



# 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:** Digital Photography II

**Department:** Visual and Performing Arts

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
July 2015	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revision
March 2019	Ian Schwartz	Review
August 2020	Ian Schwartz	Alignment to Standards

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### Pacing Guide

Week	Topic
1	Course Introduction & Elements of Digital Photography
2	Using Your Camera: Visual Foundations & Workflow
3	History and Future of Photography
4	Digital Image Output/Portfolio Development
5	Lighting Conditions and Challenges/Personal Theme Term Projects
6	Photoshop vs. In-camera Controls
7	High Dynamic Range, Photomerge and Collage
8	Personal Theme Projects Critique/Edit
9	Editing Final Portfolio / Print Output
10	Editing Final Portfolio / Print Output

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

Scholastic Arts

*Achieving Your Potential as a Photographer* by Harold Davis

*Focus on Photography* by Herman Joyner & Kathleen Monaghan

Photoshop CC by Elaine Weinmann & Peter Lourekas

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

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<b>Time Frame</b>	<b>WEEK ONE</b>
<b>Topic</b>	
<b>Course Introduction &amp; Elements of Digital Photography</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● What is Digital Photography and how has it evolved?</li><li>● What areas will be explored in the Digital Photography II course?</li><li>● What projects will be accomplished in the course?</li><li>● What are the student requirements in the Digital Photography II course?</li><li>● How is the course grade determined?</li><li>● What are the teacher expectations for student behavior in the Digital Photography II course?</li><li>● What general safety measures should I be aware of in the classroom environment?</li><li>● What safety measures should I be aware of when making photographs with electronic digital cameras and electrical lighting apparatus in the studio/ classroom?</li><li>● What electrical safety measures should I be aware of when using computer equipment and printers in the classroom?</li><li>● What physical responses should I conduct in the event of personal injury, peer injury, or school evacuation requirements?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Digital Photography II provides students with an understanding of the technological systems that extend the range of human communications, with an emphasis on visual communications and personal artistic expression. This course builds upon the fundamentals of digital image making addressed in Digital Photography I. 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.</li><li>● Digital Photography II Course Outline</li><li>● Student responsibilities</li><li>● Following safety rules prevents personal injury.</li><li>● Use of electricity requires safe measures and awareness.</li><li>● Hazardous conditions require personal attention and typically require evacuation.</li><li>● Equipment associated with Digital Photography II requires safe measures and awareness.</li></ul>	
<b>Alignment to NJSLs</b>	
<ul style="list-style-type: none"><li>● 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.</li></ul>	

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- 1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.
- 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.

## **Learning Activities & Key Concepts and Skills**

- Digital Photography II Course Description
- Course Unit Outlines
- Course Requirements
- Student Behavior Expectations
- Basic project workflow
- Safety
- Digital Photography II Course Outline distribution and teacher presentation
- Teacher contact information
- Student use of school equipment including borrowing and explicit return policy
- Student behavior while using school computers, software, and peripheral equipment
- Extra Help Days
- Google DRIVE student account sign-up for virtual classroom, course testing and project critique use
- Q&A period for students
- DSLR Camera & Studio Equipment Review

## **Assessments**

### **Formative:**

- OTHS Applied Technology Safety Test

### **Alternative:**

- Observation of class/online discussion
- Student-teacher conferences

### **Summative:**

- OTHS Digital Photography II Course Pre-Test (Benchmark I)

## **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

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### **Career Readiness, Life Literacies, and Key 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**

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

- Students will complete the Applied Technology Safety Test:
- Digital SLR Cameras and related accessories
- Studio lighting: Monolights, Flash Meters, Radio Triggers
- Computer-based Photo Editing Software
- Internet-based resources for research and inspiration

