



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

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### **Curriculum Development Timeline**

**School:** Ocean Township High School

**Course:** Intermediate Digital Photography

**Department:** Visual and Performing Arts

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
August 2018	Ian Schwartz	New Course
March 2019	Ian Schwartz	Name Change/Review

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	<b>Course Introduction &amp; Making Great/Iconic Photographs &amp; Camera Basics</b>	11	<b>Publishing &amp; Promotion</b>
2	<b>The Landscape, &amp; Landscape Photography</b>	12	<b>Street Photography</b>
3	<b>The Landscape, &amp; Landscape Photography</b>	13	<b>Studio 3: Conceptual Still Life (or Toy)/Lenses</b>
4	<b>Adobe Lightroom Action &amp; Sports Photography &amp; Flash</b>	14	<b>Photography as Activism: Photojournalism/Social Doc/Reform</b>
5	<b>Portfolio Development</b>	15	<b>Surrealism/Fantasy &amp; Paths in Photoshop</b>
Week	Marking Period 2	Week	Marking Period 4
6	<b>Image Evaluation &amp; Retouching/ Andy Goldsworthy &amp; Temporality Studio1: Ad Campaign &amp; Career Awareness</b>	16	<b>Studio 3: Food Portrait (or Remake)</b>
7	<b>Cinemagraphs</b>	17	<b>Humor &amp; Photography</b>
8	<b>Color in Photography</b>	18	<b>Alternative Methods &amp; “Assemblage” (Mixed Media)</b>
9	<b>Event Photography &amp; Metering Modes (&amp; Shutter Review)</b>	19	<b>Final Portfolio &amp; Presentations</b>
10	<b>Studio 2: Client Portraits</b>	20	<b>Final Portfolio &amp; Presentations</b>

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### Core Instructional & Supplemental Materials Including Various Levels of Texts

Google Arts & Culture: <https://artsandculture.google.com/>

*Adobe Photoshop CC for Photographers* by Martin Evening

*On Photography* by Susan Sontag

*Focus on Photography* by Herman Joyner & Kathleen Monaghan

Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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Time Frame	Week 1
Topic	
<b>Course Introduction &amp; Making Great/Iconic Photographs &amp; Camera Basics</b>	
Essential Questions	
<ul style="list-style-type: none"><li>- How are great pictures made?</li><li>- Do you already take good pictures?</li><li>- Do you want to take better ones?</li><li>- Do you wonder why your photos aren't as good as others you've seen?</li><li>- Do you wonder why your photos don't always work (and what you can do about it)?</li><li>- What do you not understand about camera operations?</li><li>- What is the exposure triangle?</li><li>- Introduction to the concept of a Portfolio (course requirement)</li></ul>	
Enduring Understandings	
<p>Digital Photography III provides students with a further understanding of the technological systems that extend the range of human communications, with an emphasis on photography in advertising and graphic design, studio photography, personal artistic expression through the creation of a portfolio containing both breadth and a focused series.. This course builds upon the fundamentals of digital image making addressed in Digital Photography I &amp; II. Students completing the course will be able to describe, demonstrate, compare, analyze, integrate, and critique techniques and technologies related to advanced concepts of digital photography and scanning, ethical ramifications of the medium, and the evolution of digital technologies and implications for the future.</p>	
Alignment to NJSLS	
<b><u>Visual and Performing Arts</u></b>	
<b>VPA.1.3.12 All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</b>	
<b>VPA.1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-</b>	

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**dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.**

**VPA.1.4.12 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.**

### Key Concepts and Skills

- How great/iconic pictures are made
- Making Iconic Pictures group assignment
- Homework: Favorite Room (5-10 images)
- "Seeing well" & cultivating the right attitude/approach as a photographer/artist
- Camera Basics/slightly Advanced Skills Review
- Effort Shock
- The Aesthetic Experience & Photography
- Course Expectations
- Manual Mode & The Exposure Triangle

### Learning Activities

- Life Story in 5 numbers assignment
- "Student Teacher" Project- students teach each other camera fundamental/advanced techniques as a review from Dig Photo 1 & 2
- Manual Mode:
- Metering & Histogram & Value
- Silhouette Portrait Experiment
- Instant Apocalypse (Shutter Speed)
- Change the Story (Aperture, Focus, DoF)

### Assessments

#### **Formative:**

- Technique review quiz
- Favorite room photo assignment

#### **Alternative:**

- Informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative:**

- Portfolio (images) submission via Google Drive and/or Google Classroom

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### Career Education

CRP2. Apply appropriate academic and technical skills.  
CRP6. Demonstrate creativity and innovation.  
CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

9.3.12.AR- PRT.2 Demonstrate the production of various print, multimedia or digital media products.  
9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.  
9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images**.
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
- Digital SLR cameras and related accessories
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
- Digital editing software: Adobe Photoshop, Adobe Lightroom
- Desktop scanner

