

**COURSE OF STUDY UNIT PLANNING GUIDE
FOR:
DIGITAL PHOTOGRAPHY**

GRADE LEVEL: 9-12

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REVISED AUGUST 2019

**Dumont High SCHOOL
DUMONT, NEW JERSEY**

[Born Date: August 20, 2015]

ALIGNED TO THE NJSLs AND B.O.E. ADOPTED AUGUST 22, 2019

Digital Photography – Grade 9-12 – Full Year – 5 Credits

This course will explore camera functions and basic principles of photography. Students will use Adobe Photoshop to gain an understanding of post-production photography techniques. Students will also gain an understanding of digital file types and resolution for quality printing and online distribution. Major topics of study will include, lighting, composition, as well as various photography genres, such as landscape, portrait and still photography. An additional component of this course will be the history of photography and influential photographers, both historical and current.

Grade Distribution

Categories -

Class participation 20%

Teacher will make an assessment as to how well the student is prepared for class each day, attentiveness and energy to projects being created. Class participation follows through to project participation. Each student is expected to work to the best of their individual ability.

Project grades 60%

Students are expected to complete all projects assigned. Teacher will make an assessment as to students work based on their individual ability, following of directions, craftsmanship* and meeting the objectives of the given assignment.

* The ability to demonstrate pride and neatness in one's own work.

Care/Use of Materials/Equipment 20%

Students will be evaluated on their use of tools and materials in the art room. Care and safety will be followed at all times. Students are expected to mirror the demonstrated application of tools and materials for expected outcomes.

Marking Period/Final Exams

Full-year Courses Weighting

Quarter 1	22.5% of final grade
Quarter 2	22.5% of final grade
Quarter 3	22.5% of final grade
Quarter 4	22.5% of final grade
Final Exam	10% of final grade

Semester Courses Weighting

Quarter 1	45% of final grade
Quarter 2	45% of final grade
Final Exam	10% of final grade

The objectives listed in each unit are repeated several times during a school year, giving the students of Dumont the ability to approach the objectives at various maturity levels.

The four areas of study are: 1) Art History and Culture, 2) Creation and Performance, 3) Aesthetic Application, 4) Critique and Responses are incorporated into each unit. This gives the art specialist the ability to focus and enhance areas of needed concentration. In addition, it allows for the ability to bring in a discipline-based art program that exposes the students to historical eras, and cultural diversity.

When possible, the art curriculum may relate to other content disciplines. It is important however to maintain the integrity of the units when designing these interdisciplinary lessons. By effectively incorporating the art curriculum into other subject matter, students gain a deeper understanding of the importance of the arts in our everyday lives.

Specific to Photography class, students will learn to operate a single lens reflex digital camera, control movement and depth of field in photographs, use composition to enhance visual communication, and experiment/alter photographs using Photoshop. Art history will be integrated into this program with the exploration of specific photographers, including their methods and body of work.

Course Philosophy
For
Digital Photography

Philosophy

“Art Education expands the mind. It sensitizes the child to new intellectual potentials. Perhaps the teaching of art, more than any other educational experience is concerned with growth of the human potential.”

-Nelson Rockefeller

Art education expands the mind. It provides an opportunity to help students build meaningful connections among the various fields of learning through genuine experiences. The arts provide a means to develop each student's potential by building self-esteem and confidence, through problem solving, critical thinking, and the use of materials. Since art accommodates different learning styles while still requiring self-discipline, the role of art is significant in reaching the alienated and disadvantaged student. Art is a universal language providing a way to express feelings and ideas that words cannot convey. It offers a way of understanding oneself and it enables connections between art and our own culture and the cultures of diverse people. That is why art should be a central strand of the curriculum.

Art is open to everyone.

Art provides an opportunity for self-expression.

Art sharpens awareness of the visual world.

Art adjust to the individual's capabilities.

Art allows for understanding of our cultural heritage.