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<b>Time Frame</b>	<b>WEEK TWO</b>
<b>Topic</b>	
<b>Using Your Camera: Visual Foundations &amp; Workflow</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How is proper exposure determined in Manual mode?</li><li>• How does focal length relate to depth of field?</li><li>• How does focal length relate to composition?</li><li>• How does shutter speed effect expression of action in photography?</li><li>• How are digital images captured, archived, edited and presented?</li><li>• What is a histogram and how does it relate to exposure?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• Camera modes and functions (Aperture, Shutter Speed, ISO, etc.)</li><li>• Camera handling and maintenance</li><li>• Characteristics of digital vs. traditional, different camera formats, lens types and viewing systems</li><li>• Making an exposure, characteristics of light and exposure value</li></ul>	
<b>Alignment to NJSL</b>	
<ul style="list-style-type: none"><li>• 1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.</li><li>• 1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.</li><li>• 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals</li></ul>	
<b>Learning Activities &amp; Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>• Principles and Elements of Design</li><li>• Basic photo project workflow</li><li>• Camera modes, functions, and accessories</li><li>• Safety</li><li>• Introduction to theme-based projects</li><li>• Artificial (studio strobes) and natural light studies</li><li>• “Depth of Field &amp; Motion” project</li></ul>	

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- View and discuss important works of photographic art as they relate to theme-based student projects.
- Q&A period for students
- Ongoing DSLR Camera & Studio Equipment Review
- Create student blogs for image submission/critique

### **Assessments**

#### **Formative:**

- Student-led jury of submitted works
- Assessments via Edmodo.com and web-based student responder quizzes

#### **Alternative:**

- Feedback on students' blogs
- Observation of class discussion

#### **Summative:**

- End of unit assessment

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### **Career Readiness, Life Literacies, and Key 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**

Blog Creation, to include reflective writing component:

*LA.9-10.W.9-10.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*

### **Technology Integration**

Students will select and evaluate the media platform which best suits their project needs.

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

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- Students will use **Photo Editing software** in order to **create and modify digital images.**
- Digital SLR Cameras and related accessories
- Studio lighting: Monolights, Flash Meters, Radio Triggers
- Computer-based Photo Editing Software
- Internet-based resources for research and inspiration

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<b>Time Frame</b>	<b>WEEK THREE</b>
<b>Topic</b>	
<b>History and Future of Photography</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● How are 2-D artistic expression and visual communications linked?</li><li>● How has photography changed the culture of society?</li><li>● How has digital technology and the internet changed photography</li><li>● What ethical issues relate to the proliferation of digital images?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Photography evolved as a tool to help 2-D artists express their views more accurately.</li><li>● As technological advancements were made, photography became a tool of mass communication (specifically visual communication), helping to inform, educate, and persuade society's members.</li><li>● The digital revolution is forever changing many of the mechanics of photography, and is propelling the medium to the forefront of visual communications.</li></ul>	
<b>Alignment to NJSLS</b>	
<ul style="list-style-type: none"><li>● 1.2.12prof.Cn10a: Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.</li><li>● 1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.</li><li>● 1.2.12prof.Cn11b: Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity</li><li>● 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.</li></ul>	
<b>Learning Activities &amp; Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>● Explanation of camera obscura (darkened chamber) principle.</li><li>● Scientific physics of a lens made camera obscura images brighter and more focused.</li><li>● Scientific chemistry created a light-sensitive emulsion able to record the camera obscura image. Photography was born.</li></ul>	

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- As a visual communications tool, photographs can inform, educate, and persuade the viewer.
- Technological improvements brought photos to the masses of society, helping in the fields of journalism, advertising, science, & medicine.
- Electronics and computer technologies brought about the digital revolution in photography.
- Frontiers of photography are being explored with changes from 2-D to 3-D photographic representation, and with the medical replacement of human eyesight.
- Lecture/discussion/presentation on key concepts.
- Historical timeline related to the art and science of photography.
- Prezi research project on future trends and inventions in the fields of photography
- Theme-based project work related to a specific era/movement of photography (FSA photojournalism, Pictorialism, etc.)

