



## Digital Photography II

### 10-12, Fine & Performing Arts

**Developed By:** Mr. Christopher Heintze & Mr. Vincent Vicchiariello

**Effective Date:** Fall 2022

**Scope and Sequence**

[Unit One:](#) Using Advanced Camera Settings

[Unit Two:](#) Advanced Photoshop Skills

[Unit Three:](#) Portfolio Building

Month	Unit	Activities/Assessments
September	Unit 1: Using Advanced Camera Settings Unit 2: Advanced Photoshop Skills	<ul style="list-style-type: none"> <li>• Journal, Photographer Introductions</li> <li>• Color Theory</li> <li>• Line, Value, Shape/Form, Color, Texture, Space</li> <li>• Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast</li> <li>• Art History &amp; Criticism</li> <li>• Building connections, relationships, and class culture</li> <li>• Project Examples: The Decisive Moment, Environmental Portraiture</li> <li>• Technology/Gear Introductions: Advanced Lightroom skills</li> </ul>
October	Unit 1: Using Advanced Camera Settings Unit 2: Advanced Photoshop Skills	<ul style="list-style-type: none"> <li>• Journal, Photographer Introductions</li> <li>• Color Theory</li> <li>• Line, Value, Shape/Form, Color, Texture, Space</li> <li>• Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast</li> <li>• Art History &amp; Criticism</li> <li>• Building connections, relationships, and class culture</li> <li>• Project Examples: Emotions in Portraits, Floating Portraits</li> <li>• Technology/Gear Introductions: Advanced Lightroom &amp; Photoshop skills</li> </ul>
November	Unit 1: Using Advanced Camera Settings Unit 2: Advanced Photoshop Skills	<ul style="list-style-type: none"> <li>• Journal, Photographer Introductions</li> <li>• Color Theory</li> <li>• Line, Value, Shape/Form, Color, Texture, Space</li> <li>• Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast</li> <li>• Art History &amp; Criticism</li> <li>• Building connections, relationships, and class culture</li> <li>• Project Examples: Magazine Cover Recreations, Iconic Images</li> <li>• Technology/Gear Introductions: Advanced Lightroom &amp; Photoshop skills, advanced studio lighting</li> </ul>
December	Unit 1: Using Advanced Camera Settings Unit 2: Advanced Photoshop Skills	<ul style="list-style-type: none"> <li>• Journal, Photographer Introductions</li> <li>• Color Theory</li> <li>• Line, Value, Shape/Form, Color, Texture, Space</li> <li>• Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast</li> <li>• Art History &amp; Criticism</li> <li>• Building connections, relationships, and class culture</li> <li>• Project Examples: Food Photography, Commercial Images</li> <li>• Technology/Gear Introductions: Advanced Lightroom &amp; Photoshop skills, advanced studio lighting, food styling</li> </ul>
January	Unit 1: Using Advanced Camera Settings Unit 2: Advanced Photoshop Skills Unit 3: Portfolio Building	<ul style="list-style-type: none"> <li>• Journal, Photographer Introductions</li> <li>• Color Theory</li> <li>• Line, Value, Shape/Form, Color, Texture, Space</li> <li>• Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast</li> </ul>