Digital Photography
Unit Outlines
Grade level: 9-12

Enduring Understanding:

- art tools aid in the development of fine and gross motor skills
- art tools allow for individual expression/style
- art skills are a necessary part of life
- art enables completed works exhibited inside and outside of the classroom
- art creation develops critical thinking
- art techniques are present in daily life
- art allows for understanding of cultures
- art can be assessed through discussion and critique
- art can cause an intellectual and emotional reaction

Application of Formal and Informal Properties:

Elements: line, shape, texture, space, value, color, form

Principles: balance, movement, pattern, emphasis, contrast, unity, rhythm

UNIT 1 CHAPTERS/TOPIC COVERED: photographs. UNIT LENGTH: 9 weeks	UNIT TITLE: Technical Components of a Camera Understanding camera functions and applying them in various methods to create unique photographs.
Performance Indicators (Standards and Objectives)	NJSLS: Visual Arts: 1.1.12.D.2 1.2.12.A.1, 1.2.12.A.2 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3 Students will gain technical understanding of the camera and the multiple functions available to them. Students will experiment with lighting, composition and genre in their technical exploration. Students will learn how to develop film and print in the dark room as well as how to view and manipulate their images in Adobe Photoshop.
Interdisciplinary Standards	NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Essential Questions	What are the many functions of a camera and how do they work? What is the development process for film and print in the darkroom? How can we apply these functions to achieve varied photographic effects? What are some photographic genres that can be used to experiment with these different methods? How does light record various materials on photo paper? What other materials can be used to make a camera? What are the photography supplies needed to develop a roll of 35mm film and how are they used? How do I evaluate a negative and correct developing problems in the darkroom?
Activities (Approximate Time)	Students will explore the many functions of the camera through demonstration, research and experimentation. As a collaborative effort, students will break out specific functions assigned to individual or pairs of students.

Frame)	<p>Each will research and document the function of each feature of the camera and take photos to demonstrate the effect of that feature. Students will document their research to a Google Classroom site to share with peers. Time Frame per feature set approximately 1 week.</p> <p>Additional projects may include, Pinhole Camera Images, Photogram, Photo Essay, Career Poster/Verbal Presentation, how to develop film, contact sheets, test prints, enlargements and corrections, Time Frame per project approximately 1-5 weeks.</p>
Strategies/ Methods/ Vocabulary	<p>Visual demonstrations, Google Classroom Presentation, PowerPoint slides/ Notebook Presentations, Photographic examples, Student Work</p> <p>Light, camera, camera obscura, silver halide, opaque, transparent, textured, diffuse, transmit, reflect, cornea, pupil, iris, lens, retina, compound lens, aperture, shutter, film , 2D, 3D, Pinhole camera, regular lens, wide angle lens, zoom lens, circles of confusion, inverted, positive image, negative image, developer, stop bath, fixer, holding bath, wash, grey scale, focal length, enlarger parts/functions, film, film cassette, perma wash, photo flo, wash, developing tank, apron, film clips, weight, changing bag, agitate, negative carrier, emulsion, density, overexposed, underexposed, negative, light leak, contact print, gang proof, test print, enlargement, contrast, high contrast, low contrast, good contrast, dodging, burning in, grey scale, dark, masking easel, contact printer, focus magnifier, dodge tool, burn tool, digital, analog, pixel, vector, resolution, focus, exposure, filter, JPEG, PSD, layers, Photoshop</p>
Resources (Including Digital Tools)	<p>Dependent upon unit the following resources will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files, digital color printer, Adobe Photoshop software, 35mm Single lens reflex camera, film, DSLR Camera, tripods, light meters, lighting equipment, dark room supplies, photography print paper.</p>
21st Century Standards	<p>Career Ready Practices: CRP2, CRP6, CRP7, CRP8, CRP11, CRP12</p> <p>Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.4</p> <p>Critical thinking and problem solving Digital literacy through research and finding reference materials on the internet Innovating creative solutions to assignments</p>

	<p>Communication and interpretation through individual and group critique Personal management through organization, and completing assignment steps Social/global connections to today Awareness of the various careers in art</p>
<p>Differentiation/ Accommodations/ Modifications</p>	<p>Gifted and Talented: Advanced technical skill instruction; Expanded project options; Peer modeling/tutoring</p> <p>English Language Learners: Allow student to use dictionary; Verbal testing; Extended time; Repeat/rephrase directions and concepts for understanding; Visual Demonstration; Partner Study</p> <p>Students with Disabilities: Modified tests/quizzes; Simplified or alternative assignments; Extra time if needed; Provide students with notes and study guides; Reminders; Repeat/rephrase directions and concepts for understanding; Visual demonstration, with visual aids and project steps outlined</p> <p>Students at Risk of School Failure: Provide students with notes and study guides; Reminders; Communicate with parents; Give positive reinforcement</p>
<p>Technology Standards</p>	<p>8.1.12.A.1 8.1.12.B.2 8.1.12.C.1 8.1.12.D.1 8.1.12.E.1 8.1.12.F.1</p>
<p>Assessments</p>	<p>Formative: Evaluation of student understanding of concepts; Evaluation of students exposure to technology; Student dexterity with devices</p> <p>Summative: Student success of completed projects; Evaluation rubrics; Completed project grades</p>

