Digital Photography I
9-12, Fine and Performing Arts

Developed By: Mr. Christopher Heintze & Mr. Vincent Vicchiariello
Effective Date: Fall 2022
Scope and Sequence

Unit One: Using a Digital Camera
Unit Two: Digital Editing
Unity Three: Seeing Like a Photographer

Month	Unit	Activities/Assessments
September	Unit 1: Using a Digital Camera Unit 2: Digital Editing Unit 3: The Art of Seeing	• Journal, Photographer Introductions • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Building connections, relationships, and class culture • Project Examples: Exposure scales, Elements and Principles, Perspective • Technology/Gear Introductions: Camera body, lenses, tripod, Lightroom principles, file organization
October	Unit 1: Using a Digital Camera Unit 2: Digital Editing Unit 3: The Art of Seeing	• Journal, Photographer Introductions • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Building connections, relationships, and class culture • Project Examples: White Balance and Color Harmonies, Spirit Photos, Light Painting • Technology/Gear Introductions: Lightroom organization, studio lighting
November	Unit 1: Using a Digital Camera Unit 2: Digital Editing Unit 3: The Art of Seeing	• Journal, Photographer Introductions • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Building connections, relationships, and class culture • Project Examples: Portraiture/Self-Portraiture, Abstract • Technology/Gear Introductions: Lightroom intermediate tools, lighting techniques, macro lens
December	Unit 1: Using a Digital Camera Unit 2: Digital Editing Unit 3: The Art of Seeing	• Journal, Photographer Introductions • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Building connections, relationships, and class culture • Project Examples: Minimalism, Juxtaposition • Technology/Gear Introductions: Lightroom advanced tools, lighting techniques, macro lens
January	Unit 1: Using a Digital Camera Unit 2: Digital Editing Unit 3: The Art of Seeing	• Journal, Photographer Introductions • Color Theory • Line, Value, Shape/Form, Color, Texture, Space

		• Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Building connections, relationships, and class culture • Project Examples: Dada Collage, Clone photos • Technology/Gear Introductions: Photoshop principles, file organization
February	Unit 1: Using a Digital Camera Unit 2: Digital Editing Unit 3: The Art of Seeing	• Journal, Photographer Introductions • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Building connections, relationships, and class culture • Project Examples: Dada Collage, Photo Restoration • Technology/Gear Introductions: Photoshop basics, file organization, scanners
March	Unit 1: Using a Digital Camera Unit 2: Digital Editing Unit 3: The Art of Seeing	• Journal, Photographer Introductions • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Building connections, relationships, and class culture • Project Examples: Clone Portraits, Time Travel • Technology/Gear Introductions: Photoshop principles
April	Unit 1: Using a Digital Camera Unit 2: Digital Editing Unit 3: The Art of Seeing	• Journal, Photographer Introductions • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Building connections, relationships, and class culture • Project Examples: Scale Portraits, Pop Art Portraits • Technology/Gear Introductions: Photoshop intermediate tools
May	Unit 1: Using a Digital Camera Unit 2: Digital Editing Unit 3: The Art of Seeing	• Journal, Photographer Introductions • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Building connections, relationships, and class culture • Project Examples: Pop Art Portraits • Technology/Gear Introductions: Photoshop intermediate tools
June	Unit 1: Using a Digital Camera Unit 2: Digital Editing Unit 3: The Art of Seeing	• Journal, Photographer Introductions • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Building connections, relationships, and class culture • Project Examples: Surrealism, Digital Portfolios • Technology/Gear Introductions: Photoshop intermediate tools

Unit 1		
Using a Digital Camera		
Summary and Rationale		
In this unit thus begins an exploration of digital imaging with a digital camera. It provides an introduction to the use of the digital camera as an artistic tool. Students will develop an understanding of effective techniques and tools when utilizing a digital camera. With the rapid growth of digital camera accessibility, students have new opportunities to explore virtually any subject with the aid of these devices. This hands-on unit allows students to examine the camera selection process and explore the features and operation of various digital cameras.		
Recommended Pacing		
Ongoing: Cumulative from September to June		
Standards		
1.5.12.Cr: CREATING: Conceiving and developing new artistic ideas and work.		
1.5.12.Cr.1	1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	Grade 12: Proficient	● 1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors. ● 1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
	Grade 12: Accomplished	● 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on a student's existing artwork. ● 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Proficient	● 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan. ● 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. ● 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
	Grade 12: Accomplished	● 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. ● 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. ● 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.