		<ul style="list-style-type: none"> <li>• Art History &amp; Criticism</li> <li>• Building connections, relationships, and class culture</li> <li>• Project Examples: Long Term Project, Forced Perspective</li> <li>• Technology/Gear Introductions: Advanced Lightroom &amp; Photoshop skills, advanced studio lighting</li> </ul>
February	Unit 1: Using Advanced Camera Settings Unit 2: Advanced Photoshop Skills Unit 3: Portfolio Building	<ul style="list-style-type: none"> <li>• Journal, Photographer Introductions</li> <li>• Color Theory</li> <li>• Line, Value, Shape/Form, Color, Texture, Space</li> <li>• Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast</li> <li>• Art History &amp; Criticism</li> <li>• Building connections, relationships, and class culture</li> <li>• Project Examples: Long Term Project, Joiners</li> <li>• Technology/Gear Introductions: Advanced Lightroom &amp; Photoshop skills</li> </ul>
March	Unit 1: Using Advanced Camera Settings Unit 2: Advanced Photoshop Skills Unit 3: Portfolio Building	<ul style="list-style-type: none"> <li>• Journal, Photographer Introductions</li> <li>• Color Theory</li> <li>• Line, Value, Shape/Form, Color, Texture, Space</li> <li>• Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast</li> <li>• Art History &amp; Criticism</li> <li>• Building connections, relationships, and class culture</li> <li>• Project Examples: Long Term Project, Documentary Photography</li> <li>• Technology/Gear Introductions: Advanced Lightroom &amp; Photoshop skills</li> </ul>
April	Unit 1: Using Advanced Camera Settings Unit 2: Advanced Photoshop Skills Unit 3: Portfolio Building	<ul style="list-style-type: none"> <li>• Journal, Photographer Introductions</li> <li>• Color Theory</li> <li>• Line, Value, Shape/Form, Color, Texture, Space</li> <li>• Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast</li> <li>• Art History &amp; Criticism</li> <li>• Building connections, relationships, and class culture</li> <li>• Project Examples: Long Term Project, Double Exposure</li> <li>• Technology/Gear Introductions: Advanced Lightroom &amp; Photoshop skills</li> </ul>
May	Unit 1: Using Advanced Camera Settings Unit 2: Advanced Photoshop Skills Unit 3: Portfolio Building	<ul style="list-style-type: none"> <li>• Journal, Photographer Introductions</li> <li>• Color Theory</li> <li>• Line, Value, Shape/Form, Color, Texture, Space</li> <li>• Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast</li> <li>• Art History &amp; Criticism</li> <li>• Building connections, relationships, and class culture</li> <li>• Project Examples: Long Term Project, Still Life</li> <li>• Technology/Gear Introductions: Advanced Lightroom &amp; Photoshop skills</li> </ul>
June	Unit 1: Using Advanced Camera Settings Unit 2: Advanced Photoshop Skills Unit 3: Portfolio Building	<ul style="list-style-type: none"> <li>• Journal, Photographer Introductions</li> <li>• Color Theory</li> <li>• Line, Value, Shape/Form, Color, Texture, Space</li> <li>• Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast</li> <li>• Art History &amp; Criticism</li> <li>• Building connections, relationships, and class culture</li> <li>• Project Examples: Long Term Project, Final Portfolios</li> <li>• Technology/Gear Introductions: Advanced Lightroom &amp; Photoshop skills</li> </ul>

## Unit 1

### Using Advanced Camera Settings

#### Summary and Rationale

This unit will allow students to have a deeper exploration of digital photography techniques, exploring the world of “manual” controls. Concepts of lighting, color, composition and design will be applied to such fields as portraiture, motion, macro, black & white, landscape/cityscape, etc.. Students will learn to adjust the shutter speed, aperture, ISO, exposure, white balance, etc. options to create visually unique compositions.

Students will develop visual literacy skills in terms of looking at, reflecting upon and critiquing their own photography, the photography of their peers as well as that of well-known photographers. The critique will also include writing about the photographic process and explaining the concepts to others.

#### 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:  
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.

Grade 12:  
Advanced

- 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.
- 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

1.5.12.Cr.2

1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.

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.

	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</li> <li>1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</li> </ul>
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> </ul>
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: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> </ul>
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: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.</li> </ul>
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.</li> </ul>
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: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</li> <li>1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas,</li> </ul>

		feelings, and behaviors of specific audiences.
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life.</li> <li>1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.</li> </ul>
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</li> </ul>
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.</li> </ul>
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: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul>
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: Accomplished	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.</li> </ul>
Interdisciplinary Connections		
<b>English Language Arts (2016/CCSS)</b>		

CCSS.ELA-LITERACYS L.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.
<b>Career Readiness, Life Literacies, and Key Skills (2020)</b>	
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.).
<b>Technology</b>	
8.1.12.CS.4	Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<b>Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)</b>	
<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.</p> <p>Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration</p>	<ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• What factors prevent or encourage people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>• Why do artists follow or break from established traditions?</li> <li>• How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</li> <li>• How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?</li> </ul>
<b>Anchor Standard 2: Organizing and developing ideas. (Creating)</b>	
<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How do artists and designers care for and maintain materials, tools, and equipment?</p>

	<p>Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</p> <p>What responsibilities come with the freedom to create?</p> <p>How do objects, places, and design shape lives and communities?</p> <p>How do artists and designers determine goals for designing or redesigning objects, places, or systems?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p>
<b>Anchor Standard: 3.</b> Refining and completing products. (Creating)	
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<p>What role does persistence play in revising, refining, and developing work?</p> <p>How do artists grow and become accomplished in art forms?</p> <p>How does collaboratively reflecting on a work help us experience it more completely?</p>
<b>Anchor Standard: 4.</b> Selecting, analyzing and interpreting work. (Present/Produce)	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	<p>How are artworks cared for and by whom?</p> <p>What criteria, methods, and processes are used to select work for preservation or presentation?</p> <p>Why do people value objects, artifacts, and artworks, and select them for presentation?</p>
<b>Anchor Standard: 5.</b> Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	<p>What methods and processes are considered when preparing artwork for presentation or preservation?</p> <p>How does refining artwork affect its meaning to the viewer?</p> <p>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>
<b>Anchor Standard: 6.</b> Conveying meaning through art. (Present/Produce)	
Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	<p>What is an art museum?</p> <p>How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</p> <p>How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>
<b>Anchor Standard: 7.</b> Perceiving and analyzing products. (Respond)	
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	<p>How do life experiences influence the way you relate to art?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p> <p>What is visual art?</p> <p>Where and how do we encounter visual arts in our world?</p> <p>How do visual arts influence our views of the world?</p>

