

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Photography	Grade Level(s): 10-12
Department: Visual and Performing Arts	Credits: 5
BOE Adoption Date: October 2018	Revision Date(s): October 2019

ABSTRACT

Photography will give students an in depth look into photography and how to use a camera. Photographers provide the most accurate representation of any art form. Students will build a foundation of photography as they learn how properly use a DSLR camera and its many functions. They will take photos outside around campus utilizing skills learned, learn how to tell a story through a photograph, mat photos, and much more. Students will learn the many intricacies of using a DSLR camera such as understanding aperture, shutter speed, ISO, and knowing the differences in lenses to create professional grade photos. Post processing is the final step in photography and will give students a look into how to finalize a photograph using Photoshop. Students will learn about the various careers in photography and how they each differ. Assignments include shutter speed photos, point of view, advertisements, studio portraits, photo journalism, Children's book photography, and more.

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Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: Photography

Prerequisite(s): None

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: Introduction to Photography	7 Weeks September, October, November	Visual Art NJSLS.VPA.1.3.12.D.1 NJSLS.VPA.1.2.12.A.2 NJSLS.VPA.1.3.12.D.3 Visual Arts National VA:Cr1.1.1a VA:Cr2.1.1Ia VA:Pr.4.1.1a Technology NJSLS.8.2.12.C.2 NJSLS.8.1.12.A.1 NJSLS.8.1.12.F.1 Career Ready Practices NJSLS.CRP6 NJSLS.CRP8 NJSLS.CRP11 Language Arts NJSLS.ELA-LITERACY.CCRA.L.2 NJSLS.ELA-LITERACY.CCRA.L.5	<ol style="list-style-type: none"> 1. Identify the styles and artistic processes used in the creation of diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work. 2 Weeks 2. Justify the impact of innovations in the arts and how these innovations have evolved over time. 2 Weeks 3. Students will use expressionism, abstractionism, realism/naturalism, impressionism and other genre styles to convey ideas to an audience. 3 Weeks 	<ol style="list-style-type: none"> 1. Use prior knowledge to take raw talent photos 2. Identify the difference between a successful and unsuccessful photograph 3. Understand and apply the basic elements of line, shape, form, color, value and space. 4. Interpret and apply the principles of design (movement, contrast, unity, emphasis, balance and pattern). 5. Understand the basic functions of a DSLR camera 6. Apply properties of aperture using a DSLR camera 7. Utilize shutter speed to create motion blur and freeze objects 8. Understand the properties of ISO and its use 9. Create a successful composition using the rule of thirds 10. Use aperture to create photos with various depths of field. 11. Demonstrate knowledge of shutter speed by using motion blur and freezing objects in photographs 12. Critique photographs to find the elements of and principles of design within them 13. Realize how Point of View creates a stronger composition within a photograph 14. Find similarities and differences in photos containing unique points of view

<p>Unit 2: Advanced Photography Techniques</p>	<p>10.5 Weeks November, December, January, February</p>	<p>Visual Art NJSLS.VPA.1.3.12.D.4 NJSLS.VPA.1.3.12.D.2 NJSLS.VPA. 1.1.12.D.1 Visual Arts National VA:Cr3.1.IIa VA:Pr5.1.IIa VA:Re7.2.IIa Technology NJSLS.8.1.12.A.2 Career Ready Practices NJSLS.CRP2 NJSLS.CRP6 NJSLS.CRP12 Language Arts NJSLS.ELA-LITERACY.CCRA.L.5</p>	<ol style="list-style-type: none"> 1. Analyze the compositional and stylistic principles of two- and three-dimensional artworks and interpret themes and symbols suggested by the artworks. 3 Weeks 2. Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. 3.5 Weeks 3. Distinguish innovative applications of the elements of art and principles of design in visual artworks and identify specific cross-cultural themes. 4 Weeks 	<ol style="list-style-type: none"> 1. Understand how lighting creates depth within a photo 2. Review the role of the pillars of photography in regards to exposure 3. Utilize knowledge of lighting to take photographs demonstrating depth 4. Critique the application of lighting in a photo 5. Arrange the 4 lighting patterns used in portrait photos 6. Hypothesize how to use the pillars of photography to take a creative portrait 7. Design compositions that create successful studio and creative portraits. 8. Critique portrait photos for technical proficiency 9. Assess how to use pillars of photo to various effects with the camera. 10. Create photographs that deceive the viewer through a variety of means 11. Examine how photographs can have a deeper meaning or concept 12. Create photographs that represent an abstract idea or thought 13. Understand photoshop tools such as adjustments, levels, and layer masks 14. Create independent photoshop project utilizing tools learned
<p>Unit 3: Photography as an Art Form</p>	<p>9 Weeks February, March, April</p>	<p>Visual Art NJSLS.VPA.1.4.12.A.2 NJSLS.VPA.1.4.12.B.2 NJSLS.VPA.1.1.12.D.2 Visual Arts National VA:Cr3.1.IIIa VA:Re7.1.IIa</p>	<ol style="list-style-type: none"> 1. Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks 3 Weeks 2. Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. 3 Weeks 	<ol style="list-style-type: none"> 1. Understand basic elements of Photoshop to edit photographs 2. Merge multiple photos together using various photoshop tools and techniques to create a work of art. 3. Understanding the difference between JPEG and RAW format 4. Choosing the correct Lens for the photo

