs that demonstrate different types of balance such as symmetrical and asymmetrical balance (M, T)</li> <li>● Explain the composition of a photograph using the language of photography (M, T)</li> <li>● Explain how the meaning of a photograph changes when compositional elements are excluded (M, T)</li> <li>● Reframe a scene multiple times excluding different elements in each version of the photograph (M, T)</li> </ul>	