UNIT 2
CHAPTERS/TOPIC COVERED:
UNIT LENGTH: 9 weeks

UNIT TITLE: Using Adobe Photoshop
Post-Production Techniques in Photoshop

Performance Indicators (Standards and Objectives)

NJSLS:
Visual Arts:
1.1.12.D.2
1.2.12.A.1, 1.2.12.A.2
1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4
1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4,
1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3

Students will learn about the various tools and functions in Adobe Photoshop. Using their own photos, they will manipulate in Photoshop to achieve varying effects.

Interdisciplinary Standards

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Essential Questions

How is Adobe Photoshop used as a photography tool?
What are the various tool-sets and functions that can be used in Photoshop and their associated effects?
How can Photoshop be used to alter, recreate or appropriate photos to enhance or deconstruct photos for varied effect?

Activities (Approximate Time Frame)

Students will explore the many functions of Adobe Photoshop through demonstration, research and experimentation. As a collaborative effort, students will break out specific tools, functions and features within the software application. Students will be assigned individually or in pairs to research and document each tool, function or feature of the application. They will be required to take photos to demonstrate each tool, function or feature. Students will document their research to a Google Classroom site to share with peers. Time Frame per feature set approximately 1 week.

Additional projects may include, Pinhole Camera Images, Photogram, Photo Essay, Career Poster/Verbal Presentation, how to develop film, contact sheets, test prints, enlargements and corrections, Time Frame per project approximately 1-5 weeks.

Strategies/ Methods/ Vocabulary	<p>Visual demonstrations, Google Classroom Presentation, PowerPoint slides/ Notebook Presentations, Photographic examples, Student Work</p> <p>DSLR camera, Photoshop, psd, jpg, pdf, svg, Layers, Filters, Toolbar, Selection, Marquis, Lasso, Wand, Crop, Dropper, Spot Healing, Paint brush, Clone Stamp, History Brush, Eraser, Gradient Blend, Blur, Dodge, Pen, Type, Font, Character, Style, Tracking, Kerning, Leading, Baseline, Path, Vector, Pixel, Rasterize, Anti-alias, Dither, Feather, Shape, Option, Magnifier, Color Palette, RGB, CMYK, Greyscale, Duotone, Indexed Color, Resolution (DPI) Import/Export, Contrast, Levels, Curves, Exposure, Vibrance, Hue/Saturation, Color Balance, B/W, Invert, Posterize, HDR, Mask, Transform, Stroke, Aspect Ratio</p>
Resources (Including Digital Tools)	<p>DSLR Camera, Adobe Photoshop, Digital Printer Paper, Digital Color Printer</p> <p>Dependent upon unit the following resources will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.</p>
21st Century Standards	<p>Career Ready Practices: CRP2, CRP6, CRP7, CRP8, CRP11, CRP12</p> <p>Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.4</p>
Differentiation/ Accommodations/ Modifications	<p>Gifted and Talented: Advanced technical skill instruction; Expanded project options; Peer modeling/tutoring</p> <p>English Language Learners: Allow student to use dictionary; Verbal testing; Extended time; Repeat/rephrase directions and concepts for understanding; Visual Demonstration; Partner Study</p> <p>Students with Disabilities: Modified tests/quizzes; Simplified or alternative assignments; Extra time if needed; Provide students with notes and study guides; Reminders; Repeat/rephrase directions and concepts for understanding; Visual demonstration, with visual aids and project steps outlined</p> <p>Students at Risk of School Failure: Provide students with notes and study guides; Reminders; Communicate with parents; Give positive reinforcement</p>
Technology Standards	<p>8.1.12.A.1, 8.1.12.A.2, 8.1.12.A.3</p> <p>8.1.12.B.2</p> <p>8.1.12.C.1</p> <p>8.1.12.D.1</p> <p>8.1.12.E.1</p> <p>8.1.12.F.1</p>