		VA: Pr.4.1.IIIa Technology NJSLS. 8.1.12.F.1 Career Ready Practices NJSLS.CRP4 NJSLS.CRP6 Language Arts NJSLS.ELA-LITERACY.CCRA.L.2 NJSLS.ELA-LITERACY.CCRA.L.5	3. Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. 3 Weeks	5. Analyze focal length and light metering 6. Practice the use of flash photography and how it relates to lighting/exposure 7. Visualize how photographs can be used to sell a product as an advertisement 8. Collaborate with group members on what products to sell and how to best sell them 9. Recall knowledge of narrow and broad light sources to beautify an object 10. Apply creative thought and choice to photograph creative oriented advertisements 11. Recall photoshop activities and skills to add logo and slogans when necessary 12. Utilize color to highlight areas of a photo 13. Illustrate a story through the use of photos 14. Organize an exhibit of photos in a logical story format 15. Create age appropriate and understandable photos 16. Interpret themes and concepts within a given photo 17. Explore creativity when searching for new objects to photograph. 18. Utilize Indesign and create book design 19. Utilize elements of craftsmanship and other disciplines to create a more presentable work of art. 20. Preview the history of photography
Unit 4: Careers in Photography	9 Weeks April, May, June	Visual Art NJSLS.VPA.1.3.12.D.2 NJSLS.VPA.1.3.12.D.5 NJSLS.VPA.1.4.12.B.1	1. Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and	1. Investigate famous photographers and how they influenced the medium 2. Develop a research paper of a chosen photographer

		<p>Visual Arts National VA:Cr2.1.IIIa VA:Cr1.2.IIIa VA:Cn10.1.IIIa Technology NJSLS.8.2.12.B.4 NJSLS.8.1.12.F.1 Career Ready Practices NJSLS.CRP2 NJSLS.CRP6 Language Arts NJSLS.ELA-LITERACY.CCRA.L.2 NJSLS.ELA-LITERACY.CCRA.L.5</p>	<p>cultural understanding. 3 Weeks</p> <ol style="list-style-type: none"> 2. Identify the styles and artistic processes used in the creation of diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work. 3 Weeks 3. Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design. Use the criteria to evaluate artwork from diverse cultural contexts and historical eras. 3 Weeks 	<ol style="list-style-type: none"> 3. Deconstruct photos and interpret themes 4. Apply concepts and styles of famous photographers into original works 5. Compose an arrangement of artist photos and their replications 6. Identify careers in photography 7. Explore photo journalism and telling a story in a photo 8. Make connections between a photo and piece of text 9. Understand mosaic art and how multiple images create one 10. Design an image composed of multiple photos using color 11. Find colors throughout campus 12. Photograph using proper composition and cropping 13. Create contact sheet using Photoshop and arrange items into a final image 14. Critique photographs for composition and creativity 15. Recall portrait photos and what makes them successful 16. Organize an exhibition on photographs to create a portfolio
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Unit: 1 Intro to Photography [Introductory Photography Skills]	Recommended Duration: [Weeks– Months] 7 Weeks
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Unit Description:

Students will understand and apply the entry-level skills necessary to complete a photography course. These skills include but are not limited to aperture, shutter speed, ISO and point of view. These introductory level photography skills will be the building blocks that students will use to grow as photographers in unit 2. These skills will also aid them in other visual arts as well.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How has photography changed the landscape of visual arts? • How can an artist utilize the elements of art and principles of design to create a successful work of art? • How is photography used in everyday life and what new ways can we incorporate it into our lives? • In what ways has photography made the lives of visual artists easier? • How is understanding to use the camera just as important as the creativity that goes into it? 	<ul style="list-style-type: none"> • Photography is defined as more than a simple photo. It is an entire branch of the visual arts that requires time, preparation and thought to complete. A photograph is a work of fine art. • Understanding photography is more than just understanding how to use a camera. A photographer must unlock the abilities of a DSLR camera while also applying creativity such as point of view, framing and lighting. • The elements of art should be used as tools to create successful photographs by examining how to incorporate shape, line, value, texture, color and space into a photograph. • A thorough understanding of the principles of design will help enhance the overall quality of photographs taken by helping the artist to create a unique composition. The principles of design allow the artist to guide the viewer’s eyes and create focal points.

Relevant Standards:	Learning Goals:	Learning Objectives:
Visual Art <ul style="list-style-type: none"> • NJSLS.VPA.1.3.12.D.1 - Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. • NJSLS.VPA.1.2.12.A.2 - Justify the impact of 	<ul style="list-style-type: none"> • Identify the styles and artistic processes used in the creation of diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work. • Justify the impact of innovations in the arts and how these innovations have evolved over time. • Students will use expressionism, abstractionism, realism/naturalism, impressionism and other 	<ul style="list-style-type: none"> • Students will be able to understand differences between successful photographs and non-successful ones • The students will be able to understand and apply basic elements of art. • Apply the basic properties of aperture and depth of field.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <ul style="list-style-type: none"> • NJSLS.VPA.1.3.12.D.3 - Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used. • VA:Cr1.1.1a - Use multiple approaches to begin creative endeavors. • VA:Cr2.1.1a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • VA:Pr.4.1.1a - Analyze, select, and critique personal artwork for a collection or portfolio presentation. 	<p>genre styles to convey ideas to an audience.</p>	<ul style="list-style-type: none"> • Utilize shutter speed and motion blur to create movement within a photo. • Understand how ISO affects exposure and learn its use in photography • Construct a unique composition through the use of the rule of thirds • Demonstrate the use of the pillars of photography through the process of taking high quality photos. • Conduct student driven critiques to find strengths and weaknesses within a work of art • Understand the role of Point of View in photography • View objects from various points of view in order to find a unique perspective