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Time Frame	Weeks 2 -3
Topic	
<b>The Landscape, &amp; Landscape Photography</b>	
Essential Questions	
<ul style="list-style-type: none"><li>- What challenges are unique to Landscape Photography, and how can we approach the composition to make the most successful image possible?</li><li>- What special equipment and camera settings should be prioritized?</li><li>- How can light affect the same scene?</li><li>- How can a “landscape photograph” be more than a pretty picture? What could its theme or purpose be?</li><li>- Why is the genre so appealing to the general public?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>- Students will understand how crucial light and atmosphere (weather) are to Landscape photography (camera angle, depth)</li><li>- Students will learn about and apply the genre in 3 sub-groups: Grand Landscape, Landscape Detail, and Abstract</li><li>- What is abstract photography, and how to ‘abstract’ an image in post-production through cropping</li><li>- Students will understand and apply the Principles of UNITY and CONTRAST in Landscape Photography</li><li>- Converting to B&amp;W, &amp; using the Histogram to create a pleasant tonal range.</li><li>- Subtle shifts in exposure, and possibly creating HDR images provides many opportunities in post-production</li><li>- Taking a photograph does not have to be a ‘final act’ as images can should be analyzed, critiqued, and retouched for optimal exposure and compositional elements</li><li>- Students will learn about famous landscape photographers such as Ansel Adams, Sebastian Salgado, etc.</li><li>- How can landscape photography affect cultural values, as well as the individual viewer?</li></ul>	
Alignment to NJSL	
<a href="#"><u>Visual and Performing Arts</u></a>	

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### 1.3.12.D.4

Analyze the syntax and compositional and stylistic principles of two- and three dimensional artworks in multiple art media (including computer assisted artwork), and interpret themes and symbols suggested by the artworks.

### 1.3.12.D.5

Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three dimensional artworks, and emulate those styles by creating an original body of work germane to a particular cultural style.

### 1.2.12.A.1

Cultural and historical events impact artmaking as well as how audiences respond to works of art. Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

## Key Concepts and Skills

- Exposure Compensation
- Creating UNITY and CONTRAST
- Creating a sense of Depth or Space
- How to create ABSTRACT compositions from the landscape
- PATIENCE
- Shooting for the LIGHT (and weather)! Time of day affecting the light
- Advantages of B&W, and how to create/convert to one that has a successful tonal range using the Histogram

## Learning Activities

- Weltz Landscape Assignment
- Independent Landscape Assignment
- Abstract Landscape Assignment
- (Time permitting) Joe Palaisa Landscape Assignment (scout out first?)
- Critique of Landscape Photographers, discussing technical aspects as well as them
- "Salt of the Earth" DVD and related assignment (humans relation to the landscape/nature)

## Assessments

### **Formative**

- Assessment through informal class critiques
- Landscape project conferences

### **Alternative:**

- One on one teacher-student feedback while reviewing in Adobe Lightroom

### **Summative**

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- Assessments of portfolio (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop)
- Landscape written critique

### Career Education

CRP2. Apply appropriate academic and technical skills.  
CRP6. Demonstrate creativity and innovation.  
CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

9.3.12.AR- PRT.2 Demonstrate the production of various print, multimedia or digital media products.  
9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.  
9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

Landscape Project – Written artist statements:  
**LA.11-12.W.11-12.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images**.
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
- Digital SLR cameras and related accessories
- Tripod
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
- Digital editing software: Adobe Photoshop, Adobe Lightroom

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Time Frame	Week 4
<b>Topic</b>	
<b>Adobe Lightroom Action &amp; Sports Photography &amp; Flash</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>- What are the unique challenges &amp; needs when shooting ACTION?</li><li>- What are the creative choices you have when shooting action?</li><li>- How does a moving subject affect your composition?</li><li>- How can you use an on-camera flash to help capture action?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>- File Management using Adobe Lightroom<ul style="list-style-type: none"><li>- Importing</li><li>- Library &amp; Develop</li><li>- Keyword tags</li></ul></li><li>- Burst Mode</li><li>- Self Timer</li><li>- Flash Settings (advantages/disadvantages)</li><li>- Focal Modes</li><li>- Techniques used with flash, and various shutter speeds</li></ul>	
<b>Alignment to NJSL</b>	
<b><u>Visual and Performing Arts</u></b>	
1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.	
1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its	

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significance/meaning.