1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	● 1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
	Grade 12: Accomplished	● 1.5.12acc.Cr3a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	● 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
	Grade 12: Accomplished	● 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	● 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.
	Grade 12: Accomplished	● 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	● 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
	Grade 12: Accomplished	● 1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	● 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. ● 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
	Grade 12: Accomplished	● 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. ● 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	● 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
	Grade 12: Accomplished	● 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	● 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.
	Grade 12: Accomplished	● 1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	● 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
	Grade 12: Accomplished	● 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	● 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. ● 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
	Grade 12: Accomplished	● 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. ● 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
Interdisciplinary Connections		
English Language Arts (2016/CCSS)		
CCSS.ELA-LITERACY .SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
CCSS.ELA-LITERACY	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

Career Readiness, Life Literacies, and Key Skills (2020)

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Technology

8.1.12.CS.4:	Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
Photographers create photos in many ways (technique, medium) and for varying reasons (motivation, message, purpose). The process of creating can be more meaningful to the artist than the final product. Creating photography develops an appreciation of the world and inspires creative and innovative thought.	• What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do photographers follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
Photographers utilize the elements and principles of art to create successful photographs. Photographers make contributions to our culture and photography is intertwined with other disciplines.	What are the various materials, tools, and techniques of art and how do they influence the photographer's expressive ability? How can a student transfer skills learned in other media into the photographic process? How do photographers express their ideas? Should photographers always know what their work will look like in the end? How do the elements and principles guide the creation of photographs?

Anchor Standard: 3. Refining and completing products. (Creating)

Developing and building upon one's photography skills through repeated, hands-on, creative practice contributes to the improvement of skills and expression. During the creative process, students continually reflect and evaluate their artistic decisions.	What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How can the artistic process lead to unforeseen or unpredictable results? What does a photographer gain from going through the creative process?

Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)

Photography is a reflection of time, place, culture, and environment.	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)

A photographer must be willing to self-evaluate in order to improve.	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? What does the role of technology play in photography as an art form? How can a photographer better themselves as an artist?

Anchor Standard: 6. Conveying meaning through art. (Present/Produce)

Photography is a means of cross-cultural communication. A photographer's inspiration is a blend of experience and influences.	How does knowing about a photographer's life help in understanding their work?

Anchor Standard: 7. Perceiving and analyzing products. (Respond)

Developing one's observational skills correlates directly to the improvement of photography skills. Photographs elicit personal meaning and emotional response. Photographers often break with established traditions and beliefs to better express what they see and feel.	How does knowing the elements and principles impact our visual experience? What are some similarities that exist in all photographs?

Anchor Standard: 8. Interpreting intent and meaning. (Respond)

People gain insights into meanings of artworks by engaging in the process of art criticism.	What can we learn by looking at the work of established photographers?

While photography is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.	How can a viewer "read" a photograph? How do the elements and principles help communicate ideas?

Anchor Standard: 9. Applying criteria to evaluate products. (Respond)

People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? Can photography really be evaluated?

Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)

Photography develops an appreciation of the world and inspires creative and innovative thought. In expressing emotion/feeling/belief, an artist unites their understanding of the media with their life experience.	How does creating and performing in the arts differ from viewing the arts? How is the creative process applicable to other aspects of one's life? In what ways can photographers distinguish their artwork from other photographers' work?

Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)

Images are often a more effective communicator than words.	How do a photographer's experiences affect their creative process?

Evidence of Learning (Assessments)

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Critiques

Objectives (SLO)

Students will know:
- Differences and impacts of non destructive and destructive editing.
- Various formats and file extensions offered and utilized in Lightroom and Photoshop and their uses in various applications.
- The pixel based system, image quality, and resolution.
- The interface of Lightroom and Photoshop including the palette dock, tool menu and options bar.

Students will be able to:
- Utilize the history, color, layers, character and adjustment palettes.
- Utilize the selection, brush, and editing tools as a means of manipulation and creation of digital imagery.
- Create, select, modify and arrange objects.
- Use fills, strokes, gradients, colors and patterns within a piece of artwork.
- Utilize layers to create compositions by creating/deleting, stacking, arranging, hiding, grouping, manipulating, blending and transparency modes of multiple layers.

- The basic tools and menus within Lightroom and Photoshop.
- Key terms: layers, hardness (in reference to brushes), type tools, tolerance, contrast, color balance, white balance, layer mask, adjustment layer, contact sheet, clipping mask/path, photomerge.