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Observation of camera use Trial and error in working methods (problem solving) Group discussion Whole class discussion Do-now checks Graphic organizers Note-taking One-on-one conferences at desk Peer critiquing Practice Activities/Exercises</p>	<p>Aperture Photographs Shutter Speed Photographs Pillars of Photography Test CSA 2 Point of View Photographs Critiques</p>	<p>Elements/Principles Quiz Photographs Student Driven Critiques Summative Critiques</p>	<p>Photographs taken utilizing the various concepts and skills taught Tests that gauge the students' understanding of key concepts and practices</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> -Frequent rest breaks -Additional time -Allow for redos/retakes -Pace long term projects -Chunk long term projects -Clarify instructions -Truncated/shortened assessment -Practice tasks/warm up tutorials -Preferential seating -Simplified/fewer criteria for assignments -Teacher Notes -Individualized teacher instruction 	<ul style="list-style-type: none"> Provide visual instructions -Provide visual examples of project -Chunk long term projects -Clarify instructions 	<ul style="list-style-type: none"> -Individualized teacher Instruction -Use of choice menus -Peer Tutoring -Space for movement or breaks -Quiet corner of the room for assessment -Reduction of distractions -Rest breaks -Verbal and visual cues regarding directions and staying on task -Agenda book use for tracking when assessments are -Immediate feedback -Work-in-progress check 	<ul style="list-style-type: none"> -Individualized teacher Instruction -Use of choice menus -Provide examples of student work that is “above and beyond” -Encourage students to continue even after requirements are met -Provide additional art materials to inspire and add to artwork -Provide extra credit opportunities

Instructional Strategies: *(List and describe.)*

<ul style="list-style-type: none"> -Provide goals and scales -Establish classroom routines -Identify critical content both verbally, written, and visually -Scaffolding of techniques and methods -Modeling using teacher guided demos -Provide visual student examples -Cooperative learning between students on techniques -Direct instruction with individual students -Check student progress individually and provide meaningful feedback and individualized instruction -Help students reflect on learning through peer and group critique -Help students revise knowledge through discussion -Provide resources and guidance for cognitively complex tasks

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> -Demonstrate value and respect for low expectancy students -Ask questions of low expectancy students -Probe incorrect answers of low expectancy students -Additional time for assignments -Review of directions -Provision of notes or outlines -Concrete examples -Preferential seating -Adjusted assignment timelines -Immediate feedback -Work-in-progress check -Personalized examples 	<ul style="list-style-type: none"> -Review of directions -Support auditory presentations with visuals -Extra visual and verbal cues and prompts -Immediate feedback -Work-in-progress check -Personalized examples 	<ul style="list-style-type: none"> -Demonstrate value and respect for low expectancy students -Ask questions of low expectancy students -Probe incorrect answers of low expectancy students -Assistance in maintaining an uncluttered space -Weekly home-school communications tools -Space for movement or breaks -Preferential Seating -Reduction of distractions -Alternate quiet and active time -Teach time management skills -Rest breaks -Verbal and visual cues regarding directions and staying on task -Agenda book and checklists -Varied reinforcement procedures -Immediate feedback -Work-in-progress check -No penalty for spelling errors or sloppy handwriting 	<ul style="list-style-type: none"> -Provide examples of student work that is “above and beyond” -Encourage students to continue even after requirements are met -Provide additional art materials to inspire and add to artwork -Provide extra credit opportunities

Unit Vocabulary:

Essential: Digital Single Lens Reflex Camera, Aperture, Shutter Speed, ISO, Rule of Thirds, Exposure, Light, Point of View, Image Sensor, Depth of Field, Motion Blur, Grain, Noise, Shutter Button, Auto Focus, Manual Focus, Over/Under Exposure, F-stop, Camera Shake, Contrast, Movement

Non-Essential: (Some terms will be essential in Unit 2 but mentioned in Unit 1) White Balance, Focal Ratio, Viewfinder, Reflex Mirror, AF Points, Main Dial, Live View, Stabilize, Sensitivity, Exposure Compensation,