### Key Concepts and Skills

- Image management and correction in Adobe Lightroom
- Photographing Action
- Principle of Movement
- Flash: when & how to use on camera flash, and different settings
- Focus Modes (Auto, Servio, Focus Areas & customization)

### Learning Activities

- Action Photography & Capturing Action (CHOW - outside of school)
- Mini-lesson for Flash
- Mini-lesson for Focus Modes
- School Sport (or activity)
- (Studio) Light Painting

### Assessments

#### **Formative**

- Flash/shutter speed quiz/assessment

#### **Alternative**

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative**

- Assessments of action images submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop)

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

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9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images.**
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
- Digital SLR cameras and related accessories
- Tripod
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
- Digital editing software: Adobe Lightroom

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Time Frame	Week 5
<b>Topic</b>	
<b>Portfolio Development</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>- What is a Portfolio, and what is its purpose?</li><li>- What is breadth and concentration in a portfolio?</li><li>- How do artists generate ideas for a concentration?</li><li>- What is a mind-map?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>- Breadth &amp; Concentration, and the importance of both</li><li>- The development of a personal portfolio and final critique as a class requirement</li><li>- Managing, Ranking &amp; Organization of Images</li><li>- Photography as a voice, not just a “recorder” (Make it Seem Assignment)</li></ul>	
<b>Alignment to NJSL</b>	
<b><u>Visual and Performing Arts</u></b>	
1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline specific arts terminology.	
1.4.12.B.1 Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art. Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.	

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The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

### Key Concepts and Skills

- The photographer's portfolio
- Choosing images to fit "breadth" and choosing ones to fit "concentration"
- Concentration can be subject based or thematic based (conceptual)

### Learning Activities

- Group: finding examples of photographers "portfolios" online, focusing on concentrations and organization of images (how artist presents them online)
- Photography Books and concepts exploration
- Mind maps and discussion of potential concentrations
- Written submission/description of concentration
- CHOW:Place or Make it Seem - using Sit Silently by Katrina Kepule as inspiration

### Assessments

#### **Formative**

- Written composition describing thematic concentration

#### **Alternative**

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative**

- Assessments of breadth/concentration portfolio (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop)

### Career Education

CRP2. Apply appropriate academic and technical skills.  
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9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

Portfolio reflection writing:

**LA.11-12.W.11-12.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images**.
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
- Digital SLR cameras and related accessories
- Tripod
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
- Digital editing software: Adobe Lightroom

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Time Frame	Week 6
<b>Topic</b>	
<b>Image Evaluation &amp; Retouching</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>- How do we evaluate the quality of an image?</li><li>- Aesthetics and different theories - which one do you subscribe to?</li><li>- When do we “correct” for accuracy or make changes for “creative expression? - share HDR images and polarized opinions</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>- Emotional distance and objective image evaluation</li><li>- Essentials skills for post-production</li></ul>	
<b>Alignment to NJSL</b>	
<p><b><u>Visual and Performing Arts</u></b></p> <p>VPA.1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras</p> <p>VPA.1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</p> <p>VPA.1.3.12.D.CS5 Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>- The photographer’s portfolio</li><li>- “Starring” photos in Lightroom</li></ul>	

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### Learning Activities

- Restoration of damaged/aged photo
- In assigned Group: Critique (image evaluation) Choose your 5 best images, and experiment with improvements based on peer feedback

### Assessments

#### **Formative**

- Peer feedback within group critique activity

#### **Alternative**

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative**

- Assessments of restored damaged/aged photo (images) submission via Google Drive and/or Google Classroom

### Career Education

CRP2. Apply appropriate academic and technical skills.  
CRP6. Demonstrate creativity and innovation.  
CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

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### Interdisciplinary Connections

Written critique:

**LA.11-12.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images**.
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
- Digital SLR cameras and related accessories
- Digital editing software: Adobe Lightroom, Adobe Photoshop

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Time Frame	Week 6
Topic	
<b>Andy Goldsworthy &amp; Temporality Studio1: Ad Campaign &amp; Career Awareness</b>	
Essential Questions	
<ul style="list-style-type: none"><li>- Who is Andy Goldsworthy and how do you think he has impacted the world of art?</li><li>- What is temporality/impermanence and how does it relate to the creation of works of art?</li><li>- How does it feel to prioritize the creation or process, over the final product?</li><li>- What is an installation</li><li>- What public places can we go to, to create artwork (that is impermanent)? &amp; What type of materials can we use (reference the book "How to Tattoo a Banana")</li><li>- How is advertising/graphic design different from fine art photography?</li><li>- How do we best convey or represent a product in a studio photoshoot?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>- The Process of making art, and an openness to what art can be created from</li><li>- Consideration of light when shooting artwork in an environment, and adapting to create best exposure/composition</li><li>- Client goals supersede artistic expression</li><li>- How to "sell" your idea to a client</li><li>- Consideration of a target audience when creating a concept for a product photoshoot</li></ul>	
Alignment to NJSLs	
<p><b><u>Visual and Performing Arts</u></b></p> <p>VPA.1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>VPA.1.4.12.B.CS2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.</p>	

