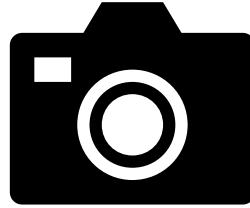


# RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Visual and Performance Arts

Course: Advanced Photography

Alignment: 2020 NJSL

BOE Born Date: August 21, 2023

Authored by

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## Introduction

Advanced Photography allows greater personal exploration and builds upon understanding of commercial aspects of art. This course combines traditional and digital imaging techniques. Advanced Photography offers students who have completed Introduction to Photography & Digital Design the opportunity to take their photography skills to a higher level. A 35mm and/or digital camera is recommended, but not required. Students are expected to pursue themes that engage them, while exploring the elements and Principles of Design further. Upon completion of this course, students may continue to explore 2D design in Advanced Digital Design or apply this course as a prerequisite for AP 2D.

## Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

## Vision

Advanced Photography allows students to continue exploration and application of traditional techniques to create black and white prints using darkroom techniques. As the course progresses, students continue making connections between traditional and contemporary photography techniques. They will be provided with greater opportunities for self-exploration to develop their own personal voice in the photographic medium. Through a variety of photography challenges, students will by:

- Presenting and producing final products, as artistically literate photographers, by expressing and realizing creative ideas, implementing advanced technical skills, and demonstrating cognitive abilities significant to many aspects of life and work in the 21<sup>st</sup> century.
- Responding to the work of both photographers of the past and contemporary photographers to inform and inspire their own personal work.
- Creating personal artwork that reflects a variety of ethnic, racial, and cultural perspectives that demonstrates an advanced understanding of the photographic medium.
- Connecting global trends or issues, contemporary practices to one's own personal learnings through practice of the medium.

## Scope and Sequence

Advanced Photography requires the introductory level course, Introduction to Photography and Digital Design. After developing basic skills and techniques in digital design and photography, students can elect to explore photography more in-depth in this year-long course of study. Students may bypass the introductory pre-requisites for this course with a teacher recommendation. Advanced Photography serves as a pre-requisite for AP 2D.

Overview:

Unit I: Advanced Fundamentals of Photography - Tools, Techniques & Application (90 days)

Unit II: Photography Exploration – Artistic and Commercial Concepts, Composition, & Individual Exploration (90 days)

## Technology

Technology integration is the seamless and effective use of 21<sup>st</sup> Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

### Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

### Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

## New Jersey Administrative Code Summary and Statues:

*The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.*

### Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of

Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (*This will be modified based off of content*)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

# Unit I: Advanced Fundamentals of Photography - Tools, Techniques & Application (90 Days)

<b>Core Ideas</b>	<p><b>NJSLS – Visual and Performing Arts</b></p> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Generating and conceptualizing ideas – Explore multiple approaches to begin creative photographs.</li> <li>• Organizing and developing ideas – Investigate the photographic medium through experimentation, practice, and persistence.</li> <li>• Refining and completing products - Reflect, refine and continue personal artistic visions in progress.</li> </ul> <p><b>Presenting</b></p> <ul style="list-style-type: none"> <li>• Selecting, analyzing, and interpreting work - Analyze, select and critique personal work for a photography portfolio presentation or specific event.</li> <li>• Developing and refining techniques and models or steps needed to create products - Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</li> <li>• Conveying meaning through art - Share understanding of photography through analysis of an impact a collection or exhibition has on personal awareness of beliefs and understandings.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Perceiving and analyzing products - Analyze how one’s understanding of the world or human experiences is affected by how one might perceive visual arts.</li> <li>• Interpreting intent and meaning - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</li> <li>• Applying criteria to evaluate products - Analyze photography or the process of doing photography by establishing relevant criteria in order to evaluate a photograph or collection of works.</li> </ul> <p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>• Synthesizing and relating knowledge and personal experiences to create products - Synthesize understanding of the photographic process by documenting developing ideas from early stages to fully elaborated ideas.</li> <li>• Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding - Relate knowledge of cultures, history, or global issues including climate change to your personal response to art by describing how it may influence your experience of it.</li> </ul> <p><b>NJSLS – Computer Science &amp; Design Thinking</b></p> <p><b>Ethics &amp; Culture</b></p> <ul style="list-style-type: none"> <li>• The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance.</li> <li>• Consequences of technological use may be different for different groups of people and may change over time.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What conditions, attitudes and behaviors support creativity and innovative thinking?</li> <li>• What factors prevent or encourage people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the contexts, histories and traditions of art forms help us create works of art and design?</li> <li>• How do artists and designers learn from trial and error?</li> <li>• How do artists and designers care for and maintain materials, tools, and equipment?</li> <li>• Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?</li> <li>• What role does persistence play in revising, refining, and developing work?</li> <li>• How does collaboratively reflecting on a work help us experience it more completely?</li> <li>• Why do people value objects, artifacts, and artworks, and select them for presentation?</li> <li>• How does refining artwork affect its meaning to the viewer?</li> <li>• What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> <li>• How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li> <li>• How do life experiences influence the way you relate to art?</li> <li>• Where and how do we encounter visual arts in our world?</li> <li>• How do visual arts influence our views of the world?</li> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How does knowing and using visual art vocabulary help us understand and interpret works of art?</li> <li>• How and why might criteria vary? How is a personal preference different from an evaluation?</li> <li>• How does making art attune people to their surroundings?</li> <li>• How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</li> <li>• How does art help us understand the lives of people of different times, places, and cultures?</li> </ul>

