

Photography Curriculum Map

1st Nine Weeks							
Unit	Project/Activity	<i>Essential Questions/objectives/skills/concepts</i>	State Standards	Medium/technology	Assessments	Accommodations	Pacing
Intro to classroom management and course curriculum	Discussion Icebreakers Creation of website portfolio and <i>about</i> section	Respect for work and work of others	H.6.6 H.6.4 9-12.WT.2Write informative/explanatory texts, including technical processes. 9-12.WT.6Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically	Google Sites Chromebooks Class website			1-2 days
Intro to digital cameras	Teacher-led student exploration of cameras	Safety of cameras Turning camera on Camera modes Focus Focal Length Flash aperture shutter speed ISO White Balance	H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques.	Digital Cameras Chromebooks: CameraSim	Graphic Diagram notes completion		1 day
What is Photography?	Class and Group Discussion	<i>Is photography art?</i>	9-12.WT.2Write informative/explanatory	Chromebooks Class website	Venn Diagram		2 days

	<p>VIDEO:</p> <p>Comparing Snapshots vs. Fine Art Photography Snapshot vs. Fine Art Photography</p>	<p><i>How is it similar to and different from other kinds of art (painting, sculpture, etc).</i></p> <p><i>Is photography art?</i></p> <p><i>How is it similar to and different from other kinds of art (painting, sculpture, etc).</i></p> <p><i>How does photography affect daily life?</i></p> <p><i>Why are some photographs better than others?</i></p>	<p>texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>H.1.6PROFICIENT: Identify the knowledge and skills gained in art experiences that transfer to daily life.</p> <p>H.5.3PROFICIENT: Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.</p>				
Pinhole Camera	<p>Pinhole Camera Research</p> <p>Lecture presentation on Pinhole Camera</p> <p>Pinhole Camera Project (build and test camera)</p> <p>Paper Developing Demo</p>	<p><i>What are the basic principles of photography, or 'writing with light'?</i></p> <p>Know basics of how a camera works, Understand the properties of light in their relation to photography, Understand focal length, exposure and shutter speed,, aperture, wide angle vs. telephoto</p> <p>Build a working pinhole camera. Know how to adjust shutter speed times to get a correct</p>	<p>H.4.4PROFICIENT: Engage in critical reading, writing, and discourse to improve understanding of own work and that of others.</p> <p>H.8.2PROFICIENT: Create works that communicate in-depth knowledge gained through the experience of integrated study.</p> <p>9-12.RT.3Follow precisely a complex multistep procedure when performing technical visual art tasks, attending to special cases or exceptionsdefined in the</p>	<p>Chromebooks Class website Darkroom</p>	<p>Completion of research form;</p> <p>Question and Answer during lecture</p> <p>Completion of successful test to ensure camera is light tight</p> <p>Informal individual assessments during student studio time</p> <p>Completion of exposure log</p> <p>Completion of 2 pinhole</p>		3 weeks

		<p>exposure; Understand how properties of light, focal length, exposure, and aperture are controlled and observed in built camera.</p> <p>Know how chemicals develop photo paper and how to develop a print in the darkroom;</p>	<p>text.</p> <p>9-12.WT.7Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem</p> <p>H.6.4PROFICIENT: Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research.</p> <p>H.6.6PROFICIENT: Demonstrate respect for personal work and the work of others.</p> <p>H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques.</p>		<p>photographs, graded with rubric that evaluates choice of subject matter, quality of technique, contrast and print exposure, focus, originality, and point of view. (one of choice and one double exposure)</p>		
Digital Compositions	<p>Intro and discussion of aesthetic principles; examples provided or sought out by students</p> <ul style="list-style-type: none"> • Rule of Thirds • Camera Angles (low and high placement) • Close-Ups/Fill the Frame • Frame the Subject • Shadow and Light <p>photo assign</p> <ul style="list-style-type: none"> • examples 	<p><i>What relates to composition and what constitutes a successful composition?</i></p> <p>subject focal point Rule of Thirds composition</p>	<p>9-12.WT.7Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem</p> <p>H.6.2PROFICIENT: Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.</p> <p>H.6.5PROFICIENT: Examine and establish</p>	<p>Chromebooks Class website SLR Digital Cameras Students' digital cameras</p>	<p>Completion of 5 photographs</p> <p>Peer Critiques</p> <p>Self-reflection writing</p> <p>Rubric requiring exposure, focus, and compositional requirements</p>	<p>discussion peer critique</p>	<p>6 weeks</p> <p>1 week per composition assignment-ongoing through pinhole unit--assigned at beginning of week--due on Friday of that week for critiques</p>