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### Key Concepts and Skills

- Brainstorming & collaboration in design
- How to approach the creative of a 'sculpture'
- The role of the artist in graphic design and commercial photography
- Conveying meaning through context and concept in a photoshoot
- Using art fundamentals (elements and principles) to create works of art using limited resources (Andy Goldsworthy)
- Temporality & Impermanence

### Learning Activities

- Class (group) site specific artwork & photograph (using what we learned about landscape photography)
- Small group or individual site specific artwork & photograph
- Studio: Ad campaign or product shoot: students design and create a product shot (shoes?) designing backdrop, creating props, etc. to reach a target audience

### Assessments

#### **Formative**

- Review of art elements/principles (Kahoot!/digital assessment)

#### **Alternative**

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative**

- Assessments of ad campaign (images) and explanation (written) submission via Google Drive and/or Google Classroom

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

9.3.12.AR- PRT.2 Demonstrate the production of various print, multimedia or digital media products.

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media.

### Interdisciplinary Connections

Ad campaign written pitch:

**LA.11-12.W.11-12.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images**.
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
- Digital SLR cameras and related accessories
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
- Digital editing software: Adobe Photoshop, Adobe Lightroom
- Desktop scanner

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Time Frame	Week 7
<b>Topic</b>	
<b>Cinemagraphs</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>- How has technology &amp; social media affected the way we view still images?</li><li>- What is a cinemagraph?</li><li>- What are the advantages of 'blending' or mixing genres/mediums, as the cinemagraph does?</li><li>- What are some other examples of artists that challenge conventions? (music, movies, athletes, dancers, technology)</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>- The unique qualities/advantages/disadvantages of a still image</li><li>- How to create a cinemagraph</li></ul>	
<b>Alignment to NJSL</b>	
<p><b><u>Visual and Performing Arts</u></b></p> <p>VPA.1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p> <p>VPA.1.4.12.B.CS2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.</p> <p>VPA.1.4.12.A.CS4 Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>- The role of categories and genres in art</li><li>- How to create a cinemagraph</li></ul>	

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- How to plan out a photoshoot

### Learning Activities

- Short presentation: Rule-breakers: “Artists” that challenge conventions/standards

### Assessments

#### **Formative**

- Conference to assess Design Process: concept, planning, execution, adaptation, revision, presentation

#### **Alternative:**

- Observation of class/online discussions

#### **Summative:**

- Creation of a Cinemagraph

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

9.3.12.AR- PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

Rule Breakers Presentations:

*LA.11-12.SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.*

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### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images**.
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
- Digital SLR cameras and related accessories
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
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- Desktop scanner

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Time Frame	Week 8
Topic	
<b>Color in Photography</b>	
Essential Questions	
<ul style="list-style-type: none"><li>- How does a digital camera interpret (see) color?</li><li>- How can color affect a composition?</li><li>- How does color influence us as humans? Why are we so affected by color?</li><li>- What are some ways we can emphasize color in an otherwise “visually busy” scene?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>- The effects color and color theory have on us</li><li>- Using color for High-Impact images</li><li>- Shooting &amp; creating color schemes</li><li>- Warm, cool, neutral, complementary</li><li>- Famous photographer: William Eggleston</li></ul>	
Alignment to NJSL	
<b><u>Visual and Performing Arts</u></b>	
VPA.1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.	
VPA.1.3.12.D.CS1 How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.	
Key Concepts and Skills	
<ul style="list-style-type: none"><li>- Understanding of basic color theory</li><li>- How digital cameras interpret color</li><li>- How colors can be enhanced or altered in post-production (Photoshop or Lightroom)</li><li>- Looking for/seeing color schemes</li></ul>	
Learning Activities	

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- Photoshop Color Wheel
- CHOW: Red
- Monochromatic photo assignment
- Complementary color photo assignment
- 1 other "Color" dominated photo

### Assessments

#### **Formative**

- Photoshop color wheel creation/assessment

#### **Alternative**

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative**

- Assessments of Monochromatic/Complementary color projects (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop)

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

9.3.12.AR- PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images.**
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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- Digital SLR cameras and related accessories
- Studio lighting and related accessories: monolight, radio triggers, light meters, light modifiers
- Digital editing software: Adobe Photoshop, Adobe Lightroom
- Desktop scanner