<p><b>Enduring Understanding</b></p>	<p>The practices reflect the steps that artists undergo in the process of creating, performing, responding, and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.</p> <ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking traditions in pursuit of creative art-making goals.</li> <li>• Artists and designers' experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom, and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</li> <li>• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.</li> <li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts and artworks for preservation and presentation.</li> <li>• Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li> <li>• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</li> <li>• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual art influences understanding of and responses to the world.</li> <li>• People gain insights into the meanings of artworks by engaging in the process of art criticism.</li> <li>• People evaluate art based on various criteria.</li> <li>• Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> </ul>
<p><b>Practice</b></p>	<ul style="list-style-type: none"> <li>• Explore the creative and innovation process in photography.</li> <li>• Investigate the photographic process through experimentation, practice, and persistence.</li> <li>• Reflect, refine, and continue revising photographic work overtime and exhibit persistence.</li> <li>• Analyze personal work and the work of others for presentation.</li> <li>• Select appropriate methods or processes to exhibit and preserve art.</li> <li>• Share photographs that are influenced by social, cultural, or political beliefs and understandings.</li> <li>• Perceive photography through a personal lens and the lens of others and analyze how art influences human perception.</li> <li>• Interpret photography supported by relevant evidence.</li> <li>• Analyze photography with relevant criteria.</li> <li>• Synthesize photography knowledge with personal experience to create products.</li> <li>• Relate ideas for photographic work to understanding of society, culture, and history.</li> </ul>
<p><b>Performance Expectations</b></p>	<ul style="list-style-type: none"> <li>• Generating and conceptualizing ideas- Use multiple approaches to begin creative endeavors. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</li> <li>• Organizing and developing ideas- Engage in making a work of art or design without having a preconceived plan. Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools, and equipment. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</li> <li>• Refining and completing products- Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.</li> <li>• Selecting, analyzing, and interpreting work- Analyze, select and critique personal artwork for a collection or portfolio presentation. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>• Developing and refining techniques and models or steps needed to create products- Analyze and evaluate the reasons and ways an exhibition is presented. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</li> <li>• Conveying meaning through art- Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.</li> <li>• Perceiving and analyzing products- Hypothesize ways in which art influences perception and understanding of human experiences. Analyze how one's understanding of the world is affected by experiencing visual arts. Interpreting intent and meaning- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</li> <li>• Applying criteria to evaluate products- Establish relevant criteria in order to evaluate a work of art or collection of works.</li> <li>• Synthesizing and relating knowledge and personal experiences to create products- Document the process of developing ideas from early stages to fully elaborated ideas.</li> </ul>

- Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding- Describe how knowledge of culture, traditions and history may influence personal responses to art. Describe how knowledge of global issues, including climate change, may influence personal responses to art.
- The consequences of technological use may be different for different groups of people and may change over time.
- Synthesize data, analyze trends, and draw conclusions regarding the effect of technology on the individual, culture, society, and environment and share this information with the appropriate audience.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
1.5.12.Cr1a 1.5.12.Cr1b 1.5.12.Pr4a 1.5.12.Cr2a 1.5.12.Cr2b 1.5.12.Cr2c 1.5.12.Cr3a 1.5.12.Pr4a 1.5.12.Pr5a 1.5.12.Pr6a 1.5.12.Re7a 1.5.12.Re7b 1.5.12.Re8a 1.5.12.Re9a 1.5.12.Cn10a 1.5.12.Cn10b 1.5.12.Cn11a 1.5.12.Cn11b	Students will be able to: <ul style="list-style-type: none"> <li>• Develop understanding of the art elements and principle of design vocabulary by applying them effectively to original works of art in digital design.</li> <li>• Demonstrate understanding of digital design tools by participating in class demonstrations and practice activities and formal thematic project-based challenges.</li> <li>• Learn and demonstrate new techniques and refine skills in digital design software by following along with in-class demonstrations on how to utilize the variety of tool options.</li> <li>• Organize, save, and export files to learn and consistently practice appropriate file saving and sharing techniques by actively participating in the classroom lecture demonstrations.</li> <li>• Organize, review, and describe personal work for presentation by creating a portfolio.</li> <li>• Design a variety of solutions for a creative problem and reflect on the best version to develop further by engaging in a structured brainstorm sketching activity.</li> <li>• Exercise creative choice, personal time management and demonstrate their ability to guide their own personal learning journeys by creating an original artistic composition.</li> <li>• Assess the effectiveness of an existing artwork and propose an additional creative solution by selecting, analyzing the symbolism and use of artistic technique, and creating an innovative redesigned solution to a specific album cover art.</li> <li>• Thoughtfully evaluate and reflect on their own work and the work of others by appropriately using technical vocabulary in a written format and/or verbally.</li> <li>• Express thorough understanding of the creative, technical, and artistic processes that they have engaged in by presenting their process in an organized and detailed format including evidence of each part.</li> <li>• Explore and evaluate historically significant and contemporary works of art from prominent artists by randomly or individually selecting professional artworks or artists.</li> </ul>	<b>Art elements &amp; principles of design vocabulary</b> <ul style="list-style-type: none"> <li>• Incorporate the art elements &amp; principles of design in photographs.</li> <li>• Abstract photography</li> <li>• Class presentation/critique of best photo examples</li> </ul> <b>Advanced Photography - tools &amp; terminology</b> <ul style="list-style-type: none"> <li>• Diagram, define and discuss the camera parts</li> <li>• Photography Journal Assignments (Can be regular and ongoing)</li> <li>• Adjusting Your Focus Assignment</li> <li>• Mastering Your Lighting Assignment</li> <li>• Framing Your Subject Assignment</li> </ul> <b>Dark room essentials review</b> <ul style="list-style-type: none"> <li>• Safety procedure contract/quiz</li> <li>• Dark room - Diagram &amp; Define Activity</li> <li>• Enlarger - Diagram &amp; Define Activity</li> <li>• Developing Process Demonstration</li> <li>• Student-led Demonstration &amp; check for understanding</li> <li>• Photogram Activity</li> <li>• Dark Room – Student Pair Photography Activity</li> </ul> <b>Advanced techniques &amp; application</b> <ul style="list-style-type: none"> <li>• Advanced pinhole photography</li> <li>• Double exposures</li> <li>• Independent darkroom use</li> <li>• Evaluation of personal progress</li> <li>• Developing Process Demonstrations</li> <li>• Student-led Demonstration &amp; check for understanding</li> <li>• The creative process - Idea development from concept to completion</li> <li>• Tilt-shift photography</li> <li>• Color theory</li> <li>• Photograph for specific outputs (ie. events, advertising, documentation, etc.)</li> </ul> <b>Developing &amp; refining best practices</b> <ul style="list-style-type: none"> <li>• Archiving and organizing work both digitally and physically</li> <li>• Understanding client needs</li> <li>• Creative collaboration using digital platforms</li> <li>• Community Engagement</li> <li>• Portfolio development &amp; presentation</li> </ul> <b>Self &amp; peer critiques</b> <ul style="list-style-type: none"> <li>• Critique “cheat sheet”</li> <li>• Self-critique practice</li> <li>• Think-pair-share critiques</li> <li>• Class discussion critique of student work</li> </ul> <b>Articulating process through writing and verbal communication</b> <ul style="list-style-type: none"> <li>• Project Process Document Template</li> </ul>	<ul style="list-style-type: none"> <li>• Photographic devices               <ul style="list-style-type: none"> <li>○ Cell phone cameras</li> <li>○ Pinhole cameras</li> <li>○ Holga camera</li> <li>○ SLR camera</li> <li>○ DSLR camera</li> </ul> </li> <li>• Darkroom materials/tools               <ul style="list-style-type: none"> <li>○ Enlargers and replacement supplies</li> <li>○ Filters</li> <li>○ Photographic paper</li> <li>○ Black and white film</li> <li>○ Chemicals (developer, stop bath, fixer, photo flow, Perma wash)</li> <li>○ Developer tanks</li> <li>○ Changing bags</li> <li>○ Film openers</li> <li>○ Squeegee tongs</li> <li>○ Dark room tongs</li> <li>○ Film clips</li> <li>○ Chemical bins</li> <li>○ Trays</li> <li>○ Dry rack</li> <li>○ Paper cutter</li> <li>○ 35mm film sleeves</li> </ul> </li> <li>• Computer with compatible tablet and stylus</li> <li>• Computer mouse</li> <li>• Digital editing software (ie. Adobe Creative Suite)</li> <li>• Various art media               <ul style="list-style-type: none"> <li>○ Scissors</li> <li>○ Paper cutter</li> <li>○ Utility knives with self-healing boards</li> <li>○ Tape</li> <li>○ Glue sticks, glue guns and replacement glue sticks</li> <li>○ Pencils, markers, pens</li> <li>○ Rulers</li> <li>○ Illustration board (or pre-cut mats)</li> <li>○ Frames</li> <li>○ 3D foam dots</li> <li>○ High quality printer paper</li> <li>○ Printer &amp; replacement ink cartridges</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Pairing Images with Text</li> </ul> <b>Evaluating professional works of art</b> <ul style="list-style-type: none"> <li>• Evaluation “cheat sheet”</li> <li>• Art Analysis Individual Activity</li> <li>• Art Analysis Think-pair-share Activity</li> <li>• Professional Photographer Poster Assignment</li> <li>• Copycat Style Assignment</li> </ul>	<ul style="list-style-type: none"> <li>○ Clear plastic protector binder sleeves</li> </ul> <ul style="list-style-type: none"> <li>• Activity sheets</li> <li>• Museum websites</li> <li>• Professional resources as needed (ie. Ilford Photo)</li> </ul>
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<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• <b>Art Elements:</b> Line, shape, form, space, texture, value, color</li> <li>• <b>Principles of Design:</b> Pattern, contrast, emphasis, balance, scale, harmony, rhythm/movement, unity, variety, proportion</li> <li>• <b>Camera terms:</b> Camera, lens, aperture, shutter speed, focus, ISO, manual, metering, shutter release, single lens reflex (SLR), viewfinder</li> <li>• <b>Photography terms:</b> Aspect ratio, depth of field, exposure, long exposure, landscape, portrait, subject, focus</li> <li>• <b>Dark room:</b> Photographic paper, developer, stop bath, fixer, tongs, agitation, exposure, enlarger, easel, height adjustment knob, lens, photogram, test strip, print</li> <li>• <b>Pinhole Photography:</b> pinhole, shutter, lightproof, light-sensitive, exposure time, positive, negative, camera obscura</li> <li>• <b>Critique:</b> Self-critique, peer-critique, reflection, constructive criticism, symbolism, technique</li> </ul>
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**Evidence of Learning** Students will be evaluated using formative and summative assessments. Assessment of the student will relate to the performance expectations and classroom expectations for the unit. Formative assessments throughout projects will help determine if the student falls in the category of Proficient, Accomplished or Advanced which is described below. Summative assessments will occur at the end of a project and will be evaluated via rubric.

