

<b>PHOTOGRAPHY 2</b>	
<b>2013-2014</b>	
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<b>Unit #3: Intro to the Business of Photography</b>	
<p style="text-align: center;"><b>Stage 1 – Desired Results</b></p>	
<p style="text-align: center;"><u>Established Goals</u></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 style="text-align: center;"><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> <ul style="list-style-type: none"> <li><input type="checkbox"/> Global Awareness</li> <li><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</li> <li><input type="checkbox"/> Civic Literacy</li> <li><input type="checkbox"/> Health Literacy</li> <li><input type="checkbox"/> Environmental Literacy</li> </ul>
<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          Strand F: Critical Thinking, Problem Solving, and Decision-Making</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</p>	<p style="text-align: center;"><b>21<sup>st</sup> Century Skills</b></p> <p><i>Learning and Innovation Skills:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Creativity and Innovation</li> <li><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</li> <li><input checked="" type="checkbox"/> Communication and Collaboration</li> </ul> <p><i>Information, Media and Technology Skills:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Information Literacy</li> <li><input checked="" type="checkbox"/> Media Literacy</li> <li><input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</li> </ul>

<p>Strand: D. Visual Art</p> <p><b>Standard: 1.2 History of the Arts and Culture</b>  All students will understand the role, development, and influence of the arts throughout history and across cultures.  Strand: A. History of the Arts and Culture</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><i>Life and Career Skills:</i></p> <p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input type="checkbox"/> Productivity and Accountability</p> <p><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>Students will understand that photographic demands and skills vary between commercial photography careers.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>Students will understand that multiple digital tools are used to communicate ideas through image manipulation and design layout.</li> </ul>	<p><b>Essential Questions:</b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>What makes a great commercial photograph?</li> <li>To what extent does the media influence photographic vision and direction?</li> <li>How has the evolution of photography shaped the field of commercial photography?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>How is communication and meaning influenced by image manipulation and design layout?</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>• The origin and evolution of commercial photography</li> <li>• The various fields that fall within commercial photography</li> <li>• How to research photographic career opportunities using the Internet</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• The tools and techniques available for image manipulation</li> <li>• The basic principles of design layout</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>• Identify and explain the various commercial photography career opportunities</li> <li>• Create a photograph, or series of photographs that are career specific.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Manipulate a digital image through the use of editing software</li> <li>• Modify the exposure and contrast of a photograph using digital editing software</li> <li>• Create a layout using image editing and/or layout software</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.</i></p> <p><i>Scenario: You've are a presenter at a career expo. Your job is to inform the attendees about commercial photography job requirements and show them examples of photographs that fit within specific fields. Select any three commercial fields to explore. These fields include portrait, food, fashion, documentary, photojournalism, product, architecture and sports . You will develop a 10-12 image portfolio that exemplifies your understanding of each chosen field. You will also produce a statement of intent that supports your photographic choices.</i></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 product photography skills practice</i></li> <li>• <i>Guided Practice during product photography shoot</i></li> </ul>	

<ul style="list-style-type: none"> <li>• <i>Class Critique/Presentation of career based photography styles</i></li> <li>• <i>Self Assessment of career based photography styles</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 WHERETO elements</i></p> <ul style="list-style-type: none"> <li>• Research career fields in commercial photography utilizing the Internet and search engines (A)</li> <li>• Summarize photographic career fields in a written report (M)</li> <li>• Analyze advertising fliers for content and layout (M)</li> <li>• Set-up and stage a product shot (A, M)</li> <li>• Create product photographs that highlight selling features (M, T)</li> <li>• Modify an image for exposure and contrast (M, T)</li> <li>• Manipulate a photograph to eliminate distracting elements (M, T)</li> <li>• Self assessment/peer critique of product photography (M)</li> <li>• Adapt/adjust design based on Self assessment/peer critique (M, T)</li> </ul>	