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Time Frame	Week 9
Topic	
<b>Event Photography &amp; Metering Modes (&amp; Shutter Review)</b>	
Essential Questions	
<ul style="list-style-type: none"><li>- What are the unique challenges of shooting an event (out of the photographer's control)?</li><li>- How can we prepare, as a photographer, for shooting an event?</li><li>- What are metering modes and how do they work in a digital camera?</li><li>- How will the lighting at an event affect my shots</li><li>- What is Good Exposure?</li><li>- How do we evaluate event photography? How do we judge it as successful - differently than other genres of photography?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>- Choosing the appropriate Mode</li><li>- ISO review, and when to make adjustments to it</li><li>- Metering Modes: Evaluative or Matrix, Center-weighted, or Spot - how to change and when to use them</li><li>- How to approach a backlit subject</li><li>- Shutter speed settings and how they affect movement in a photography</li></ul>	
Alignment to NJSL	
<p><b><u>Visual and Performing Arts</u></b></p> <p>VPA.1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>VPA.1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"><li>- Metering Modes and recognizing the lighting conditions under which to use them</li></ul>	

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- How to approach event photography; what to prioritize and what settings to use.
- Effects of various shutter speed settings

### Learning Activities

- Why is that Light so Beautiful? (in school)
- Shady Assignment (shoot under trees) (in school)
- Palaia Park & Metering Modes
- Backlighting and Metering Modes (shooting a person or thing up against a window, or light source) in school

### Assessments

#### **Formative**

- Teacher/peer conferences to assess light/shadow project progress

#### **Alternative**

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative**

- Assessments of Light/Shade photographs (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop)

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

9.3.12.AR- PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

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### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images**.
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
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Time Frame	Week 10
Topic	
<b>Studio 2: Client Portraits (&amp; Photoshop Effects - Jill Greenberg, etc...)</b>	
Essential Questions	
<ul style="list-style-type: none"><li>- How do we prepare to work with a client in the studio? How do we address their needs?</li><li>- How do we work with a client when in the studio?</li><li>- What considerations do we need to address when working with portraits</li><li>- What and how much 'retouching' should be done?</li><li>- How 'special effects' do photographers use on portraits?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>- Subtle variations in pose, body language, and expression have a huge impact on the overall look in portrait photography</li><li>- Being prepared for a photoshoot is essential</li><li>- The importance of interpersonal skills, and working WITH a client</li><li>- What is an environmental portrait?</li><li>- How to use LIGHT to tell a story/convey meaning</li></ul>	
Alignment to NJSL	
<p><b><u>Visual and Performing Arts</u></b></p> <p>VPA.1.4.12.A.CS2 Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.</p> <p>VPA.1.4.12.B.CS2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.</p>	
Key Concepts and Skills	

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- What is the purpose of a portrait?
- How to communicate with your model.
- How to change lighting scenarios and best utilize studio equipment
- Retouching/post production work (Photoshop & Lightroom)

### Learning Activities

- CHOW: Decapitation (for 1 week)
- Environmental Portrait min-assignment (and using neg. space) - reference 4 corners assignment?
- Negative is Positive - using negative space in photography
- Client Portraits (studio and natural light)

### Assessments

#### **Formative**

- Terminology/vocabulary review through digital platform (Kahoot!, etc.)

#### **Alternative**

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative**

- Assessments of client portrait (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop)

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

9.3.12.AR- PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

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Client interviews/discussions:

**LA.11-12.SL.11-12.1.C** - *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

## Technology Integration

Research famous portrait photographers/client portraits:

- Students will access digital resources to conduct research and investigations which extend their knowledge.
  - **TECH.8.1.12.E.CS1** Plan strategies to guide inquiry.
  - **TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Digital cameras and accessories
- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

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Time Frame	Week 11
Topic	
<b>Publishing &amp; Promotion</b>	
Essential Questions	
<ul style="list-style-type: none"><li>- How do we best advertise our work as photographer (locally &amp; more broadly)?</li><li>- What student contests are available?</li><li>- How should a show/exhibit be organized?</li><li>- In what forms and through what media should an exhibit be promoted?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>- Purposes of self-promotion</li><li>- Arranging and designing a show display in a public place</li></ul>	
Alignment to NJSL	
<b><u>Visual and Performing Arts</u></b>	
<p>VPA.1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>VPA.1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"><li>- Students will design and display their artwork in school, at a local venue, as well as submit to a contest of their choice.</li><li>- Student will work with a local business and make arrangements for a gallery show, as well as the end of the year art show for advanced artists.</li><li>- Students will design a site (extension of their Google Site) as a digital portfolio, or use another medium of their choice to properly promote their work</li><li>- Artist statement (draft?)</li></ul>	

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### Learning Activities

- Research: Student Contests
- Brainstorming: Ways to promote and share their work in 3 ways (the school, the community, online). Online will be as individuals, in school and in the community will be as a collective group
- How do we choose which images (from the class) to share?

### Assessments

#### **Formative:**

- Class discussion of image selection criteria

#### **Alternative:**

- Peer critique assessment

#### **Summative:**

- Creation of a website or instagram of curated images

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

9.3.12.AR- PRT.2 Demonstrate the production of various print, multimedia or digital media products.