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

People gain insights into meanings of artworks by engaging in the process of art criticism.

What is the value of engaging in the process of art criticism?  
How can the viewer "read" a work of art as text?  
How does knowing and using visual art vocabulary help us understand and interpret works of art?

**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?

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

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

How does engaging in creating art enrich people's lives?  
How does making art attune people to their surroundings?  
How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

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

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.  
Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others.

How does art help us understand the lives of people of different times, places, and cultures?  
How is art used to impact the views of a society?  
How does art preserve aspects of life?

**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:

- The history of a photographic theme and the aesthetics involved in creating quality photographs.
- The works of established photographers within those themes.
- How to use various photo techniques to achieve certain styles, feelings, moods and effects.
- How to critique a photograph
- What constitutes good composition (thoughtful choice and placement of the elements and principles of design)
- How to manipulate the advanced features of a digital camera to take different styles of photographs including the use of aperture, shutter speed, exposure, white balance, ISO, etc.
- How to manipulate light to achieve different effects
- How to appreciate photography and the value of their own work as well as works by others.

Students will be able to:

- Describe both technically and aesthetically the strengths and weaknesses in a photographic work
- Give and receive criticism and use this information to either change direction or proceed with her/his work
- Develop personal visual interests and use these to produce a photographic series for publication
- Create one or more photos, demonstrating understanding of concepts and techniques.
- Discuss photos of established photographers, their own, and that of their classmates in terms of camera technique and composition.
- Manipulate digital camera settings to affect the aperture, shutter speed, exposure, etc. and create certain photographic techniques/ themes.
- Use and manipulate a variety of lighting setups to experiment with lighting techniques.
- Demonstrate knowledge and understanding of light; as it relates to the field of photography including natural and studio lighting describe a typical career path of a photographer and the necessary skills related to that career.

### Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Arnold Siskind, Richard Avedon, Annie Lebovitz, Dorothea Lange

Resources (websites, books, videos):

- Photozy

Technology Tools:

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

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

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

MLL - 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
- CRP2: Apply appropriate academic and technical skills.
- 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.
- CRP7: Employ valid and reliable research strategies
- 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

### Advanced Photoshop Skills

#### Summary and Rationale

Adobe Photoshop is the industry standard in photo editing and manipulation. In this unit, students will use advanced image correction, modification and editing techniques to create photographic images and produce photographic prints as well as content for the web. Advanced editing techniques will be applied to such fields as surrealism, portraiture, photojournalism and visual effects to give students complete creative control when editing photos.

This unit will focus on digital communication tools and techniques used to solve real world problems in communication and information technology.

#### 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:  
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.

Grade 12:  
Advanced

- 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.
- 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

1.5.12.Cr.2

1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.

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.

Grade 12:  
Advanced

- 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment

		<p>in the creation and circulation of creative work.</p> <ul style="list-style-type: none"> <li>1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</li> </ul>
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> </ul>
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: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> </ul>
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: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.</li> </ul>
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.</li> </ul>
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: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</li> <li>1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life.</li> </ul>