Proficient	Accomplished	Advanced
<p>Students at the proficient level have developed the foundational technical and expressive skills and understandings of the lesson topic necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the concept to be an important form of personal realization and well-being, and make connections between the design practice, history, culture, and other learning.</p> <p>A level of achievement attainable by most students who complete a high school level course in the arts and computer science disciplines (or equivalent) beyond the foundation of quality K–8 instruction.</p>	<p>Students at the accomplished level are, with minimal assistance, able to identify or solve design problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine products, or presentations that demonstrate technical proficiency and personal communication and expression. They use the design thinking and related concepts for personal realization and well-being and have the necessary skills for and interest in participation in arts activity beyond the school environment.</p> <p>A level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the proficient level.</p>	<p>Students at the advanced level independently identify challenging design problems based on their interests or for specific purposes and bring creativity and insight to finding design solutions. They are facile in using at least one information visualization form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. As learners of the design thinking process, they exploit their personal strengths and apply strategies to overcome personal challenges. They can take a leadership role in problem-solving activities within and beyond the school environment.</p> <p>A level and scope of achievement that significantly exceeds the accomplished level. Achievement at this level is indisputably rigorous and substantially expands students’ knowledge, skills, and understandings beyond the expectations articulated for accomplished achievement.</p>
1.5.12prof.Cr1a 1.5.12prof.Cr2a 1.5.12prof.Cr2b 1.5.12prof.Cr3a 1.5.12prof.Pr4a 1.5.12prof.Pr5a 1.5.12prof.Pr6a 1.5.12prof.Re7a 1.5.12prof.Re8a 1.5.12prof.Re9a 1.5.12prof.Cn10a 1.5.12prof.Cn11a	1.5.12acc.Cr1a 1.5.12acc.Cr2a 1.5.12acc.Cr2b 1.5.12acc.Cr3a 1.5.12acc.Pr4a 1.5.12acc.Pr5a 1.5.12acc.Pr6a 1.5.12acc.Re7a 1.5.12acc.Re8a 1.5.12acc.Re9a 1.5.12acc.Cn10a 1.5.12acc.Cn11a	1.5.12adv.Cr1a 1.5.12adv.Cr2a 1.5.12adv.Cr2b 1.5.12adv.Cr3a 1.5.12adv.Pr4a 1.5.12adv.Pr5a 1.5.12adv.Pr6a 1.5.12adv.Re7a 1.5.12adv.Re8a 1.5.12adv.Re9a 1.5.12adv.Cn10a 1.5.12adv.Cn11a



<p><b>Interdisciplinary Connections</b></p>	<p>The study of photography tools, techniques, and their application inherently integrate a variety of interdisciplinary connections. These connections and relationships between disciplines help generate meaning in the work done in class. This unit addresses interdisciplinary connections in the following subject areas:</p> <ul style="list-style-type: none"> <li>• <b>History</b> – The reasons for following a specific photographic process and use of specific tools have roots in the history of the medium.</li> <li>• <b>Reading and writing</b> - Students reflect and express their work through writing and read about photography tools, techniques and how they have applied them to their work.</li> <li>• <b>Technology</b> – Understand the history of a photographic function and learn the most up-to-date practices. Understand technological needs and utility of an art composition for appropriate output or sharing of work.</li> <li>• <b>Science</b> – Photography hardware incorporates principles of physics, techniques require understanding of physics light principles, and the film developing process requires understanding of chemical compositions for developing film and photographic paper.</li> <li>• <b>Math</b> – Photography tools require understanding and application of basic mathematical concepts like percentages and fractions where these numbers provide meaningful information to the user of the photographic device.</li> </ul>
<p><b>Diversity, Equity, &amp; Inclusion</b></p>	<ul style="list-style-type: none"> <li>• Gain richer perspectives and participate in design best practices that draw on the influence of global perspectives.</li> <li>• Create original designs influenced by various global art-making traditions, materials, and styles that connect to their own life experiences, beliefs, values, and opinions.</li> <li>• Apply multiple perspectives and diverse cultural understanding to promote stronger content creation as students are introduced to a diverse range of designers and cultures (I.e., representing varied race, gender, sexuality, ability, neurodiversity, religion, origin, age, and socio-economic background).</li> <li>• Share studio space and ideation experiences with students of all abilities and learning levels.</li> <li>• Acknowledge and appreciate that artists and peers come from a varied background that could impact their communication through expression/creation (I.e., environment, access, political, social standing, challenges).</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<ul style="list-style-type: none"> <li>• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</li> <li>• 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</li> </ul>
<p><b>Computer Science and Design Thinking</b></p>	<ul style="list-style-type: none"> <li>• 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.</li> <li>• 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</li> </ul>
<p><b>Social Emotional Learning</b></p>	<ul style="list-style-type: none"> <li>• Develop general self-awareness - Recognize one’s personal traits, strengths, and limitations.</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve.</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds.</li> <li>• Develop, implement, and model effective problem-solving and critical thinking skills.</li> <li>• Exercise self-management and personal time-management in project work.</li> <li>• Accept and apply constructive criticism to one's work and the work of others.</li> </ul>