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9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

Written artist's statement:

**LA.11-12.W.11-12.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

### Technology Integration

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- Students will use **Google Sites/Instagram** in order to **publish/share their photography.**
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
- Digital cameras and accessories
- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

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Time Frame	Week 12
Topic	
<b>Street Photography</b>	
Essential Questions	
<ul style="list-style-type: none"><li>- How do we define candid/street photography?</li><li>- What makes street photography so unique/difficult?</li><li>- How important is/was your timing?</li><li>- What is meant by the decisive moment?</li><li>- Is street photography legal? Is it ethical?</li><li>- What gear or equipment is needed to shoot street photography?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>- The importance and power of observation as a photographer</li><li>- PATIENCE</li><li>- How to anticipate, prepare, and pre-frame a shot.</li></ul>	
Alignment to NJSL	
<p><b><u>Visual and Performing Arts</u></b></p> <p>VPA.1.1.12.D.CS2 Stimuli for the creation of artworks can come from many places, including other arts disciplines.</p> <p>VPA.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>VPA.1.4.12.A.CS4 Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"><li>- Reacting to a situation</li><li>- Understanding the challenges and qualities of successful candid photography</li></ul>	

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- Staking out a scene/Being part of a scene

### Learning Activities

- Search for Examples, using list of photographer, then come up with a definition for street photography
- Being Part of the Scene Assignment (shooting from the hip)
- Street Corner
- Somewhere Uncomfortable
- Inspiration: Kertsz or Bresson
- Photowalk: Asbury Park, or Red Bank

### Assessments

#### **Formative**

- Class discussion of definition/criteria of street photography

#### **Alternative**

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative**

- Assessments of Photowalk (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

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### Interdisciplinary Connections

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Photographer research: **LA.11-12.W.11-12.7** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

## Technology Integration

- Photographer research: Students will access digital resources to conduct research and investigations which extend their knowledge.
  - **TECH.8.1.12.E.CS1** Plan strategies to guide inquiry.
  - **TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Digital cameras and accessories
- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

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Time Frame	Week 13
<b>Topic</b>	
<b>Studio 3: Conceptual Still Life (or Toy)/Lenses</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>- How does a camera lens work?</li><li>- How do you choose a camera lens?</li><li>- What is conceptual art (photography)?</li><li>- How can humor affect a photograph? Is it still “art?”</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>- Communication while working in a group setting, completing creative work, is essential</li><li>- Lens choices, when available, can greatly affect the look of a photo</li><li>- Bokeh has a significant aesthetic impact on an image</li><li>- When creating a conceptual photo, every choice must be intentional, and thoughtful</li></ul>	
<b>Alignment to NJSL</b>	
<p><b><u>Visual and Performing Arts</u></b></p> <p>VPA.1.4.12.B.CS2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.</p> <p>VPA.1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>VPA.1.4.12.A.CS4 Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>- Identifying lenses: wide-angle, telephoto, fisheye, prime, Macro, tilt-shift,</li><li>- Understanding and looking for Bokeh</li></ul>	

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- Identifying the “looks,” limitations, and advantages of different lenses
- Understanding how every part of the frame, in focus or not, is an essential part of the picture & meaning

### Learning Activities

- Bokeh Effect (in Photoshop)
- Critique of Terry Border, David Levinthal, & Matthew Carden
- (small group) Studio: Conceptual Still-Life with Toys, Props, or Fruit and Wire

### Assessments

#### **Formative**

- Lens identification assessment (Kahoot!/digital platform quiz)

#### **Alternative**

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative**

- Assessments of Bokeh and still-life (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

9.3.12.AR- PRT.2 Demonstrate the production of various print, multimedia or digital media products.

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9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

Written critiques:

**LA.11-12.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and

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### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images.**
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

Digital cameras and accessories

- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

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Time Frame	Week 14
Topic	
<b>Photography as Activism: Photojournalism/Social Doc/Reform</b>	
Essential Questions	
<ul style="list-style-type: none"><li>- What role can photography play in activism?</li><li>- What is the history of photography and social activism?</li><li>- What social causes are you passionate about?</li><li>- What, if anything, is your obligation as a photographer to the objective truth?</li><li>- Where does the line between photojournalism and activism exist?</li><li>- What is Documentary Photography?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>- Photojournalism vs. social activism</li><li>- Objectivity vs. Subjectivity in photography</li></ul>	
Alignment to NJSL	
<p><b><u>Visual and Performing Arts</u></b></p> <p>VPA.1.3.12.D.CS2 Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.</p> <p>VPA.1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>VPA.1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p>	
Key Concepts and Skills	

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- History of Activism, war photography, social reform & the progressive era
- Farm Security Administration
- Modern History and notable photographers (W. Eugene Smith, Mary Ellen Mark, Susan Meiselas, Donna Ferrato, Sebastiao Salgado)
- Constructing a Better World
- Websites, magazines, galleries, non-profits, foundations, grants, miscellaneous project (at end of book)