- Utilize layer masks and transformation tools.
- Use general layout tools as a means to aid their composition such as ruler and grid.
- Manipulate the following adjustment layers as a means for editing imagery: Hue/Saturation, Color Balance, Levels, Black and White, Vibrance, Photo Filter, and Solid Color
- Evaluate a photograph for retouching possibilities/necessity and employ the use of varying retouching/restoration tools to solve issues.
- Use transformation tools as a means to alter the shapes and sizes of imagery.
- Utilize the appropriate filters and filter combinations to enhance imagery.
- Download and install brushes, fonts, custom shapes, patterns, etc.
- Create a contact sheet.
- Analyze the changing nature of their work over a period of time and use this knowledge as the basis for continued growth.
- Utilize the type tool and its accompanying palette
- Use the computer's tools to achieve a clean professional product.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):
- Daniel Gordon, Lucas Blalock, Steve McCurry, Cindy Sherman, Alex Prager, Jerry Uselmann.

Resources (websites, books, videos):
- Canon Camera Simulator: http://www.canonoutsideofauto.ca/play/

Technology Tools:
- Chromebooks
- LCD Projector
- Macbooks
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:
- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format

- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:
- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:
- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ☐ CRP1: Act as a responsible and contributing citizen and employee
- ☐ CRP3: Attend to personal health and financial well-being.
- ☐ CRP4: Communicate clearly and effectively and with reason.
- ☐ CRP5: Consider the environmental, social and economic impacts of decisions.

- ☐ CRP6: Demonstrate creativity and innovation.
- ☐ CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9: Model integrity, ethical leadership and effective management.
- ☐ CRP11: Use technology to enhance productivity.
- ☐ CRP12: Work productively in teams while using cultural global competence.

Unit 2
Digital Editing
Summary and Rationale
The computer is playing a larger part in every facet of life, including the visual arts. Students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. These skills will enable students to develop portfolios that will be competitive for entrance requirements and scholarships, and be transferable to other academic disciplines, college programs, employment opportunities, and the life of the larger community. Successful completion of this course will allow students to not only do basic/advanced photo editing in Lightroom, but also use Photoshop as an image manipulation tool.
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Ongoing: Cumulative from September to June
Standards
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		or space design that transforms the perception and experience of a particular place.
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Interdisciplinary Connections		

English Language Arts (2016/CCSS)

RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Technology

8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
8.1.12.CS.2	Model interactions between application software, system software, and hardware.
8.1.12.CS.3	Compare the functions of application software, system software, and hardware

Instructional Focus

Enduring Understandings:	**Essential Questions:**

Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)

Photographers create photos in many ways (technique, medium) and for varying reasons (motivation, message, purpose). The process of creating can be more meaningful to the artist than the final product. Creating photography develops an appreciation of the world and inspires creative and innovative thought.	• What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do photographers follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations?

Anchor Standard 2: Organizing and developing ideas. (Creating)

Photographers utilize the elements and principles of art to create successful photographs. Photographers make contributions to our culture and photography is intertwined with other disciplines.	What are the various materials, tools, and techniques of art and how do they influence the photographer's expressive ability? How can a student transfer skills learned in other media into the photographic process? How do photographers express their ideas? Should photographers always know what their work will look like in the end? How do the elements and principles guide the creation of photographs?

Anchor Standard: 3. Refining and completing products. (Creating)	
Developing and building upon one's photography skills through repeated, hands-on, creative practice contributes to the improvement of skills and expression. During the creative process, students continually reflect and evaluate their artistic decisions.	What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How can the artistic process lead to unforeseen or unpredictable results? What does a photographer gain from going through the creative process?

Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)	
Photography is a reflection of time, place, culture, and environment.	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
A photographer must be willing to self-evaluate in order to improve.	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? What does the role of technology play in photography as an art form? How can a photographer better themselves as an artist?

Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
Photography is a means of cross-cultural communication. A photographer's inspiration is a blend of experience and influences.	How does knowing about a photographer's life help in understanding their work?

Anchor Standard: 7. Perceiving and analyzing products. (Respond)	
Developing one's observational skills correlates directly to the improvement of photography skills. Photographs elicit personal meaning and emotional response. Photographers often break with established traditions and beliefs to better express what they see and feel.	How does knowing the elements and principles impact our visual experience? What are some similarities that exist in all photographs?

Anchor Standard: 8. Interpreting intent and meaning. (Respond)	

People gain insights into meanings of artworks by engaging in the process of art criticism. While photography is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.	What can we learn by looking at the work of established photographers? How can a viewer "read" a photograph? How do the elements and principles help communicate ideas?

Anchor Standard: 9. Applying criteria to evaluate products. (Respond)

People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? Can photography really be evaluated?

Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)

Photography develops an appreciation of the world and inspires creative and innovative thought. In expressing emotion/feeling/belief, an artist unites their understanding of the media with their life experience.	How does creating and performing in the arts differ from viewing the arts? How is the creative process applicable to other aspects of one's life? In what ways can photographers distinguish their artwork from other photographers' work?

Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)

Images are often a more effective communicator than words.	How do a photographer's experiences affect their creative process?

Evidence of Learning (Assessments)

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Critiques

Objectives (SLO)

Students will know:	Students will be able to:
● Differences and impacts of non destructive and destructive editing. ● Various formats and file extensions offered and utilized in Lightroom and Photoshop and their uses in various applications. ● The pixel based system, image quality, and resolution.	● Seamlessly utilize the history, color, layers, character and adjustment palettes. ● Utilize the selection, brush, and editing tools as a means of manipulation and creation of digital imagery. ● Create, select, modify and arrange objects. ● Use fills, strokes, gradients, colors and patterns within a piece of artwork.

- The interface of Lightroom and Photoshop including the palette dock, tool menu and options bar.
- The basic tools and menus within Lightroom and Photoshop.
- Key terms: layers, hardness (in reference to brushes), type tools, tolerance, contrast, color balance, white balance, layer mask, adjustment layer, contact sheet, clipping mask/path, photomerge.

- Utilize layers to create compositions by creating/deleting, stacking, arranging, hiding, grouping, manipulating, blending and transparency modes of multiple layers.
- Utilize layer masks and transformation tools.
- General layout tools as a means to aid their composition such as ruler and grid.
- Manipulate the following adjustment layers as a means for editing imagery: Hue/Saturation, Color Balance, Levels, Black and White, Vibrance, Photo Filter, and Solid Color
- Evaluate a photograph for retouching possibilities/necessity and employ the use of varying retouching/restoration tools to solve issues.
- Effectively use transformation tools as a means to alter the shapes and sizes of imagery.
- Appropriately utilize filters and filter combinations to enhance imagery.
- Download and install brushes, fonts, custom shapes, patterns, etc.
- Create a contact sheet.
- Analyze the changing nature of their work over a period of time and use this knowledge as the basis for continued growth.
- Utilize the type tool and its accompanying palette
- Use the computer's tools to achieve a clean professional product.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):
- Daniel Gordon, Lucas Blalock, Steve McCurry, Cindy Sherman, Alex Prager, Jerry Uselmann.

Resources (websites, books, videos):
- Adobe Lightroom Resources: https://helpx.adobe.com/lightroom-cc/tutorials.html
- Adobe Photoshop Resources: https://helpx.adobe.com/photoshop/tutorials.html

Technology Tools:
- Chromebooks
- LCD Projector
- Macbooks
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:
- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:
- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ☐ CRP1: Act as a responsible and contributing citizen and employee
- ☐ CRP3: Attend to personal health and financial well-being.
- ☐ CRP4: Communicate clearly and effectively and with reason.
- ☐ CRP5: Consider the environmental, social and economic impacts of decisions.
- ☐ CRP6: Demonstrate creativity and innovation.
- ☐ CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9: Model integrity, ethical leadership and effective management.
- ☐ CRP11: Use technology to enhance productivity.
- ☐ CRP12: Work productively in teams while using cultural global competence.

Unit 3

The Art of Seeing

Summary and Rationale

Photography, as a nonverbal language, allows students to increase their visual perception and provides a medium for creative expression. Through diverse experiences, students will learn to understand the artistic qualities of the photographic medium while acquiring the techniques for utilizing photography in a variety of expressive purposes. In producing their own works and by studying the photographs of others, students will develop a base for making informed aesthetic judgments. Students will learn the importance of framing the photograph in terms of balance, contrast, pattern, color, texture, unity, focal point. Integrated throughout the course are career preparation standards which include, communication, interpersonal skills, problem solving, and technology/employment literacy.

Recommended Pacing

Ongoing: Cumulative from September to June

Standards

1.5.12.Cr: CREATING: Conceiving and developing new artistic ideas and work.

1.5.12.Cr.1	1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	Grade 12: Proficient	● 1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors. ● 1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
	Grade 12: Accomplished	● 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on a student's existing artwork. ● 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Proficient	● 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan. ● 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. ● 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
	Grade 12: Accomplished	● 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

		● 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. ● 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	● 1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
	Grade 12: Accomplished	● 1.5.12acc.Cr3a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	● 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
	Grade 12: Accomplished	● 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	● 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.
	Grade 12: Accomplished	● 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	● 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
	Grade 12: Accomplished	● 1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	● 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. ● 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.