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: NJSLS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLS.ELA-LITERACY.CCRA.L.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology: NJSLS.8.2.12.C.2 – Analyze a product and how it has changed or might change over time to meet human needs and wants. NJSLS.8.1.12.A.1 - Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>	<p>Technology:</p> <ul style="list-style-type: none"> • YoutubeVideos/Online tools • Google Drive • Google Forms • Online Portfolio • DSLR Cameras <p>S - Powerpoint Presentations A- Google classroom A- Homework assignments given out/submitted/graded through google classroom A- Google Form A- Use of DSLR Cameras A- Classroom and Drive critique folder to upload and share photos with students M- Students comment on other photos through google drive A- Various photography lighting equipment</p>	<p>___ Global Awareness</p> <p>___ Civic Literacy</p> <p>___ Financial, Economic, Business, & Entrepreneurial Literacy</p> <p>___ Health Literacy</p>	<p><u> x </u> Creativity & Innovation (Application of visual creativity and innovation during the art making process)</p> <p>___ Media Literacy</p> <p><u> x </u> Critical Thinking & Problem Solving (Problem solving when setting up photographs and determining the issues that come up such as under/over exposure)</p> <p><u> x </u> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) (Demonstration and connections made to careers and how they can influence and help future jobs)</p> <p>___ Information & Communication Technologies Literacy</p> <p>___ Communication & Collaboration</p> <p>___ Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>NJSLS.8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>21st Century Life and Careers: NJSLS.CRP6 – Demonstrate creativity and innovation NJSLS.CRP8 - Utilize critical thinking to make sense of problems and persevere in problem solving. NJSLS.CRP11 – Use technology to enhance productivity</p> <p>Library:</p>			

Resources:
<p>Texts/Materials: Google Drive, Learning Scales, Teacher Handouts, Rubrics, Templates</p> <p>Major Assignments (required): CSA 2, Elements/Principles Quiz, Pillars of Photography Test</p> <p>Major Activities (required): Aperture Photos. Shutter Speed Photos, Point of View Photos</p>

Unit: 2 Advanced Photography Techniques	Recommended Duration: [Weeks– Months] 10.5 Weeks
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Unit Description:
 Students will get more in depth practice with the use and application of the Digital Single Lens Reflex Cameras. They will continue to explore more advanced features such as exposure compensation, manual focus as well as manual mode to set the Aperture and Shutter Speed Separately. Once a deeper understanding of the DSLR camera is in place, students will begin to explore creative uses and applications that include high-level thinking and creativity.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How can photography be used as a means of changing people’s perceptions about various topics? • How can photographers use photos to sway the decisions of consumers in order to make money and profit for a company? • How has photography changed the use and purpose of other visual arts such as drawing and painting? • What careers are available to artists with an in-depth knowledge of photography and the arts? • How can self-reflection help to create a more successful and creative photograph? 	<ul style="list-style-type: none"> • Photography is used as an effective way to sell products and increase revenue for businesses and companies. • Photography has taken the form of older forms of art such as the ones used in editorials. Photography is allowing artists to more freely express themselves rather than being a record of events. • There are a vast variety of careers available in the field of photography ranging from wedding photographers to freelance artists. Each career requires certain skills in order to be successful. • Photographers are able to create intense emotion to the viewer and alter the way people view the world. Conceptual ideas can be explored and represented through photography. • In order to grow as an artist and photographer one must ensure that they look at their past work and reflect to properly grow. Reflecting with peers and others help to find new ways to improve.

Relevant Standards:	Learning Goals:	Learning Objectives:
Visual Art <ul style="list-style-type: none"> • NJSLS.1.3.12.D.4 – Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies. • NJSLS.1.3.12.D.2 – Culturally and historically diverse art media, art mediums, techniques, and styles impact 	<ul style="list-style-type: none"> • Analyze the compositional and stylistic principles of two- and three-dimensional artworks and interpret themes and symbols suggested by the artworks. • Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. 	<ul style="list-style-type: none"> • Understand the role of lighting in photography • Understand how each of the pillars of photography works with lighting to get proper exposure • Apply knowledge of lighting to take artistic and high level photographs using both soft and hard lights • Demonstrate understanding of exposure and how lighting affects the outcome of a photo. • Critique lighting photos to determine if

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>originality and interpretation of the artistic statement.</p> <ul style="list-style-type: none"> NJSLS. 1.1.12.D.1 – Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory. VA:Cr3.1.1Ia - 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. VA:Pr5.1.1Ia - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. VA:Re7.2.1Ia - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. 	<ul style="list-style-type: none"> Distinguish innovative applications of the elements of art and principles of design in visual artworks and identify specific cross-cultural themes. 	<p>appropriate contrast was used.</p> <ul style="list-style-type: none"> Set up the 6 lighting patterns in traditional photography. Apply the pillars of photography to create expressive portrait photographs. Utilize elements and principles in creative portraits Conduct a student driven critique to find strengths and weaknesses within a work of art. Devise a variety of concepts to sell and promote a product through photography. Photograph a product using various photography techniques Create photography illusions that deceive the viewer through a variety of means Understand how a photograph can have a deeper meaning than what is on the visual surface Demonstrate deeper level thinking by formulating photograph ideas in a group setting Creatively represent words in an interesting way Critique photographs to find strengths and weaknesses within a given work of art Apply a theme to a sets of photographs Mat and present photographs in a professional manner

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Observation of camera use Trial and error in working methods (problem solving) Group discussion Whole class discussion Do-now checks Graphic organizers</p>	<p>Lighting Photographs Creative Photographs Portraits Commercial Photography CSA 3 Critiques</p>	<p>Photographs Student Driven Critiques Summative Critiques Matting Photographs</p>	<p>Photographs taken utilizing the various concepts and skills taught Tests that gauge the students' understanding of key concepts and practices</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Note-taking One-on-one conferences at desk Peer critiquing Practice Activities/Exercises 			