## **Assessments**

### **Formative:**

- Prezi rubric
- Formative assessments via Edmodo.com and web-based student responder quizzes
- Student-led jury of submitted works
- Timeline

### **Alternative:**

- Observation of class discussion
- Teacher-student conferences

### **Summative:**

- Theme-based project

## **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

## **Career Readiness, Life Literacies, and Key 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**

Prezi presentation:

*LA.9-10.W.9-10.7 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 select and evaluate the media platform which best suits their project needs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

- Students will use **Photo Editing software** in order to **create and modify digital images.**
- Digital SLR Cameras and related accessories
- Studio lighting: Monolights, Flash Meters, Radio Triggers
- Computer-based Photo Editing Software
- Internet-based resources for research and inspiration

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<b>Time Frame</b>	<b>WEEK FOUR</b>
<b>Topic</b>	
<b>Digital Image Output/Portfolio Development</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• What is the importance of a portfolio?</li><li>• What are typical presentation formats?</li><li>• What types/genres of images should be included?</li><li>• How can images be managed/archived using Adobe Lightroom/Bridge?</li><li>• How can I visually communicate my feelings and views?</li><li>• How can I help to visually communicate a subject's mood or view?</li><li>• How can viewing and judging other photographs help me to more effectively communicate my view and express myself?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• Workflow through Adobe Lightroom and Photoshop CC</li><li>• Vernacular of photography for use in critical viewing</li><li>• Understanding the technical specs. of tools and equipment can allow one to express creativity optimally</li><li>• High quality photographs require sound knowledge of the equipment used to create the image</li><li>• Evaluating and interpreting the expression or story in other photographs fosters one's own creativity and communicative skills</li></ul>	
<b>Alignment to NJSLs</b>	
<ul style="list-style-type: none"><li>• 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.</li><li>• 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.</li><li>• 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.</li><li>• 1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.</li></ul>	

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- 1.2.12prof.Pr5b: Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
- 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.

### **Learning Activities & Key Concepts and Skills**

- Determining strong work based on criteria
- Artistic design elements include: line, shape/form, and texture. (Also, color; covered later in course.)
- Guidelines of photocomposition include: simplicity, rule of thirds, leading lines, balance, framing, avoiding mergers, among others.
- Use of camera accessories and auxiliary equipment can help to increase the quality of photographs being made.
- Critiquing of photographs includes the evaluations of communicative value, presentation, and technical elements.
- Theme-based project exploration, development of “Artist Statements”
- Artificial (studio strobes) and natural light studies
- “Environmental Portrait” project
- View and discuss important works of photographic art as they relate to theme-based student projects.
- Printing color and B&W images to high quality photo paper and using a heat press to dry-mount photos for gallery presentation
- Q&A period for students
- Ongoing DSLR Camera & Studio Equipment Review
- Student blog maintenance - image submission/critique/reflection

### **Assessments**

#### **Formative:**

- Student-led jury of submitted works
- Assessments via Edmodo.com and web-based student responder quizzes

#### **Alternative:**

- Student blog content

#### **Summative:**

- Portfolio update

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

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CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### **Career Readiness, Life Literacies, and Key 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**

Student blog maintenance - image submission/critique/reflection:

***LA.9-10.W.9-10.6** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*

### **Technology Integration**

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

• 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Students will select and evaluate the media platform which best suits their project needs.

• 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

- Students will use **Photo Editing software** in order to **create and modify digital images**.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
- Digital SLR Cameras and related accessories
- Studio lighting: Monolights, Flash Meters, Radio Triggers
- Computer-based Photo Editing Software
- Internet-based resources for research and inspiration

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<b>Time Frame</b>	<b>WEEK FIVE</b>
<b>Topic</b>	
<b>Lighting Conditions and Challenges/Personal Theme Term Projects</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● How do lighting conditions determine exposure?</li><li>● What approaches are best-suited for determining proper exposure in given lighting?</li><li>● How is a histogram used?</li><li>● What type of metering should be used (center-weighted, matrix, etc.)?</li><li>● What is exposure compensation?</li><li>● How can a flash meter be used to control exposure in the studio?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Use of artificial and natural light</li><li>● In-camera Bracketing</li><li>● Exposure controls</li><li>● Filter factors</li><li>● Flash meter, F-stop output as it relates to aperture</li><li>● ISO and “exposure triangle”</li></ul>	
<b>Alignment to NJSL</b>	
<ul style="list-style-type: none"><li>● 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.</li><li>● 1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.</li><li>● 1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.</li></ul>	
<b>Learning Activities &amp; Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>● Exposure controls in camera: light on scene determines time lapse of shutter (speeds) and the volume size of lens opening (aperture).</li><li>● Skills needed in holding camera for sharply focused photographs.</li><li>● Theme-based project exploration</li><li>● Artificial (studio strobes) and natural light studies</li><li>● “Light &amp; Shadow as Subject” project</li><li>● View and discuss important works of photographic art as they relate to theme-based student projects.</li><li>● Q&amp;A period for students</li></ul>	