**Differentiation**

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
		<ul style="list-style-type: none"> <li>• Provide translated notes and key vocabulary terms</li> <li>• Provide images of key vocabulary terms and concepts</li> <li>• Word banks</li> <li>• Bilingual dictionaries</li> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Display reminders</li> <li>• Checklist of materials and tasks (printed out or digitally accessible)</li> <li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> </ul>

	<ul style="list-style-type: none"> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cue or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<p>keep records and monitor their own learning progress</p> <ul style="list-style-type: none"> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit 2: Photography Exploration – Artistic and Commercial Concepts, Composition & Individual Exploration (90 Days)

<b>Core Ideas</b>	<p><b>NJSLS – Visual and Performing Arts</b></p> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Generating and conceptualizing ideas – Conceive multiple ideas using generative methods to develop goals, propose media arts artwork and develop media art for production.</li> <li>• Organizing and developing ideas – Develop, refine and propose media arts artwork by applying aesthetic criteria throughout planning phases and execution.</li> <li>• Refining and completing products - Construct meaning with deliberate organizational and compositional choices in artwork content and style.</li> </ul> <p><b>Presenting</b></p> <ul style="list-style-type: none"> <li>• Selecting, analyzing, and interpreting work - Practice media art through integration of various art forms and content into unified media arts productions while considering the audience.</li> <li>• Developing and refining techniques and models or steps needed to create products - Integrate and refine works of art and demonstration progression in artistic, design, technical and soft skills, as a result of selecting and fulfilling specified roles in the production of media artworks.</li> <li>• Conveying meaning through art – Present designs with consideration of combinations of artworks, formats and audiences.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Perceiving and analyzing products – Analyze how the relationship of components of an artwork can affect how an audience may perceive media art.</li> <li>• Interpreting intent and meaning - Analyze and interpret the intent, meanings and influence of a variety of media artworks based on personal, societal, historical and cultural contexts.</li> <li>• Applying criteria to evaluate products - Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.</li> </ul> <p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>• Synthesizing and relating knowledge and personal experiences to create products - Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</li> <li>• Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding - Relate artwork to various contexts, purposes and values through demonstrations and explanations of media artworks.</li> </ul> <p><b>NJSLS – Computer Science &amp; Design Thinking</b></p> <p><b>Ethics &amp; Culture</b></p> <ul style="list-style-type: none"> <li>• The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance.</li> <li>• Consequences of technological use may be different for different groups of people and may change over time.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What conditions, attitudes and behaviors support creativity and innovative thinking?</li> <li>• What factors prevent or encourage people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the contexts, histories and traditions of art forms help us create works of art and design?</li> <li>• How do artists and designers learn from trial and error?</li> <li>• How do artists and designers care for and maintain materials, tools and equipment?</li> <li>• Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?</li> <li>• What role does persistence play in revising, refining, and developing work?</li> <li>• How does collaboratively reflecting on a work help us experience it more completely?</li> <li>• Why do people value objects, artifacts and artworks, and select them for presentation?</li> <li>• How does refining artwork affect its meaning to the viewer?</li> <li>• What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> <li>• How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li> <li>• How do life experiences influence the way you relate to art?</li> <li>• Where and how do we encounter visual arts in our world?</li> <li>• How do visual arts influence our views of the world?</li> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How does knowing and using visual art vocabulary help us understand and interpret works of art?</li> <li>• How and why might criteria vary? How is a personal preference different from an evaluation?</li> <li>• How does making art attune people to their surroundings?</li> <li>• How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</li> </ul>

	<ul style="list-style-type: none"> <li>• How does art help us understand the lives of people of different times, places, and cultures?</li> </ul>
<b>Enduring Understanding</b>	<p>The practices reflect the steps that artists undergo in the process of creating, performing, responding, and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.</p> <ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking traditions in pursuit of creative art-making goals.</li> <li>• Artists and designers’ experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom, and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</li> <li>• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.</li> <li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts and artworks for preservation and presentation.</li> <li>• Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li> <li>• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</li> <li>• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual art influences understanding of and responses to the world.</li> <li>• People gain insights into the meanings of artworks by engaging in the process of art criticism.</li> <li>• People evaluate art based on various criteria.</li> <li>• Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> </ul>
<b>Practice</b>	<p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Conceive multiple design ideas and apply aesthetic criteria for media arts production.</li> <li>• Develop plans, ideas, and processes with consideration of constraints and purpose throughout project-based work.</li> <li>• Construct and synthesize a variety of components for a specific purpose.</li> </ul> <p><b>Presenting</b></p> <ul style="list-style-type: none"> <li>• Practice within the media arts discipline through integration of various arts and media arts forms into unified productions.</li> <li>• Integrate skillful adaptation of tools and techniques to demonstrate command of the chosen artform.</li> <li>• Curate, design and present media artworks or a collection of media artworks in a variety of contexts.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Analyze how media arts can affect how someone may perceive an issue or impact an audience.</li> <li>• Interpret the meaning, intent, and influence of media artworks as they relate to a variety of factors.</li> <li>• Evaluate the state of an artwork at a certain stage for critique of the artwork or the process.</li> </ul> <p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>• Synthesize personal and external resources to create meaningful artwork.</li> <li>• Relate media art to various contexts, purposes and values such as markets, systems, propaganda, and truth.</li> </ul>
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• Generating and conceptualizing ideas- Use multiple approaches to begin creative endeavors. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</li> <li>• Organizing and developing ideas- Engage in making a work of art or design without having a preconceived plan. Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools, and equipment. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</li> <li>• Refining and completing products- Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</li> <li>• Selecting, analyzing, and interpreting work- Analyze, select and critique personal artwork for a collection or portfolio presentation. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>• Developing and refining techniques and models or steps needed to create products- Analyze and evaluate the reasons and ways an exhibition is presented. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</li> </ul>