		<ul style="list-style-type: none"> <li>1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.</li> </ul>
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</li> </ul>
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.</li> </ul>
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: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul>
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: Accomplished	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.</li> </ul>
Interdisciplinary Connections		
<b>English Language Arts (2016/CCSS)</b>		
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.
CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Career Readiness, Life Literacies, and Key Skills (2020)</b>	
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.).
<b>Technology</b>	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.1.12.IC.2	Test and refine computational artifacts to reduce bias and equity deficits.
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.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<b>Anchor Standard:</b> 1. Generating and conceptualizing ideas. (Creating)	
<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>One’s feelings, thoughts, personal traits, strengths and challenges influence the creative process.</p> <p>Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration</p>	<ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• What factors prevent or encourage people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>• Why do artists follow or break from established traditions?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</li> <li>• How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?</li> </ul>
<b>Anchor Standard 2:</b> Organizing and developing ideas. (Creating)	
<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How do artists and designers care for and maintain materials, tools, and equipment?</p> <p>Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</p> <p>What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities?</p> <p>How do artists and designers determine goals for designing or redesigning objects, places, or systems?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p>
<b>Anchor Standard: 3.</b> Refining and completing products. (Creating)	
<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<p>What role does persistence play in revising, refining, and developing work?</p> <p>How do artists grow and become accomplished in art forms?</p> <p>How does collaboratively reflecting on a work help us experience it more completely?</p>
<b>Anchor Standard: 4.</b> Selecting, analyzing and interpreting work. (Present/Produce)	
<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p>	<p>How are artworks cared for and by whom?</p> <p>What criteria, methods, and processes are used to select work for preservation or presentation?</p> <p>Why do people value objects, artifacts, and artworks, and select them for presentation?</p>
<b>Anchor Standard: 5.</b> Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
<p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p>	<p>What methods and processes are considered when preparing artwork for presentation or preservation?</p> <p>How does refining artwork affect its meaning to the viewer?</p> <p>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>
<b>Anchor Standard: 6.</b> Conveying meaning through art. (Present/Produce)	



<p>Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p>	<p>What is an art museum?          How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?          How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>
<p><b>Anchor Standard: 7.</b> Perceiving and analyzing products. (Respond)</p>	
<p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p>	<p>How do life experiences influence the way you relate to art?          How does learning about art impact how we perceive the world?          What can we learn from our responses to art?          What is visual art?          Where and how do we encounter visual arts in our world?          How do visual arts influence our views of the world?</p>
<p><b>Anchor Standard: 8.</b> Interpreting intent and meaning. (Respond)</p>	
<p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>What is the value of engaging in the process of art criticism?          How can the viewer "read" a work of art as text?          How does knowing and using visual art vocabulary help us understand and interpret works of art?</p>
<p><b>Anchor Standard: 9.</b> Applying criteria to evaluate products. (Respond)</p>	
<p>People evaluate art based on various criteria.</p>	<p>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?</p>
<p><b>Anchor Standard: 10.</b> Synthesizing and relating knowledge and personal experiences to create products. (Connect)</p>	
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>How does engaging in creating art enrich people's lives?          How does making art attune people to their surroundings?          How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p>
<p><b>Anchor Standard: 11.</b> Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)</p>	
<p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.          Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others.</p>	<p>How does art help us understand the lives of people of different times, places, and cultures?          How is art used to impact the views of a society?          How does art preserve aspects of life?</p>
<p><b>Evidence of Learning (Assessments)</b></p>	
<ul style="list-style-type: none"> <li>● Classroom Observations and Questioning</li> <li>● Teacher Observation of participation, sketches, planning, and research</li> <li>● Student Reflections (journal, written artist statements)</li> </ul>	

- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Critiques

## Objectives (SLO)

Students will know:

- How to use photo editing software to improve the overall appearance of an image.
- How to create the photographic techniques of famous photographers.
- How to use advanced Photoshop tools to create interesting composites and montages.
- How to solve problems in photography using software manipulations.
- How to create an original composition using multiple images.
- How to create a story that can be conveyed in picture.
- To combine a knowledge of Photoshop tools in order to create a theme related project.

Students will be able to:

- Recognize possible careers for skilled Photoshop editors.
- Develop skills to integrate artwork, images and text into one document using Photoshop.
- Use Photoshop to experiment with different image effects.
- Create composites/montages by combining images and editing those images in Photoshop.
- Manipulate a series of photographs to create a body of work.
- Use advanced features of Photoshop including, but not limited to: smart objects, filters, automation, and layer styles to create a pleasing photographic composite.
- Incorporate the elements and principles of design in an original portfolio.
- Extract specific elements out of a photograph.
- Use technology to edit and format photographs.
- Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- Take a series of photographs and use composition guidelines to select appropriate images to convey your message.
- Develop a professional portfolio for post-secondary requirements and career possibilities.
- Develop a written and oral report about the work of a significant photographer with parallel interests to those of the student.
- Analyze the changing nature of his/her work over a period of time and use this knowledge as the basis for continued growth.
- Give and receive criticism and to use this information to either change direction or proceed with her/his work.
- Discuss photos of established photographers, their own, and that of their classmates in terms of, technique, motivation, influences, etc.
- Develop personal visual interests and use these to produce a photographic series.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Daniel Gordon, Lucas Blalock, Steve McCurry, Tom Medvedich, Peter McKinnon, Jerry Useimann.