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- Ongoing DSLR Camera & Studio Equipment Review
- Student blog maintenance - image submission/critique/reflection

### **Assessments**

#### **Formative:**

- Assessments via Edmodo.com and web-based student responder quizzes
- Student-led jury of submitted works

#### **Alternative:**

- Observation of class discussion
- Student blog content

#### **Summative:**

- DSLR/Studio Equipment review assessment

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### **Career Readiness, Life Literacies, and Key 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**

Theme-based project exploration:

***LA.9-10.W.9-10.7** 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 access and assess digital resources to conduct research and investigations which extend their knowledge.

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

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- Theme-based project exploration
- Digital SLR Cameras and related accessories
- Studio lighting: Monolights, Flash Meters, Radio Triggers
- Computer-based Photo Editing Software
- Internet-based resources for research and inspiration
- Desktop photo scanner/digitizer

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<b>Time Frame</b>	<b>WEEK SIX</b>
<b>Topic</b>	
<b>Photoshop vs. In-camera Controls</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● When is the use of Photoshop warranted in straight photography?</li><li>● What are the most often-used Photoshop tools in repairing/improving images?</li><li>● How can Photoshop be used for artistic effect to enhance expression?</li><li>● What are ethical issues surrounding the use of Photoshop (or any image editor)?</li><li>● What approaches are best-suited for determining proper exposure in given lighting?</li><li>● How is a histogram used?</li><li>● What type of metering should be used (center-weighted, matrix, etc.)?</li><li>● What is exposure compensation?</li><li>● How can a flash meter be used to control exposure in the studio?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Basic and advanced knowledge of Adobe Photoshop tools</li><li>● In-camera exposure control (continued)</li><li>● In-camera composition control (cropping, use of Ro3 guidelines, tripods, etc.)</li><li>● Application of filters in Photoshop</li></ul>	
<b>Alignment to NJSL</b>	
<ul style="list-style-type: none"><li>● 1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.</li><li>● 1.2.12prof.Pr5b: Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.</li><li>● 1.2.12prof.Pr6a: Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.</li></ul>	
<b>Learning Activities &amp; Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>● Exposure controls in camera: light on scene determines time lapse of shutter (speeds) and the volume size of lens opening (aperture).</li><li>● Photoshop Toolbar and related functions</li><li>● Workflow (continued)</li><li>● Theme-based project exploration</li><li>● Artificial (studio strobes) and natural light studies</li></ul>	

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- Double Exposure, and “Photography as Fine Art” projects
- Use of desktop photo scanner/digitizer for “Scanner as Camera” project
- View and discuss important works of photographic and fine art as they relate to theme-based student projects.
- Watch “This Is Not Photography” documentary movie about Jerry Uelsmann and Maggie Taylor
- Q&A period for students
- Ongoing DSLR Camera & Studio Equipment Review
- Student blog maintenance - image submission/critique/reflection

### **Assessments**

#### **Formative:**

- Assessments via Edmodo.com and web-based student responder quizzes
- Student-led jury of submitted works

#### **Alternative:**

- Student blog content
- Observation of class discussion

#### **Summative:**

- Theme-based project exploration

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### **Career Readiness, Life Literacies, and Key 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**

Student blog maintenance - image submission/critique/reflection :

**LA.9-10.W.9-10.6** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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### **Technology Integration**

Students will select and evaluate the media platform which best suits their project needs.