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> -Frequent rest breaks -Additional time -Allow for redos/retakes -Pace long term projects -Chunk long term projects -Clarify instructions -Truncated/shortened assessment -Practice tasks/warm up tutorials -Preferential seating -Simplified/fewer criteria for assignments -Teacher Notes <ul style="list-style-type: none"> -Individualized teacher instruction 	<ul style="list-style-type: none"> -Provide visual instructions -Provide visual examples of project -Chunk long term projects <ul style="list-style-type: none"> -Clarify instructions 	<ul style="list-style-type: none"> -Individualized teacher Instruction -Use of choice menus -Peer Tutoring -Space for movement or breaks -Quiet corner of the room for assessment -Reduction of distractions -Rest breaks -Verbal and visual cues regarding directions and staying on task -Agenda book use for tracking when assessments are -Immediate feedback -Work-in-progress check 	<ul style="list-style-type: none"> -Individualized teacher Instruction -Use of choice menus -Provide examples of student work that is “above and beyond” -Encourage students to continue even after requirements are met -Provide additional art materials to inspire and add to artwork -Provide extra credit opportunities

Instructional Strategies: *(List and describe.)*

<ul style="list-style-type: none"> -Provide goals and scales -Establish classroom routines -Identify critical content both verbally, written, and visually -Scaffolding of techniques and methods -Modeling using teacher guided demos -Provide visual student examples -Cooperative learning between students on techniques

- Direct instruction with individual students
- Check student progress individually and provide meaningful feedback and individualized instruction
- Help students reflect on learning through peer and group critique
- Help students revise knowledge through discussion
- Provide resources and guidance for cognitively complex tasks

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> -Demonstrate value and respect for low expectancy students -Ask questions of low expectancy students -Probe incorrect answers of low expectancy students -Additional time for assignments -Review of directions -Provision of notes or outlines -Concrete examples -Preferential seating -Adjusted assignment timelines -Immediate feedback -Work-in-progress check <ul style="list-style-type: none"> -Personalized examples 	<ul style="list-style-type: none"> -Review of directions -Support auditory presentations with visuals -Extra visual and verbal cues and prompts -Immediate feedback -Work-in-progress check -Personalized examples 	<ul style="list-style-type: none"> -Demonstrate value and respect for low expectancy students -Ask questions of low expectancy students -Probe incorrect answers of low expectancy students -Assistance in maintaining an uncluttered space -Weekly home-school communications tools -Space for movement or breaks -Preferential Seating -Reduction of distractions -Alternate quiet and active time -Teach time management skills -Rest breaks -Verbal and visual cues regarding directions and staying on task -Agenda book and checklists -Varied reinforcement procedures -Immediate feedback -Work-in-progress check -No penalty for spelling errors or sloppy handwriting 	<ul style="list-style-type: none"> -Provide examples of student work that is “above and beyond” -Encourage students to continue even after requirements are met -Provide additional art materials to inspire and add to artwork <ul style="list-style-type: none"> -Provide extra credit opportunities

Unit Vocabulary:

Essential: DSLR, Aperture, Shutter Speed, ISO, Exposure, Image Sensor, Depth of Field, Motion Blur, Manual Mode, Contrast, White Balance, Focal Ratio, AF Points, Exposure Compensation,

Non-Essential: Rule of Thirds, Grain, Noise, Auto Focus, Reflex Mirror, Live View, Main Dial

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA:</p> <p>NJSLS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology: NJSLS.8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>21st Century Life and Careers:</p>	<p>Technology:</p> <ul style="list-style-type: none"> • Youtube Videos/Online tools • Google Drive • Google Forms • Online Protfolio • DSLR Cameras • <p>S - Powerpoint Presentations A- Google classroom A- Homework assignments given out/submitted/graded through google classroom A- Google Form A- Use of DSLR Cameras A- Classroom and Drive critique folder to upload and share photos with students M- Students comment on other photos through google drive A- Various photography lighting equipment</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input type="checkbox"/> Communication & Collaboration</p> <p><input type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>NJSLS.CRP2 – Apply appropriate academic and technical skills.</p> <p>NJSLS.CRP6 – Demonstrate creativity and innovation</p> <p>NJSLS.CRP12 – Work Productively in teams while using cultural global competence</p> <p>Library:</p>			

Resources:
<p>Texts/Materials: Google Drive, Learning Scales, Teacher Handouts, Rubrics, Templates</p> <p>Major Assignments (required): CSA 3, Summative Critiques, Mid Critiques</p> <p>Major Activities (required): Lighting Photos, Illusion Photos, Portraits, Commercial Photographs, Art History</p>

Unit: 3 : Photography as an Art Form	Recommended Duration: [Weeks– Months] 9 Weeks
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Unit Description:
 Students will learn the role of photography and how it has evolved over the years. Students will continue to utilize their understanding of DSLR cameras and apply them to diverse and in depth art practices. Students will examine photography as a high art form. Students will further investigate how to use DSLR cameras such as metering mode, lenses, focal length, and the differences between JPEG and RAW format Students will research the rich history of photography and how the photographer’s f our past were pioneers in the field in creating this vast art form we have today.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How is Photography used to create emotion in a human being? • Why is photography considered art? • How are photographers able to make a lasting impact on the world? • How has photography changed or influenced the art world? • How does the process of creating a photograph relate to the final product? 	<ul style="list-style-type: none"> • Photography, much like art as a whole, draws on people’s past experiences and ideas to develop a deep emotional connection to an artwork. • The process of creating and making artistic decisions makes a photograph a work of art. • Photographers help record the history of the world in capturing important moments that would otherwise be lost. • Photography has changed the world around us through the rapid ability to share imagery with others on a large or small scale. • The process of creating a photograph helps dictate the direction of the final product and helps the artist grow over time.