	Grade 12: Accomplished	● 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. ● 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	● 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
	Grade 12: Accomplished	● 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	● 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.
	Grade 12: Accomplished	● 1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	● 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
	Grade 12: Accomplished	● 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	● 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. ● 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
	Grade 12: Accomplished	● 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. ● 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
Interdisciplinary Connections		
English Language Arts (2016/CCSS)		
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills (2020)

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology

8.1.12.CS.4	Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Instructional Focus

Enduring Understandings:	Essential Questions:

Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)

Photographers create photos in many ways (technique, medium) and for varying reasons (motivation, message, purpose). The process of creating can be more meaningful to the artist than the final product. Creating photography develops an appreciation of the world and inspires creative and innovative thought.	• What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do photographers follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations?

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Photographers utilize the elements and principles of art to create successful photographs. Photographers make contributions to our culture and photography is intertwined with other disciplines.	What are the various materials, tools, and techniques of art and how do they influence the photographer's expressive ability? How can a student transfer skills learned in other media into the photographic process? How do photographers express their ideas? Should photographers always know what their work will look like in the end? How do the elements and principles guide the creation of photographs?

Anchor Standard: 3. Refining and completing products. (Creating)

Developing and building upon one's photography skills through repeated, hands-on, creative practice contributes to the improvement of skills and expression. During the creative process, students continually reflect and evaluate their artistic decisions.	What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How can the artistic process lead to unforeseen or unpredictable results? What does a photographer gain from going through the creative process?

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Photography is a reflection of time, place, culture, and environment.	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

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A photographer must be willing to self-evaluate in order to improve.	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? What does the role of technology play in photography as an art form? How can a photographer better themselves as an artist?

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Photography is a means of cross-cultural communication. A photographer's inspiration is a blend of experience and influences.	How does knowing about a photographer's life help in understanding their work?

Anchor Standard: 7. Perceiving and analyzing products. (Respond)

Developing one's observational skills correlates directly to the improvement of photography skills. Photographs elicit personal meaning and emotional response. Photographers often break with established traditions and beliefs to better express what they see and feel.	How does knowing the elements and principles impact our visual experience? What are some similarities that exist in all photographs?

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Images are often a more effective communicator than words.	How do a photographer's experiences affect their creative process?

Evidence of Learning (Assessments)

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- Student Reflections (journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Critiques

Objectives (SLO)

Students will know:	Students will be able to:
- How a fine arts course is important to the development of their critical thinking skills in order for them to fully embrace and get the most out of their photography course. - What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design) - The elements/principles of art and design and their relationship to composition and successful photographs	- Create a series of images demonstrating a variety of compositions, developing a broad repertoire of techniques - Self analyze and self-edit a body of work to choose the most successful images - Participate in guided question and answer sessions, group and private discussions show an understanding of the purpose of the photo unit lesson(s) and their key terms and concepts.

- The basics of composition including vantage point, rule of thirds, framing, cropping, and balance.
- Highlights, mid tones, shadows and how it relates to contrast.
- Basics of photo editing in Lightroom and Photoshop.
- The tools Levels, Color Balance, Crop Tool, and Paint brush for post production work.
- Non-destructive editing with the use of adjustment layers
- The uses of Photoshop's retouching tools: patch tool, spot healing brush tool, clone stamp.
- The creative benefits and ethical drawbacks of digital photo manipulation to begin to make concrete personal decisions about digital manipulation.
- How to use a scanner to properly scan a photograph
- Hand tinting techniques for black and white photographs
- What a reflector is and some everyday items used to light a scenario.

- Distinguish the qualities that make a good photograph therefore be able to critique their own work as well as others
- Demonstrate using Lightroom as a "digital darkroom" to edit photographs in post production in order to present the most successful image possible
- Manipulate contrast and white balance within an image using color balance features and levels to edit their photographs successfully.
- Create a portfolio of images demonstrating their compositional techniques, use of elements and principles, and proper editing.
- Recognize damage to be fixed in a photograph, problem solve how to fix them and then execute the fixes.
- Explore non conventional ways of taking photographs in order to create art that is non-figurative, non-objective and non-representational
- Use a visual language of form, color and line to create compositions which indicate a departure from reality in depiction of imagery in art.
- Explore portraiture in non-conventional ways to expand students' ability to have an open, inquiring mind.
- Explore photography as a narrative tool.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):
- Stephen Shore, Gregory Crewdson, Edward Burtnsky, Vivian Maier, William Eggleston, Barbara Kasten

Resources (websites, books, videos):
- Principles of Photography: https://www.jdinstitute.edu.in/principles-of-photography/

Technology Tools:
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- LCD Projector
- Macbooks
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

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