• 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

- Students will use **Photo Editing software** in order to **create and modify digital images.**
- Digital SLR Cameras and related accessories
- Studio lighting: Monolights, Flash Meters, Radio Triggers
- Computer-based Photo Editing Software
- Internet-based resources for research and inspiration
- Desktop photo scanner/digitizer

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<b>Time Frame</b>	<b>WEEK SEVEN</b>
<b>Topic</b>	
<b>High Dynamic Range, Photomerge and Collage</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● What is a high dynamic range photograph?</li><li>● How is an HDR photograph created?</li><li>● How can HDR, Photomerge and Collage techniques be used for artistic expression and commercial applications?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Advanced knowledge of Adobe Photoshop tools</li><li>● In-camera exposure control and advanced image capture techniques – Bracketing, panning, multiple frame shooting mode</li><li>● In-camera composition control (cropping, use of Rule of Thirds guidelines, tripods, etc.) - continued</li></ul>	
<b>Alignment to NJSL</b>	
<ul style="list-style-type: none"><li>● 1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.</li><li>● 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.</li><li>● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li><li>● 1.2.12prof.Pr5b: Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.</li></ul>	
<b>Learning Activities &amp; Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>● Exposure controls in camera: light on scene determines time lapse of shutter (speeds) and the volume size of lens opening (aperture).</li><li>● Servo focus, manual focus and multiple frame shooting</li><li>● Photoshop Toolbar, Layer management, Layer blending, Photomerge, etc.</li><li>● Workflow (continued)</li><li>● Theme-based project exploration</li><li>● Artificial (studio strobes) and natural light studies</li></ul>	

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- Collage, HDR and Photomerge projects
- “Diptych and Triptych” projects
- View and discuss important works of photographic and fine art as they relate to theme-based student projects.
- Q&A period for students
- Ongoing DSLR Camera & Studio Equipment Review
- Student blog maintenance - image submission/critique/reflection

### **Assessments**

#### **Formative**

assessments via Edmodo.com and web-based student responder quizzes

- Student-led jury of submitted works

#### **Alternative:**

- Observation of class discussion
- Student-teacher conferences

#### **Summative:**

- Diptych/Triptych projects

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### **Career Readiness, Life Literacies, and Key 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**

View and discuss important works of photographic and fine art as they relate to theme-based student projects:

***LA.9-10.SL.9-10.1.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.*

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### **Technology Integration**

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

• 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

- Students will use **Photo Editing software** in order to **create and modify digital images.**
- Digital SLR Cameras and related accessories
- Studio lighting: Monolights, Flash Meters, Radio Triggers
- Computer-based Photo Editing Software
- Internet-based resources for research and inspiration
- Desktop photo scanner/digitizer

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<b>Time Frame</b>	<b>WEEK EIGHT</b>
<b>Topic</b>	
<b>Personal Theme Projects Critique/Edit</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• What constitutes a strong photographic image?</li><li>• What style/genre appeals to me personally? Is this where my exploration should begin?</li><li>• What aesthetic or technical requirements will my images demand?</li><li>• Is my project feasible per budget/logistical constraints?</li><li>• How can I pay homage to an artist without plagiarizing?</li><li>• What photographic career might I best be suited for?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• Most photographs focus on a specific topic and contain a particular point of view (POV)</li><li>• Variety of photographic genres – Fine Art, Editorial/Fashion, Product, Documentary, Street, Social, etc.</li><li>• There are a variety of approaches to finding and developing subject matter for short and long term photo studies</li><li>• Advanced knowledge of Adobe Photoshop tools (continued)</li><li>• In-camera exposure control and advanced image capture techniques – Bracketing, panning, multiple frame shooting mode (continued)</li><li>• In-camera composition control (cropping, use of Ro3 guidelines, tripods, etc.) - continued</li></ul>	
<b>Alignment to NJSLs</b>	
<ul style="list-style-type: none"><li>• 1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.</li><li>• 1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).</li><li>• 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.</li><li>• 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.</li></ul>	
<b>Learning Activities &amp; Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>• Criteria/constraints associated with making visual art</li></ul>	