Relevant Standards:	Learning Goals:	Learning Objectives:
Visual Art <ul style="list-style-type: none"> • NJSLS.1.4.12.A.2 - Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept • NJSLS.1.4.12.B.2 - The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown. • NJSLS.1.1.12.D.2 - Stimuli for the creation of 	<ul style="list-style-type: none"> • Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks • Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. • Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. 	<ul style="list-style-type: none"> • Recognize basic elements of Photoshop to properly post process photographs • List and organize the differences between JPEG and RAW format • Identify the photo parameters to choose the correct Lens for a photograph • Analyze focal length and light metering to determine how they affect the end result of a photo • Practice and analyze the use of flash photography and how it relates to lighting/exposure • Investigate how to add color to highlight areas of a photo creating emphasis and a focal point

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>artworks can come from many places, including other arts disciplines.</p> <ul style="list-style-type: none"> • VA:Cr3.1.IIIa - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. • VA:Re7.1.IIa - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. • VA: Pr.4.1.IIIa - Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. 		<ul style="list-style-type: none"> • Visualize how photographs can be used to sell a product as an advertisement • Collaborate with group members on what products to sell and how to best sell them • Recall knowledge of narrow and broad light sources to beautify an object • Apply creative thought and choice to photograph creative oriented advertisements • Recall photoshop activities and skills to add logo and slogans when necessary • Apply DSLR concepts learned previously to Illustrate a story through the use of photos • Organize an exhibit of photos in a logical story format • Create age appropriate and understandable photos • Interpret themes and concepts within a given photo • Explore creativity when searching for new objects to photograph. • Use fine motor skills to compose book • Make connections to the elements of craftsmanship and other disciplines to create a more presentable work of art. • Preview the history of photography

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Observation of camera use Trial and error in working methods (problem solving) Group discussion Whole class discussion Do-now checks Graphic organizers Note-taking</p>	<p>Photoshop Editing Children’s Book Photographs Photo Word Art Still Life Photo Critiques</p>	<p>Photographs Student Driven Critiques Summative Critiques Matting Photographs Guided Photoshop activity Independent Photoshop activity</p>	<p>Photographs taken utilizing the various concepts and skills taught Tests that gauge the students’ understanding of key concepts and practices</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> One-on-one conferences at desk Peer critiquing Practice Activities/Exercises 			

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> -Frequent rest breaks -Additional time -Allow for redos/retakes -Pace long term projects -Chunk long term projects -Clarify instructions -Truncated/shortened assessment -Practice tasks/warm up tutorials -Preferential seating -Simplified/fewer criteria for assignments -Teacher Notes <ul style="list-style-type: none"> -Individualized teacher instruction 	<ul style="list-style-type: none"> -Provide visual instructions -Provide visual examples of project -Chunk long term projects <ul style="list-style-type: none"> -Clarify instructions 	<ul style="list-style-type: none"> -Individualized teacher Instruction -Use of choice menus -Peer Tutoring -Space for movement or breaks -Quiet corner of the room for assessment -Reduction of distractions -Rest breaks -Verbal and visual cues regarding directions and staying on task -Agenda book use for tracking when assessments are -Immediate feedback -Work-in-progress check 	<ul style="list-style-type: none"> -Individualized teacher Instruction -Use of choice menus -Provide examples of student work that is “above and beyond” -Encourage students to continue even after requirements are met -Provide additional art materials to inspire and add to artwork -Provide extra credit opportunities

Instructional Strategies: *(List and describe.)*

<ul style="list-style-type: none"> -Provide goals and scales -Establish classroom routines -Identify critical content both verbally, written, and visually -Scaffolding of techniques and methods -Modeling using teacher guided demos -Provide visual student examples -Cooperative learning between students on techniques -Direct instruction with individual students

- Check student progress individually and provide meaningful feedback and individualized instruction
- Help students reflect on learning through peer and group critique
- Help students revise knowledge through discussion
- Provide resources and guidance for cognitively complex tasks

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> -Demonstrate value and respect for low expectancy students -Ask questions of low expectancy students -Probe incorrect answers of low expectancy students -Additional time for assignments -Review of directions -Provision of notes or outlines -Concrete examples -Preferential seating -Adjusted assignment timelines -Immediate feedback -Work-in-progress check <ul style="list-style-type: none"> -Personalized examples 	<ul style="list-style-type: none"> -Review of directions -Support auditory presentations with visuals -Extra visual and verbal cues and prompts -Immediate feedback -Work-in-progress check -Personalized examples 	<ul style="list-style-type: none"> -Demonstrate value and respect for low expectancy students -Ask questions of low expectancy students -Probe incorrect answers of low expectancy students -Assistance in maintaining an uncluttered space -Weekly home-school communications tools -Space for movement or breaks -Preferential Seating -Reduction of distractions -Alternate quiet and active time -Teach time management skills -Rest breaks -Verbal and visual cues regarding directions and staying on task -Agenda book and checklists -Varied reinforcement procedures -Immediate feedback -Work-in-progress check -No penalty for spelling errors or sloppy handwriting 	<ul style="list-style-type: none"> -Provide examples of student work that is “above and beyond” -Encourage students to continue even after requirements are met -Provide additional art materials to inspire and add to artwork <ul style="list-style-type: none"> -Provide extra credit opportunities