- Conveying meaning through art- Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
- Perceiving and analyzing products- Hypothesize ways in which art influences perception and understanding of human experiences. Analyze how one's understanding of the world is affected by experiencing visual arts. Interpreting intent and meaning- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- Applying criteria to evaluate products- Establish relevant criteria in order to evaluate a work of art or collection of works.
- Synthesizing and relating knowledge and personal experiences to create products- Document the process of developing ideas from early stages to fully elaborated ideas.
- Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding- Describe how knowledge of culture, traditions and history may influence personal responses to art. Describe how knowledge of global issues, including climate change, may influence personal responses to art.
- The consequences of technological use may be different for different groups of people and may change over time.
- Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
1.5.12.Cr1a 1.5.12.Cr1b 1.5.12.Pr4a 1.5.12.Cr2a 1.5.12.Cr2b 1.5.12.Cr2c 1.5.12.Cr3a 1.5.12.Pr4a 1.5.12.Pr5a 1.5.12.Pr6a 1.5.12.Re7a 1.5.12.Re7b 1.5.12.Re8a 1.5.12.Re9a 1.5.12.Cn10a 1.5.12.Cn11a 1.5.12.Cn11b 1.5.12.Cn11a	Students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate proficient understanding of Photoshop tools by participating in class demonstrations and practice activities.</li> <li>• Learn and demonstrate new techniques and refine photo editing skills in a digital platform such as Photoshop by following along with in-class demonstrations.</li> <li>• Learn and apply new techniques to their photography and digital design repertoire including dodging and burning, using filters and more by creating two original double exposure compositions in using both media.</li> <li>• Organize, save and export files in order to learn appropriate file saving and sharing techniques by actively participating in the classroom lecture demonstrations.</li> <li>• Plan for a portrait photography session with a subject of their choosing by articulating plans and ideas and performing personal research on portrait photography professionals and their techniques.</li> <li>• Exercise creative choice and personal time management by creating an original artistic composition around the theme, "What it is like to be a teenager today?".</li> <li>• Explore abstract photography as it relates to the art elements and principles of design by engaging in a planning process for their own abstract photography photo shoots.</li> <li>• Explore and decide on a theme for a sustained investigation assignment by evaluating personal passions, investigative research, and experiences that inspire them.</li> <li>• Demonstrate understanding of a sustained investigation and public speaking by presenting a series of photographs to their peers and follow up with class questions and discussions.</li> <li>• Create a series of photo collages using found photos by performing research on the medium and experimenting/combining a variety of art elements in unique ways.</li> </ul>	<b>Advanced/Independent darkroom activities</b> <ul style="list-style-type: none"> <li>• Dodging &amp; burning</li> <li>• Larger prints</li> <li>• Different types of photo paper (matte, gloss)</li> <li>• Multiple darkroom techniques in one print</li> </ul> <b>Portrait Photography</b> <ul style="list-style-type: none"> <li>• Photoshoot planning</li> <li>• Subject selection</li> <li>• Lighting/environment manipulation</li> <li>• Reading and controlling the environment</li> <li>• Reading and controlling the tone</li> <li>• Editing techniques post shoot</li> </ul> <b>Conceptual (theme-based) Photography</b> <ul style="list-style-type: none"> <li>• Research on past influential photographs</li> <li>• Selecting theme workshop</li> <li>• Idea development</li> <li>• Sustained investigations</li> <li>• Presentation of theme</li> </ul> <b>Abstract Photography</b> <ul style="list-style-type: none"> <li>• Research on subject-specific photography</li> <li>• Advanced development of visual abstractions</li> <li>• Developing aesthetic preferences</li> <li>• Seeking abstractions in everyday life</li> <li>• Analysis of visual work</li> </ul> <b>Advertising Photography</b> <ul style="list-style-type: none"> <li>• KWL – advertising photography</li> <li>• Analysis of applied photographic techniques</li> <li>• Manipulation of environmental lighting</li> <li>• Use of props in photography</li> <li>• Setting up a studio space</li> <li>• Integration of product and logos</li> </ul> <b>Independent Study</b> <ul style="list-style-type: none"> <li>• Personal research</li> <li>• Appropriate selection of subject/theme</li> <li>• Development of a body of work</li> <li>• Documentation of progress</li> </ul> <b>Portfolio Development</b>	<ul style="list-style-type: none"> <li>• Photographic devices               <ul style="list-style-type: none"> <li>○ Cell phone cameras</li> <li>○ Pinhole cameras</li> <li>○ Holga camera</li> <li>○ SLR camera</li> <li>○ DSLR camera</li> </ul> </li> <li>• Photography tools               <ul style="list-style-type: none"> <li>○ Backdrops</li> <li>○ Props</li> <li>○ Tripods</li> <li>○ Studio lighting</li> <li>○ Ring light</li> <li>○ Light diffusing equipment</li> <li>○ Lens types</li> </ul> </li> <li>• Darkroom materials/tools               <ul style="list-style-type: none"> <li>○ Enlargers and replacement supplies</li> <li>○ Filters</li> <li>○ Photographic paper</li> <li>○ Black and white film</li> <li>○ Chemicals (developer, stop bath, fixer, photo flow, Perma wash)</li> <li>○ Developer tanks</li> <li>○ Changing bags</li> <li>○ Film openers</li> <li>○ Squeegee tongs</li> <li>○ Dark room tongs</li> <li>○ Film clips</li> <li>○ Chemical bins</li> <li>○ Trays</li> <li>○ Dry rack</li> <li>○ Paper cutter</li> <li>○ 35mm film sleeves</li> </ul> </li> <li>• Computer with compatible tablet and stylus</li> <li>• Computer mouse</li> <li>• Digital editing software (ie. Adobe Creative Suite)</li> <li>• Various art media</li> </ul>