Assessments	Formative: Evaluation of student understanding of concepts; Evaluation of students exposure to technology; Student dexterity with devices Summative: Student success of completed projects; Evaluation rubrics; Completed project grades
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UNIT 3	UNIT TITLE: Photography Genres
CHAPTERS/TOPIC COVERED:	Exploration of photography genres
UNIT LENGTH: 9 weeks	

Performance Indicators (Standards and Objectives)	<p>NJSLS: Visual Arts: 1.1.12.D.1, 1.1.12.D.2 1.2.12.A.1, 1.2.12.A.2 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3</p> <p>Students will use the tools acquired in the first quarter to create unique photographs in various genres. We will select a different genre to explore. We will include a critique process to discuss and develop a sense of what makes a good photograph. Students will develop a design aesthetic and a sense for color and composition.</p>
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Interdisciplinary Standards	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
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Essential Questions	<p>What are some photography genres that can be explored as inspiration?</p> <p>What is the golden ratio?</p> <p>What is the rule of thirds?</p> <p>How can a tripod or light source be used to create a photograph?</p>
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Activities (Approximate Time Frame)	<p>Students will explore the various genres of photography, ranging from portraits to food to commercial. As a collaborative effort, students will select a specific genre to explore, including research, history and methods to achieve a desired effect. Students will document their research to a Google Classroom site to share with peers. Time Frame per genre approximately 1 week.</p> <p>Additional projects may include, Pinhole Camera Images, Photogram, Photo Essay, Career Poster/Verbal</p>
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	Presentation, how to develop film, contact sheets, test prints, enlargements and corrections, Time Frame per project approximately 1-5 weeks.
Strategies/ Methods/ Vocabulary	<p>Visual demonstrations, Google Classroom Presentation, PowerPoint slides/ Notebook Presentations, Photographic examples, Student Work</p> <p>Building upon last two units, landscapes, seascapes, cityscapes, portraits, self-portraits, animals, people, product, still photography, long exposure photography, fashion photography, commercial photography, macro photography, mobile photography (hand-held devices), composite photography, fine art photography, photo journalism, documentary, food photography, event photography, travel photography, panorama, candid, action, texture, scale, abstract, architecture, time-lapse, model, lighting, tripod, composition, diagonals, rule of thirds, golden ratio,</p>
Resources (Including Digital Tools)	<p>DSLR Camera, Adobe Photoshop, Digital Printer Paper, Digital Color Printer</p> <p>Dependent upon unit the following resources will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.</p>
21st Century Standards	<p>Career Ready Practices: CRP2, CRP6, CRP7, CRP8, CRP11, CRP12</p> <p>Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.4</p>
Differentiation/ Accommodations/ Modifications	<p>Gifted and Talented: Advanced technical skill instruction; Expanded project options; Peer modeling/tutoring</p> <p>English Language Learners: Allow student to use dictionary; Verbal testing; Extended time; Repeat/rephrase directions and concepts for understanding; Visual Demonstration; Partner Study</p> <p>Students with Disabilities: Modified tests/quizzes; Simplified or alternative assignments; Extra time if needed; Provide students with notes and study guides; Reminders; Repeat/rephrase directions and concepts for understanding; Visual demonstration, with visual aids and project steps outlined</p> <p>Students at Risk of School Failure: Provide students with notes and study guides; Reminders; Communicate with parents; Give positive reinforcement</p>
Technology Standards	<p>8.1.12.A.1</p> <p>8.1.12.B.2</p>

	8.1.12.C.1 8.1.12.D.1 8.1.12.E.1 8.1.12.F.1
Assessments	Formative: Evaluation of student understanding of concepts; Evaluation of students exposure to technology; Student dexterity with devices Summative: Student success of completed projects; Evaluation rubrics; Completed project grades

UNIT 4 CHAPTERS/TOPIC COVERED: UNIT LENGTH: 9 weeks	UNIT TITLE: Influential Photographers History of photography, exploration of influential photographers, both historical and current
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Performance Indicators (Standards and Objectives)	NJSLS: Visual Arts: 1.1.12.D.1, 1.1.12.D.2 1.2.12.A.1, 1.2.12.A.2 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3 Students will use the tools and methods learned earlier in the year to explore the work of influential photographers. Students will research an artist(s) of their choice and provide insight into the artists methods and subject matter. Students will use this research to attempt to create an original work(s) in the style of their selected artist.
Interdisciplinary Standards	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 6.1.12 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. 6.2.12 World History/Global Studies: All students will acquire the knowledge and skills to think