Unit Vocabulary:
Essential: DSLR, Aperture, Shutter Speed, ISO, Exposure, Focal Length, JPEG, RAW, Post Processing, Leading Lines, Emphasis, Flash, Matting
Non-Essential: Image Sensor, Depth of Field, Motion Blur, Manual Mode, Contrast, White Balance, Tripod

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: NJSLS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLS.ELA-LITERACY.CCRA.L.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology: NJSLS.8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>	<p>Technology:</p> <ul style="list-style-type: none"> • YouTube Videos/Online tools • Google Drive • Google Forms • Online Portfolio • DSLR Cameras <p>S - Powerpoint Presentations A- Google classroom A- Homework assignments given out/submitted/graded through google classroom A- Google Form A- Use of DSLR Cameras A- Classroom and Drive critique folder to upload and share photos with students M- Students comment on other photos through google drive A- Various photography lighting equipment</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>21st Century Life and Careers: NJSLS.CRP4 – Communicate clearly and effectively and with reason. NJSLS.CRP6- Demonstrate creativity and innovation NJSLS.CRP8 - Utilize critical thinking to make sense of problems and persevere in problem solving.</p> <p>Library:</p>			

Resources:
<p>Texts/Materials: Google Drive, Learning Scales, Teacher Handouts, Rubrics, Templates Major Assignments (required): Summative Critiques, Mid Critiques Major Activities (required): Photo Word Art, Children’s Book, Flash Photographs, Still Life Photos, Photo shop Elements</p>

Unit: 4 : Careers in Photography	Recommended Duration: [Weeks– Months] 9 Weeks
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Unit Description:
 Students will discover the abundance of jobs and careers revolving around photography. They will learn how they can turn a hobby into a lifelong career or additional source of revenue. Students will take a peek into Photojournalism and how they are able to tell a story through a single photo. They will examine the photos that changed that world. Changes that only came to light because of the power of a single image. Other careers such as wedding photography will be explored and how clients enjoy these type of photos to have a specific aesthetic look to them. Students will look deeper into portrait photographs and how they can add drama through lighting and flashes. Students will finally learn the importance of creating a digital portfolio for their artwork

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How can photographs make a lasting impact on the world? • How do photo journalists affect the world? • What is an upcoming artist able to do to change the landscape of photography and stand out? • How can photography be used to help make someone financially stable. • What is the importance of a digital portfolio and why is it necessary for all photographers to have one? 	<ul style="list-style-type: none"> • Artists use images to convey messages that words alone cannot. Images contain enough emotion to create change in the world. • Photo journalists draw imagery to people worldwide. They bring to light issues and topics unseen without their efforts. • Change is inevitable within each art movement. New artists must take risks and innovate in order to stay relevant and new. • There are many careers in photography that allow people to make a salary but also do what they love. Additionally, many artists use their interest in photography to make additional income within a schedule that fits their own lifestyle. • Businesses run on proof that they are able to get the job done. A photograph must do the same and have their portfolio organized in an efficient and effective manner.

Relevant Standards:	Learning Goals:	Learning Objectives:
<ul style="list-style-type: none"> • NJSLS.1.3.12.D.2 – Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement • NJSLS.1.3.12.D.5 – Two and three dimensional artworks can be rendered culturally specific by using tools, 	<ul style="list-style-type: none"> • Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • Identify the styles and artistic processes used in the creation of diverse two- and three-dimensional artworks, and emulate 	<ul style="list-style-type: none"> • Investigate famous photographers and how they influenced the medium • Develop a research paper of a chosen photographer • Deconstruct photos and interpret themes • Apply concepts and styles of famous photographers into original works • Identify the vast careers in photography that

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>techniques, styles, materials, and methodologies that are germane to a particular cultural style.</p> <ul style="list-style-type: none"> • NJSLS1.4.12.B.1 – Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art. • VA:Cr2.1.IIIa - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • VA:Cr1.2.IIIa - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept. • VA:Cn10.1.IIIa - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design 	<p>those styles by creating an original body of work.</p> <ul style="list-style-type: none"> • Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design. Use the criteria to evaluate artwork from diverse cultural contexts and historical eras. 	<p>are suitable to your skill set</p> <ul style="list-style-type: none"> • Explore how storytelling is made through photo journalism • Make connections between a photo and piece of text and interpret their meanings • Understand photographer integrity and how it alters the end result. • Compare differences between wedding photographs and other sources • Critique wedding photograph exposure and analyze why it appear different • Develop unique compositions for wedding photographs based on prior knowledge • Utilize both on and off camera flashes in photographs to create dramatic effects • Critique photographs for composition and creativity • Recall portrait photos and what makes them successful • Revisit portraiture but implement new techniques such as high contrast/exposure • Organize an exhibition on photographs to create a portfolio