	<ul style="list-style-type: none"> <li>• Skillfully and thoughtfully incorporate new symbolism and alter the tone and meaning of a work of art by designing an original art inspired by the work of a well-known photographer.</li> <li>• Exercise creative choice, personal time management and demonstrate their ability to guide their own personal learning journeys by creating an original artistic composition.</li> <li>• organize, review, and describe personal work for presentation by creating a portfolio.</li> <li>• Express their opinions and analyze student work and their own by participating in a presentation session.</li> </ul>	<ul style="list-style-type: none"> <li>• Research on professional portfolios</li> <li>• Organization of personal work</li> <li>• Integration of labels and descriptions</li> </ul> <p><b>File management best practices</b></p> <ul style="list-style-type: none"> <li>• Demonstration of file-saving options</li> <li>• File organization checks</li> </ul> <p><b>Self &amp; peer critiques</b></p> <ul style="list-style-type: none"> <li>• Critique “cheat sheet”</li> <li>• Self-critique practice</li> <li>• Think-pair-share critiques</li> <li>• Class discussion critique of student work</li> <li>• Respond and reflect questions periodically during different project phases</li> </ul> <p><b>Articulating process through writing and verbal communication</b></p> <ul style="list-style-type: none"> <li>• Project Process Document Template</li> <li>• Pairing Images with Text</li> </ul>	<ul style="list-style-type: none"> <li>○ Scissors</li> <li>○ Paper cutter</li> <li>○ Utility knives with self-healing boards</li> <li>○ Tape</li> <li>○ Glue sticks, glue guns and replacement glue sticks</li> <li>○ Pencils, markers, pens</li> <li>○ Rulers</li> <li>○ Illustration board (or pre-cut mats)</li> <li>○ Frames</li> <li>○ 3D foam dots</li> <li>○ High quality printer paper</li> <li>○ Printer &amp; replacement ink cartridges</li> <li>○ Clear plastic protector binder sleeves</li> </ul> <ul style="list-style-type: none"> <li>• Activity sheets</li> <li>• Museum websites</li> <li>• Professional resources as needed (ie. Ilford Photo)</li> </ul>
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<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• <b>Advanced/Independent darkroom activities:</b> Dodging, burning, standardized print sizes, matte, gloss, semi-gloss, photo finish, fine focus tool, contrast filters</li> <li>• <b>Portrait Photography:</b> Photoshoot, lighting, environment, subject, tone, post-processing, noise, white balance, focal length, ISO, metering, tri-pod, backdrop</li> <li>• <b>Conceptual (theme-based) Photography:</b> Passion, aesthetics, thematic development, subject, recurring elements, style</li> <li>• <b>Abstract Photography:</b> Abstractions, art elements and principles of design, framing, composition, intrigue, emotion, simplicity, macro</li> <li>• <b>Advertising Photography:</b> Environmental lighting, glare, cast shadow, hard light, soft light, diffused light, ambient light, props, studio space</li> <li>• <b>Portfolio Development:</b> Independent study, body of work, portfolio, labels, descriptions, media, presentation, digital presence</li> <li>• <b>File management:</b> JPEG, PNG, PDF, PSD, AI Cloud storage, local hard drive</li> <li>• <b>Critique:</b> Self-critique, peer-critique, reflection, constructive criticism, symbolism, technique</li> </ul>
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<p><b>Evidence of Learning</b></p>	<p>Students will be evaluated using formative and summative assessments. Assessment of the student will relate to the performance expectations and classroom expectations for the unit. Formative assessments throughout projects will help determine if the student falls in the category of Proficient, Accomplished or Advanced which is described below. Summative assessments will occur at the end of a project and will be evaluated via rubric.</p>		
	<p style="text-align: center;"><b>Proficient</b></p> <p>Students at the proficient level have developed the foundational technical and expressive skills and understandings of the lesson topic necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the concept to be an important form of personal realization and well-being, and make connections between the design practice, history, culture, and other learning.</p> <p>A level of achievement attainable by most students who complete a high school level course in the arts and computer science disciplines (or equivalent) beyond the foundation of quality K–8 instruction.</p>	<p style="text-align: center;"><b>Accomplished</b></p> <p>Students at the accomplished level are, with minimal assistance, able to identify or solve design problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine products, or presentations that demonstrate technical proficiency and personal communication and expression. They use the design thinking and related concepts for personal realization and well-being and have the necessary skills for and interest in participation in arts activity beyond the school environment.</p> <p>A level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the proficient level.</p>	<p style="text-align: center;"><b>Advanced</b></p> <p>Students at the advanced level independently identify challenging design problems based on their interests or for specific purposes and bring creativity and insight to finding design solutions. They are facile in using at least one information visualization form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. As learners of the design thinking process, they exploit their personal strengths and apply strategies to overcome personal challenges. They can take a leadership role in problem-solving activities within and beyond the school environment.</p> <p>A level and scope of achievement that significantly exceeds the accomplished level. Achievement at this level is indisputably rigorous and substantially expands students’</p>