### Learning Activities

- Critique: Can you be an objective observer? (p51)
- Topics to investigate: brainstorm & research
- Pairing images together (for juxtaposition)
- Jim Goldberg Assignment: Words and Images
- Photojournalism/Activism Assignment

### Assessments

#### Formative

- Assess/discuss research findings through class discussion

#### Alternative

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### Summative

- Assessments of photojournalism/activism (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

9.3.12.AR- PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

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### Interdisciplinary Connections

Research history of photo activism:

*LA.11-12.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images**.
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
- Digital research
- Digital cameras and accessories
- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

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Time Frame	Week 15
<b>Topic</b>	
<b>Surrealism/Fantasy &amp; Paths in Photoshop</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>- What defines surrealism and fantasy (as a genre, in photography)?</li><li>- What advantages/disadvantages exist in photographing for fantasy?</li><li>- What will influence my surreal image?</li><li>- What is altered art, and are there ethical issues involved?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>- Purposes and opportunities in surrealism and fantasy</li><li>- Treating the photograph as a “starting point”</li><li>- Jerry Uelsman’s legacy</li></ul>	
<b>Alignment to NJSLS</b>	
<p><b><u>Visual and Performing Arts</u></b></p> <p>VPA.1.2.12.A.CS1 Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p>VPA.1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>VPA.1.3.12.D.CS2 Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>- Identifying and creating a surreal/fantasy image</li><li>- Post-production: Cloning, Clipping Paths</li></ul>	

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- Planning for combined images (matching lighting, camera angles...)
- Considerations when combining images (seamlessly): saturation, lighting, whitebalance, color matching
- Understanding histograms and curves adjustments

### Learning Activities

- Levitation Assignment
- Maggie Taylor: Scanner as camera
- Surreal or Fantasy image

### Assessments

#### **Formative**

- Class discussion/analysis of traits of surreal/fantasy images

#### **Alternative**

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative**

- Assessments of surreal/fantasy (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

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9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

Class critique discussions:

**LA.11-12.SL.11-12.1.C** - *Propel conversations by posing and responding to questions that relate the*

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*current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

## Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images.**
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
- Digital research
- Digital cameras and accessories
- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

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Time Frame	Week 16
<b>Topic</b>	
<b>Studio 3: Food Portrait (or Remake)</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>- What are the unique challenges to shooting food, for promotion vs. creative expression?</li><li>- What color schemes will best accentuate a particular item?</li><li>- What theme(s) can your food suggest?</li><li>- Do you want to use CONTRAST or UNITY in your design?</li><li>- Is there a theme (mood) that can be incorporated into the design</li><li>- What should the “backdrop” or setting be?</li><li>- What post-production work can, or should be done?</li><li>- What items need to be built or purchased for studio set-up?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>- How to uniquely represent food through the elements of art &amp; principles of design, to create unorthodox representations</li><li>- Juxtaposition for visual impact</li><li>- Using the Principles of CONTRAST or UNITY to design a food still-life</li></ul>	
<b>Alignment to NJSL</b>	
<p><b><u>Visual and Performing Arts</u></b></p> <p>VPA.1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>VPA.1.4.12.B.CS1 Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>- Incorporating Color schemes into a photoshoot</li></ul>	

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- Studio lighting, metering, use of reflectors
- Still life set up - integrating all the elements (components) without overcrowding or over-complicating the design
- Post production: retouching aberrations

### Learning Activities

- Food Play book: choose a vegetable to animate
- Studio: Food Portrait
- Studio or Location: Remake

### Assessments

#### **Formative**

- Assess use of color scheme and studio lighting through class discussion or digital platform quiz

#### **Alternative**

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative**

- Assessments of Food Portrait (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

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9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

Class critique discussions:

*LA.11-12.SL.11-12.1.C - Propel conversations by posing and responding to questions that relate the*

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*current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images**.
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
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- Digital cameras and accessories
- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

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Time Frame	Week 17
<b>Topic</b>	
<b>Humor &amp; Photography</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>- What place does humor have in photography?</li><li>- What are different approaches to humor in photography?</li><li>- Where do you find humorous subjects?</li><li>- What compositional techniques can be used to accentuate humor?</li><li>- How can juxtaposition be used to create humor?</li><li>- What props can be used, and in what setting?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>- Humor can be difficult to shoot!</li><li>- We are always in danger of taking school/photography too seriously</li><li>- A playful approach to shooting is always valuable, even when not intentionally shooting for humor</li></ul>	
<b>Alignment to NJSL</b>	
<p><b><u>Visual and Performing Arts</u></b></p> <p>VPA.1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>VPA.1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>- Understanding the difference between irony, sarcasm, and playfulness\</li><li>- Using juxtaposition for humorous effect</li></ul>	

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- The importance of context for a subject

### Learning Activities

- Demotivational Poster
- Juxtaposition for humor (altering context for humor)
- Option: Awkward Family Photo

### Assessments

#### Formative

- Class discussion of humor/irony in various media
- Vocabulary assessment: Irony, sarcasm, playfulness

#### Alternative

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### Summative

- Assessments of juxtaposition/humor (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

### Career Education

CRP2. Apply appropriate academic and technical skills.