	<ul style="list-style-type: none"> • pinterest examples 		<p>criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.</p> <p>H.6.6PROFICIENT: Demonstrate respect for personal work and the work of others.</p> <p>H.7.2PROFICIENT: Create works of art that use specific principles to solve visual problems.</p> <p>H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques.</p> <p>H.5.1 PROFICIENT: Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers, critics, and aestheticians.</p>				
Philosophies of Art	<p>research and discuss philosophies of art</p> <p>Assignment: find two examples of each philosophy</p>	<p><i>How do we judge art? What are different criteria for determining a good photograph?</i></p> <p>Philosophies of Art</p> <ul style="list-style-type: none"> -Imitationalism -Formalism -Emotionalism -Functionalism -Institutionalism 	<p>H.4.1PROFICIENT: Identify and apply theories of art when making informed judgments about works of art.</p>	Chromebooks Class website	Philosophies graphic organizer		

Critique Famous Photo	<p>Group critical analysis of famous photo to practice</p> <p>Assignment: Critique of Famous Photograph</p>	<p><i>How do we discuss and judge a photograph?</i></p> <p>Critical analysis process: description, analysis, interpretation, evaluation</p>	<p>H.1.7PROFICIENT: Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life.</p> <p>H.2.2PROFICIENT: Identify stylistic characteristics in the works of an artist or movement and describe how style is influenced by the culture and time.</p> <p>H.3.1PROFICIENT: Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.</p> <p>H.3.2PROFICIENT: Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.</p> <p>H.4.1PROFICIENT: Identify and apply theories of art when making informed judgments about works of art.</p>	Chromebooks Class website	Art criticism paper-criticism rubric	less emphasis on spelling/grammar or shorter writing assignment	1 day to discuss 1 ½ week until deadline
Intro to Manual Controls on Digital Camera	Teacher-led student explanation of digital cameras	<p><i>How do you produce a photo digitally and have complete control of the camera?</i></p> <p>Camera modes aperture</p>	H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques.	Digital Cameras Chromebooks: CameraSim	Completion of Intro to Manual Controls on Digital Camera Graphic Organizer Quiz		1-2 days

		shutter speed Focus ISO White Balance Drive modes Focal Length					
Intro to Photoshop	Teacher Demo with students following along on computers	opening saving jpeg vs. ps tool bar cropping options bar layers add new duplicate delete move opacity levels hue/saturation color balance adjustment layers to affect levels, hue, color balance Sharpen filter	H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques.	Photoshop Class website	Completion of Intro to Photoshop Graphic Organizer		1 day

2nd Nine Weeks

Unit	Project/Activity	<i>Essential Questions/objectives/skills/concepts</i>	State Standards	Medium/technology	Assessments	Accommodations	Pacing
Film Photography	<p>Loading film and discussion of camera controls</p> <p>Discussion of photo essay</p> <p>Assignment: expose 1 roll of film with a partner; each person responsible for having 10 exposed negatives</p>	<p><i>What is involved in creating a traditional photograph?</i></p> <p><i>What is a photo essay?</i></p> <p>Adjust shutter speed, aperture, ISO and focus to correctly expose a roll of film with a 35 mm camera</p>	<p>H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques</p> <p>H.6.4PROFICIENT: Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research.</p>	<p>35 mm camera and chemicals</p> <p>Darkroom (enlarger and paper chemicals)</p> <p>Chromebooks Class website</p>	<p>1 roll of developed film by deadline</p> <p>4-5x7" photos enlarged in darkroom by due date graded with Rubric requiring exposure, focus, darkroom techniques, and conceptual requirements</p>	<p>fewer photos; guided help</p>	<p>2 days for loading film and discussion of camera controls</p> <p>2 weeks to take roll</p> <p>6 weeks to develop film, make contact sheet, and enlarge 2 5x7 photos</p>