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- Exposure controls in camera: light on scene determines time lapse of shutter (speeds) and the volume size of lens opening (aperture).
- Servo focus, manual focus and multiple frame shooting
- Photoshop Toolbar, Layer management, Layer blending, Photomerge, etc.
- Workflow (continued)
- Theme-based project exploration
- Artificial (studio strobes) and natural light studies
- “In the Style Of...” projects
- Watch “Waste Land” or “Rivers and Tides” DVD to address the development of personal artistic voice
- View and discuss important works of photographic and fine art as they relate to theme-based student projects.
- Q&A period for students
- Ongoing DSLR Camera & Studio Equipment Review
- Student blog maintenance - image submission/critique/reflection

### **Assessments**

#### **Formative:**

- Assessments via Edmodo.com and web-based student responder quizzes
- Student-led jury of submitted works

#### **Alternative:**

- Observation of class discussion
- Student-teacher conferences

#### **Summative:**

- “In the style of...” project

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### **Career Readiness, Life Literacies, and Key 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.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

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### **Interdisciplinary Connections**

Small-group discussion of “Waste Land” or “Rivers and Tides” to address the development of personal artistic voice: **LA.9-10.SL.9-10.1.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**

Students will use **Google Slides** in order to extend learning and apply skills to new content. Students will consider the appropriateness of the digital tool for the task.

• 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

- Students will use **Photo Editing software** in order to **create and modify digital images.**
- Digital SLR Cameras and related accessories
- Studio lighting: Monolights, Flash Meters, Radio Triggers
- Computer-based Photo Editing Software
- Internet-based resources for research and inspiration
- Desktop photo scanner/digitizer

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<b>Time Frame</b>	<b>WEEK NINE/TEN</b>
<b>Topic</b>	
<b>Editing Final Portfolio / Print Output</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● What images should be included in my portfolio?</li><li>● What images still require editing or re-shooting?</li><li>● Which bodies of work best represent me as an artist?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Use of Adobe Bridge as media manager</li><li>● Workflow through Adobe Lightroom and Photoshop CC</li><li>● Use of PREZI for online, dynamic portfolio presentation</li><li>● Vernacular of photography for use in critical viewing</li><li>● Understanding the technical specs. of tools and equipment can allow one to express creativity optimally</li><li>● High quality photographs require sound knowledge of the equipment used to create the image</li><li>● Evaluating and interpreting the expression or story in other photographs fosters one's own creativity and communicative skills</li></ul>	
<b>Alignment to NJSL</b>	
<ul style="list-style-type: none"><li>● 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.</li><li>● 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.</li><li>● 1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.</li><li>● 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals</li></ul>	
<b>Learning Activities &amp; Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>● Determining strong work based on criteria (continued)</li><li>● Artistic design elements include: line, shape/form, and texture. (Also, color; covered later in course.)</li></ul>	

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- Guidelines of photocomposition include: simplicity, rule of thirds, leading lines, balance, framing, avoiding mergers, among others.
- Use of camera accessories and auxiliary equipment can help to increase the quality of photographs being made.
- Critiquing of photographs includes the evaluations of communicative value, presentation, and technical elements.
- Theme-based project conclusion/portfolio assembly and editing
- Artificial (studio strobes) and natural light studies
- Any additional personal projects students wish to explore
- Watch “Salt of the Earth” documentary re: Sebastian Salgado
- View and discuss important works of photographic and fine art as they relate to theme-based student projects.
- Q&A period for students
- Ongoing DSLR Camera & Studio Equipment Review
- Student blog maintenance - FINAL image submission/critique/reflection
- Refining and publishing of artist statements to blogs with portfolios

## **Assessments**

### **Formative:**

Assessments via Edmodo.com and web-based student responder quizzes  
Student-led jury of submitted works

### **Alternative:**

Observation of class discussion  
Student-teacher conferences

### **Summative:**

Theme-based project

### **Benchmark:**

Written critique and portfolio assessment

## **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

## **21st 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.

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

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

### **Interdisciplinary Connections**

Portfolio writing reflection:

**LA.9-10.W.9-10.10** 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 Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

• 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course. Digital SLR Cameras and related accessories
- Studio lighting: Monolights, Flash Meters, Radio Triggers
- Computer-based Photo Editing Software
- Internet-based resources for research and inspiration
- Desktop photo scanner/digitizer

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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
- Expose students to beyond level texts.

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### ***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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