	<p>analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.</p>
<p>Essential Questions</p>	<p>How does the work of other photographers inform and influence developing photographers? What can be learned by replicating the format and/or subject matter of a well-known photographer? What can a photographer learn about him/herself in this process of appropriation or influential learning?</p>
<p>Activities (Approximate Time Frame)</p>	<p>Students will select a historical or current photographer based on class time presentation/ demonstration. Students will research their selected artist, learning methods and materials the artist used to achieve selected photographic results. Through the students research and experimentation, students will work to achieve similar results in their own original photographs. As a collaborative effort, students will present their work for class evaluation and critique. Students will document their research and photographs to a Google Classroom site to share with peers. Time frame per artist will vary depending on body of work and number of artists selected. Students can select one artist for the 9 week unit for indepth research and multiple photographs or multiple artists for approximately 1 artist per 3 weeks of study, with at least 3 completed photographs.</p> <p>Additional projects may include, Pinhole Camera Images, Photogram, Photo Essay, Career Poster/Verbal Presentation, how to develop film, contact sheets, test prints, enlargements and corrections, Time Frame per project approximately 1-5 weeks.</p> <p>This unit will act as a culmination of all units studied for the year, with final assignments being a portfolio of photographs reflecting students' completed study.</p>
<p>Strategies/ Methods/ Vocabulary</p>	<p>Visual demonstrations, Google Classroom Presentation, PowerPoint slides/ Notebook Presentations, Photographic examples, Student Work</p> <p>Building on previous units of study: art history, history of photography, Edward Steichen, Alfred Steiglitz, Dorothea Lange, Imogen Cunningham, Nicephore Niepce, Yousuf Karsh, Saul Leiter, Gary Winogrand, Robert Mapplethorpe, Stephen Shore, Peter Lindbergh, William Eggleston, Steven Meisel, David LaChapelle, Horst P, Andre Kertesz, Annie Leibovitz, Man Ray, Juergen Teller, Robert Adams, Ansel Adams, Edward Weston, Richard Avedon, Diane Arbus, Eve Arnold, Irving Penn, Henri Cartier-Bresson, W. Eugene Smith, Helmut Newton, Walker Evans, Robert Frank, Cindy Sherman, Guy Bourdin, Nick Knight, Robert Capa, Eliot Porter, Frans Lanting, Weegee (Arthur Fellig), Don McCullin, Anne Geddes, Robert Doisneau, Steve McCurry, Mario Testino, Sebastiao Selgado, Brassai (Gyula Halasz), Gregory Crewdson, Elliott Erwitt, Vivian Maier, Peter Lik, Philippe Halsman, Margaret Bourke-White</p>

Resources (Including Digital Tools)	DSLR Camera, Adobe Photoshop, Digital Printer Paper, Digital Color Printer Dependent upon unit the following resources will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.
21st Century Standards	Career Ready Practices: CRP2, CRP6, CRP7, CRP8, CRP11, CRP12 Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.4
Differentiation/ Accommodations/ Modifications	Gifted and Talented: Advanced technical skill instruction; Expanded project options; Peer modeling/tutoring English Language Learners: Allow student to use dictionary; Verbal testing; Extended time; Repeat/rephrase directions and concepts for understanding; Visual Demonstration; Partner Study Students with Disabilities: Modified tests/quizzes; Simplified or alternative assignments; Extra time if needed; Provide students with notes and study guides; Reminders; Repeat/rephrase directions and concepts for understanding; Visual demonstration, with visual aids and project steps outlined Students at Risk of School Failure: Provide students with notes and study guides; Reminders; Communicate with parents; Give positive reinforcement
Technology Standards	8.1.12.A.1 8.1.12.B.2 8.1.12.C.1 8.1.12.D.1 8.1.12.E.1 8.1.12.F.1
Assessments	Formative: Evaluation of student understanding of concepts; Evaluation of students exposure to technology; Student dexterity with devices Summative: Student success of completed projects; Evaluation rubrics; Completed project grades