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### 21<sup>st</sup> Century Skills

9.3.12.AR- PRT.2 Demonstrate the production of various print, multimedia or digital media products.

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9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

Discussion and understanding of irony: **LA.11-12.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images**.
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
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Time Frame	Week 18
Topic	
<b>Alternative Methods &amp; “Assemblage” (Mixed Media)</b>	
Essential Questions	
<ul style="list-style-type: none"><li>- What other techniques can use/apply to photography?</li><li>- What is altered art?</li><li>- What is ephemera?</li><li>- What is assemblage?</li><li>- How can objects represent us?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>- Using objects as metaphors</li><li>- Joseph Cornell’s and Maggie Taylor’s innovations</li><li>- Scanner as art form</li><li>- Special Effects in Photoshop, including Blending Modes</li></ul>	
Alignment to NJSL	
<p><b><u>Visual and Performing Arts</u></b></p> <p>VPA.1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>VPA.1.4.12.A.CS3 Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"><li>- Who is Joseph Cornell, and what were some of the concepts that inspired him</li><li>- Maggie Taylor and using the scanner/scanned materials to create original works of art</li><li>- Photoshop: Blending Modes</li></ul>	

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### Learning Activities

- Torn and reassembled portrait (Trace over then scan?)
- Maggie Taylor & Scanner as Art
- Joseph Cornell themed print

### Assessments

#### **Formative**

- Photoshop blending modes: Performance assessment

#### **Alternative**

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### **Summative**

- Assessments of themed prints (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

### Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

- 9.3.12.AR- PRT.2 Demonstrate the production of various print, multimedia or digital media products.
- 9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

### Interdisciplinary Connections

Artist research:

*LA.11-12.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

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### Technology Integration

- Students will use **Photo Editing software** in order to **create and modify digital images**.
  - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
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- Digital cameras and accessories
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Time Frame	Week 19-20
<b>Topic</b>	
<b>Final Portfolio &amp; Presentations (completion &amp; final reflections)</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>- How have you grown as a photographer / observer of the world?</li><li>- Have your interests changed at all, such as a particular genre?</li><li>- What artists were most inspiring to you?</li><li>- How did your peers and their work influence or affect you?</li><li>- What was the most enjoyable? Or satisfying?</li><li>- What was the most frustrating?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>- The challenges &amp; advantages of developing and focusing on a concentration</li><li>- When is a work of art complete?</li><li>- When should an idea be revisited?</li><li>- The challenge and process of turning an idea into a visual</li><li>- Form vs. Content</li><li>- Identifying and accepting influences (from other photographers and/or artists, innovators, etc...)</li></ul>	
<b>Alignment to NJSL</b>	
<b><u>Visual and Performing Arts</u></b>	
VPA.1.1.12.D.CS1 Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.	
VPA.1.1.12.D.CS2 Stimuli for the creation of artworks can come from many places, including other arts disciplines.	
VPA.1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.	

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### Key Concepts and Skills

- Presentation skills: organization, pacing, eye contact, set-up, answering questions
- Objectivity, reflection, revision
- Technical skills for revision (Lightroom & Photoshop)

### Learning Activities

- Group critiques, individual critiques
- Presentation of finished portfolio
- Printing and mounting, using heat press

### Assessments

#### Formative

- Presentation skills review/assessment

#### Alternative

- Assessment through informal class critiques as well as one on one teacher-student feedback while reviewing in Adobe Lightroom

#### Summative

- Assessments of portfolio (images) submission via Google Drive and/or Google Classroom, including post-production alterations (in Lightroom & Photoshop), and class discussion/critique

#### Benchmark Assessment:

- Written critique and Photoshop performance assessment

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### 21<sup>st</sup> Century Skills

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9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various

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### Interdisciplinary Connections

Portfolio reflection writing:

**LA.11-12.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Portfolio presentations:

**LA.11-12.SL.11-12.4** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

### Technology Integration

- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
  - **TECH.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.
- Digital research
- Digital cameras and accessories
- Adobe Lightroom and Photoshop, for file management and post-production alterations/corrections

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### **Modifications (At-Risk, ELL, Special Education, Gifted and Talented, and 504 Plans)**

#### ***At-Risk Students:***

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

#### ***ELL:***

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### ***Supports for Students With IEPs:***

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

#### ***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

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- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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