Resources (websites, books, videos):

- Adobe Photoshop Resources: <https://helpx.adobe.com/photoshop/tutorials.html>
- Phlearn

Technology Tools:

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

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

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

MLL - 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
- CRP2: Apply appropriate academic and technical skills.
- 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.
- CRP7: Employ valid and reliable research strategies
- 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

### Portfolio Building

#### Summary and Rationale

This unit allows for students to have more equity in their learning opportunities. As the ultimate unit of digital photography, students are prompted to create bodies of work based on a specific theme or subject. Students will learn new, advanced techniques & skills. Emphasis is placed on developing personal voice through their work, revisiting & revising concepts in multiple assignments, pushing the boundaries on themes, approaches, and choice, and developing cohesive narrative/ sequential imagery.

Students will research artists working within the area of the given prompt. Students will develop proposals, timelines, and images based on the prompted theme or subject, based on their research and personal vision for their work. At the conclusion of each body of work students will present their series and participate in a group critique.

#### Recommended Pacing

Ongoing: Cumulative from January 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:  
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.

Grade 12:  
Advanced

- 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.
- 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

1.5.12.Cr.2

1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.

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.

	Grade 12: Advanced	<ul style="list-style-type: none"> <li>● 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>● 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</li> <li>● 1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</li> </ul>
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	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
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	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>● 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.</li> </ul>
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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: Accomplished	<ul style="list-style-type: none"> <li>● 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>● 1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.</li> </ul>
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>● 1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>● 1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.</li> </ul>
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: Accomplished	<ul style="list-style-type: none"> <li>● 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</li> <li>● 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas,</li> </ul>

		feelings, and behaviors of specific audiences.
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life.</li> <li>1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.</li> </ul>
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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: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul>
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: Accomplished	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.</li> </ul>
Interdisciplinary Connections		
<b>English Language Arts (2016/CCSS)</b>		

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.S L.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.S L.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.S L.9-10.6	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.
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**Instructional Focus**

**Enduring Understandings:**

**Essential Questions:**

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

<p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration</p>	<p>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 artists follow or break from established traditions?          How do artists determine what resources and criteria are needed to formulate artistic investigations?          How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p>
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	How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?
<b>Anchor Standard 2:</b> Organizing and developing ideas. (Creating)	
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
<b>Anchor Standard: 3.</b> Refining and completing products. (Creating)	
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	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?
<b>Anchor Standard: 4.</b> Selecting, analyzing and interpreting work. (Present/Produce)	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	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?
<b>Anchor Standard: 5.</b> Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	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?
<b>Anchor Standard: 6.</b> Conveying meaning through art. (Present/Produce)	
Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

<b>Anchor Standard: 7.</b> Perceiving and analyzing products. (Respond)	
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
<b>Anchor Standard: 8.</b> Interpreting intent and meaning. (Respond)	
People gain insights into meanings of artworks by engaging in the process of art criticism.	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
<b>Anchor Standard: 9.</b> 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?
<b>Anchor Standard: 10.</b> Synthesizing and relating knowledge and personal experiences to create products. (Connect)	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
<b>Anchor Standard: 11.</b> Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)	
People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
<b>Evidence of Learning (Assessments)</b>	
<ul style="list-style-type: none"> <li>● Classroom Observations and Questioning</li> <li>● Teacher Observation of participation, sketches, planning, and research</li> <li>● Student Reflections (journal, written artist statements)</li> <li>● Final Projects (rubric)</li> <li>● Student Portfolios</li> <li>● Performance Evaluations</li> <li>● Pre and post assessments</li> <li>● Self-evaluations (rubric)</li> </ul>	

- Critiques

## Objectives (SLO)

### Students will know:

- The elements/principles of art and design and their relationship to composition and successful photographs.
- The procedure for pitching a photography proposal and time frame.
- The importance of culling images to fit an artistic vision.
- How to present different types of image series.
- The use of editing as a means of meeting artistic goals.

### Students will be able to:

- Self analyze and self-edit a body of work to choose the most successful images.
- Distinguish the qualities that make a good photograph therefore be able to critique their own work as well as others
- Create a portfolio of images demonstrating their proposed theme/subject in their own style.
- Explore non conventional ways of taking photographs in order to create art that represents their goals as photographers.
- Students will explore photography as a narrative tool.

## Suggested Resources/Technology Tools

### Art history/Artist/Artwork Connections (suggested):

- Carrie Mae Weems, Sophia Calle, Gregory Crewdson, August Sander, Joel Meyerowitz

### Resources (websites, books, videos):

- Adobe Portfolio Resources: <https://portfolio.adobe.com/resources>

### Technology Tools:

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

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

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

MLL - 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
- CRP2: Apply appropriate academic and technical skills.
- 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.
- CRP7: Employ valid and reliable research strategies
- 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.