			knowledge, skills, and understandings beyond the expectations articulated for accomplished achievement.
	1.5.12prof.Cr1a 1.5.12prof.Cr2a 1.5.12prof.Cr2b 1.5.12prof.Cr3a 1.5.12prof.Pr4a 1.5.12prof.Pr5a 1.5.12prof.Pr6a 1.5.12prof.Re7a 1.5.12prof.Re8a 1.5.12prof.Re9a 1.5.12prof.Cn10a 1.5.12prof.Cn11a	1.5.12acc.Cr1a 1.5.12acc.Cr2a 1.5.12acc.Cr2b 1.5.12acc.Cr3a 1.5.12acc.Pr4a 1.5.12acc.Pr5a 1.5.12acc.Pr6a 1.5.12acc.Re7a 1.5.12acc.Re8a 1.5.12acc.Re9a 1.5.12acc.Cn10a 1.5.12acc.Cn11a	1.5.12adv.Cr1a 1.5.12adv.Cr2a 1.5.12adv.Cr2b 1.5.12adv.Cr3a 1.5.12adv.Pr4a 1.5.12adv.Pr5a 1.5.12adv.Pr6a 1.5.12adv.Re7a 1.5.12adv.Re8a 1.5.12adv.Re9a 1.5.12adv.Cn10a 1.5.12adv.Cn11a

<b>Interdisciplinary Connections</b>	<p>Photographic composition, artistic, and commercial applications inherently integrate a variety of interdisciplinary connections. These connections and relationships between disciplines help generate meaning in the work done in class. This unit addresses interdisciplinary connections in the following subject areas (with high level overview):</p> <ul style="list-style-type: none"> <li>• <b>History</b> – The study of influential photographers (both past and present) and their techniques.</li> <li>• <b>Reading and writing</b> – Students reflect and express the concepts and composition of their work through the process of project execution. They also read, analyze, and respond (verbally and in written format) to the photography and photographic process of others.</li> <li>• <b>Technology</b> – Develop understanding of how technology has shaped past and present artistic processes and concepts. Utilize technology to assist in creation and exploration of personal artwork.</li> <li>• <b>Science</b> – Photography concepts and composition can incorporate understanding of psychology – both human emotions and ability to communicate. It also incorporates visual concepts like perspective principles.</li> <li>• <b>Math</b> – Photographic composition and photo editing incorporates basic understanding of mathematical concepts like fractions and percentages.</li> </ul>
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<b>Diversity, Equity, &amp; Inclusion</b>	<ul style="list-style-type: none"> <li>• Gain richer perspectives and participate in photography best practices that draw on the influence of global perspectives.</li> <li>• Create original designs influenced by various global art-making traditions, materials, and styles that connect to their own life experiences, beliefs, values, and opinions.</li> <li>• Apply multiple perspectives and diverse cultural understanding to promote stronger content creation as students are introduced to a diverse range of designers and cultures (i.e., representing varied race, gender, sexuality, ability, neurodiversity, religion, origin, age, and socio-economic background).</li> <li>• Share studio space and ideation experiences with students of all abilities and learning levels.</li> <li>• Acknowledge and appreciate that artists and peers come from a varied background that could impact their communication through expression/creation (i.e., environment, access, political, social standing, challenges).</li> </ul>
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<b>Career Readiness, Life Literacies, and Key Skills</b>	<ul style="list-style-type: none"> <li>• 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</li> <li>• 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</li> </ul>
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<b>Computer Design and Science Thinking</b>	<ul style="list-style-type: none"> <li>• 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.</li> <li>• 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</li> </ul>
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<b>Social Emotional Learning</b>	<ul style="list-style-type: none"> <li>• Develop general self-awareness - Recognize one’s personal traits, strengths, and limitations.</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve.</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds.</li> <li>• Develop, implement, and model effective problem-solving and critical thinking skills.</li> <li>• Exercise self-management and personal time-management in project work.</li> <li>• Accept and apply constructive criticism to one’s work and the work of others.</li> </ul>
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**Differentiation**

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> <li>• Provide translated notes and key vocabulary terms</li> <li>• Provide images of key vocabulary terms and concepts</li> <li>• Word banks</li> <li>• Bilingual dictionaries</li> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Display reminders</li> <li>• Checklist of materials and tasks (printed out or digitally accessible)</li> <li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cue or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with extra problem sets that challenge and involve higher level thinking</li> <li>• Inquiry lead discussions and activities</li> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>