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Observation of camera use Trial and error in working methods (problem solving) Group discussion Whole class discussion Do-now checks</p>	<p>CSA 4 Portrait Photos Photo Research Paper Photographer Replication Photos Photo Mosaic Project Photo Journalism</p>	<p>Photographs Student Driven Critiques Summative Critiques Matting Photographs Portfolio Creation</p>	<p>Photographs taken utilizing the various concepts and skills taught Tests that gauge the students' understanding of key concepts and practices</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Graphic organizers Note-taking One-on-one conferences at desk Peer critiquing Practice Activities/Exercises 	Critiques		

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> -Frequent rest breaks -Additional time -Allow for redos/retakes -Pace long term projects -Chunk long term projects -Clarify instructions -Truncated/shortened assessment -Practice tasks/warm up tutorials -Preferential seating -Simplified/fewer criteria for assignments -Teacher Notes <ul style="list-style-type: none"> -Individualized teacher instruction 	<ul style="list-style-type: none"> -Provide visual instructions -Provide visual examples of project -Chunk long term projects <ul style="list-style-type: none"> -Clarify instructions 	<ul style="list-style-type: none"> -Individualized teacher Instruction -Use of choice menus -Peer Tutoring -Space for movement or breaks -Quiet corner of the room for assessment -Reduction of distractions -Rest breaks -Verbal and visual cues regarding directions and staying on task -Agenda book use for tracking when assessments are -Immediate feedback -Work-in-progress check 	<ul style="list-style-type: none"> -Individualized teacher Instruction -Use of choice menus -Provide examples of student work that is "above and beyond" -Encourage students to continue even after requirements are met -Provide additional art materials to inspire and add to artwork -Provide extra credit opportunities

Instructional Strategies: *(List and describe.)*

<ul style="list-style-type: none"> -Provide goals and scales -Establish classroom routines -Identify critical content both verbally, written, and visually -Scaffolding of techniques and methods -Modeling using teacher guided demos -Provide visual student examples

- Cooperative learning between students on techniques
- Direct instruction with individual students
- Check student progress individually and provide meaningful feedback and individualized instruction
- Help students reflect on learning through peer and group critique
- Help students revise knowledge through discussion
- Provide resources and guidance for cognitively complex tasks

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> -Demonstrate value and respect for low expectancy students -Ask questions of low expectancy students -Probe incorrect answers of low expectancy students -Additional time for assignments -Review of directions -Provision of notes or outlines -Concrete examples -Preferential seating -Adjusted assignment timelines -Immediate feedback -Work-in-progress check <ul style="list-style-type: none"> -Personalized examples 	<ul style="list-style-type: none"> -Review of directions -Support auditory presentations with visuals -Extra visual and verbal cues and prompts -Immediate feedback -Work-in-progress check -Personalized examples 	<ul style="list-style-type: none"> -Demonstrate value and respect for low expectancy students -Ask questions of low expectancy students -Probe incorrect answers of low expectancy students -Assistance in maintaining an uncluttered space -Weekly home-school communications tools -Space for movement or breaks -Preferential Seating -Reduction of distractions -Alternate quiet and active time -Teach time management skills -Rest breaks -Verbal and visual cues regarding directions and staying on task -Agenda book and checklists -Varied reinforcement procedures -Immediate feedback -Work-in-progress check -No penalty for spelling errors or sloppy handwriting 	<ul style="list-style-type: none"> -Provide examples of student work that is “above and beyond” -Encourage students to continue even after requirements are met -Provide additional art materials to inspire and add to artwork <ul style="list-style-type: none"> -Provide extra credit opportunities

Unit Vocabulary:
Essential: Composition, Over Exposure, Digital Portfolio, Photo Journalism, Strobe Lighting, Continuous Lighting, DSLR, Aperture, Shutter Speed, ISO,
Non-Essential: Focal Length, JPEG, RAW, Post Processing, Leading Lines, Emphasis, Flash, Matting

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: NJSLS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLS.ELA-LITERACY.CCRA.L.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology: NJSLS.8.2.12.B.4 – Investigate a technology used in a given period of</p>	<p>Technology:</p> <ul style="list-style-type: none"> • YouTube Videos/Online tools • Google Drive • Google Forms • Online portfolio • DSLR Cameras <p>S - Powerpoint Presentations A- Google classroom A- Homework assignments given out/submitted/graded through google classroom A- Google Form A- Use of DSLR Cameras A- Classroom and Drive critique folder to upload and share photos with students M- Students comment on other photos through google drive A- Various photography lighting equipment</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>history and identify their impact and how they may have changed to meet human needs and wants. NJSLS.8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs</p> <p>21st Century Life and Careers: NJSLS.CRP2 – Apply appropriate academic and technical skills. NJSLS.CRP6 – Demonstrate creativity and innovation.</p> <p>Library:</p>			

Resources:
<p>Texts/Materials: Google Drive, Learning Scales, Teacher Handouts, Rubrics, Templates Major Assignments (required): CSA 4, Summative Critiques, Mid Critiques Major Activities (required): Art History, Photo Journalism, Wedding Photographs, Advanced Portrait Techniques, Digital Portfolio</p>