

PHOTOGRAPHY 2	
2013-2014	
Shaniqua Brown, sbrown@lrhsd.org , x Michele Cole, mcole@lrhsd.org , x Christian Hochenberger, chochenberger@lrhsd.org , x John Townsend, jtownsend@lrhsd.org , x	
Unit #4: Storytelling	
Stage 1 – Desired Results	
<p>Established Goals</p> <p>2009 NJCCC Standard(s), Strand(s)/CPI # (https://www13.state.nj.us/NJCCCS/)</p> <p>Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p>	<p>21st Century Themes (www.21stcenturyskills.org)</p> <p><input type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental 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 F: Critical Thinking, Problem Solving, and Decision-Making</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</p>	<p>21st Century Skills</p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input type="checkbox"/> Information Literacy</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications and</p>

<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 different visual elements [composition, props etc.] are used to evoke different moods, interpretations and responses. 	<p>Essential Questions:</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> How is a story's meaning made evident through visual expression? How does the photographer's use of visual elements affect a photograph? How can a single image have the same emotional impact as a multiple image essay?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> The types of shots needed for a successful photo essay. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> Interpret the meaning of a photograph based on visual elements.

<ul style="list-style-type: none"> • How the placement of compositional elements help to create narratives. • The critique process for interpreting the narrative of a photo essay. 	<ul style="list-style-type: none"> • Identify and anticipate the decisive moment to make a photograph. • Sequence images to tell a story. • Differentiate between taking a photograph and making a photograph.
Stage 2 – Assessment Evidence	
<p>Performance Tasks: <i>Each unit must have at least 1 Performance Task.</i></p> <p><i>Scenario:</i> You are a freelance photographer that has just been hired to photograph your local high school. Photographs must highlight the community culture and camaraderie of your school. You will develop a multiple image theme and present it to the school’s principal for approval before shooting. After completing the images, you will present and defend your sequenced series during a class critique.</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 on Dream Project [Multiple Images]</i> • <i>Self Assessment on a single storytelling image</i> 	

<p>Stage 3 – Learning Plan</p>	
<p>Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: <i>Consider the WHERE TO elements</i></p> <ul style="list-style-type: none"> ● Use the Internet to research the “Decisive Moment” (A) ● Research types of shots in a photo essay (Photojournalism, Sixth Edition: The Professionals' Approach) (A, M) ● Identify and explain the visual storytelling elements in a documentary image (A, M) ● Identify and explain the visual storytelling elements in a photojournalistic image (A, M) ● Organize images into a sequence that tells a story (A, M) ● Write an essay that verbally supports the visual elements in a documentary or photojournalistic sequence. (M, T) ● Use the Internet to research the history of photomontage (A) ● Dream project [single photo] (M) ● Dream project [montage of multiple photographs] (M) 	