	<p>Film loading demo Film developing demo</p> <p>Print enlargement demo</p> <p>Assignment: Choose 4 negatives that best tell photo essay and enlarge in darkroom</p> <p>Peer critiques</p>	<p>Correctly mix chemicals and controls times to develop roll of film</p> <p>Enlarge a negative in darkroom using enlarger and paper chemicals</p>	<p>H.6.5PROFICIENT: Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.</p> <p>H.6.3PROFICIENT: Identify the origin, function, and meaning of symbols and metaphors used in personal work.</p>		<p>peer critiques</p> <p>Self-reflection writing</p>		
History of Photography	<p>PBS DVD: <i>History of Photography: A Century of Images</i> Part 1 Part 2 Part 3</p> <p>Discussion Quiz</p>	<p><i>How has photography affected society, history, and culture? How does understanding the history of photography enrich our appreciation of contemporary photography?</i></p>	<p>H.1.1PROFICIENT: Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.</p> <p>H.1.2PROFICIENT: Identify function in artwork and how it relates to the history, aesthetics, and culture of artwork.</p> <p>H.2.1PROFICIENT: Recognize and compare works of art, identifying them by artist, period, style, and geographic location.</p> <p>H.2.3PROFICIENT: Identify art and artifacts from major movements and time-periods and place</p>	<p>PBS DVD: <i>History of Photography: A Century of Images</i></p> <p>Student chromebooks</p>	<p>Completion of notes Quiz</p>		2 ½ days for each part

			them on a timeline.				
Photoshop: Manipulating photographs	<p>Teacher Demo with students following along on computers for photomontage</p> <p>Assignment: Create a photomontage using a minimum of 5 sources, 1 adjustment layer with a clipping mask, 1 filter, and 1 layer style</p>	<p><i>How can we use Photoshop to enhance meaning and composition of photographs?</i></p> <p>layers masks selections adjustment layers with clipping mask filters transformations eraser filters layer /blend modes</p>	<p>H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques</p> <p>H.6.4PROFICIENT: Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research.</p> <p>H.6.5PROFICIENT: Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.</p> <p>H.5.1 PROFICIENT: Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers, critics, and aestheticians.</p> <p>H.6.3PROFICIENT: Identify the origin, function, and meaning of symbols and metaphors used in personal work.</p>	Photoshop Dreamscape (layers) examples	<p>Photomontage rubric</p> <p>Peer critiques</p> <p>Personal Reflection writing</p>		Demo 3 days
Portrait Editing	<p>Watch videos and discuss portrait editing</p> <p>Teacher Demo with</p>	<p><i>How is portrait editing using in the commercial world and what are the effects?</i></p>	<p>H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and</p>	Photoshop	Portrait Editing Rubric		2 weeks

	<p>students following along on computers</p> <p>Assignment: Edit Portrait</p>	<p>burn/dodge clone and healing brush tools liquidfy filter blur layers masks</p>	<p>techniques</p> <p>H.6.4PROFICIENT: Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research.</p> <p>H.6.5PROFICIENT: Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.</p> <p>H.6.3PROFICIENT: Identify the origin, function, and meaning of symbols and metaphors used in personal work</p> <p>H.1.4PROFICIENT: Identify connections between visual arts education and potential job offerings in the community and beyond.</p>				
Digital compositions	<p>Intro and discussion of aesthetic principles; examples provided or sought out by students</p> <p>Research Elements of Design</p> <p>Assignment: complete Elements definitions and examples slide</p>	<p><i>How can we use elements and principles of art to create successful compositions?</i></p> <p>Elements: line shape color texture shape (negative and</p>	<p>H.7.1PROFICIENT: Evaluate the effectiveness of elements and principles in works of art and use this evaluation to inform personal work.</p> <p>H.7.2PROFICIENT: Create works of art that use specific principles to solve visual problems.</p> <p>H.6.5PROFICIENT:</p>	Chromebooks Class webpage	<p>Elements definitions and examples slide show</p> <p>Elements Photographs-2 examples of each and written description</p> <p>Principles definitions and examples slide</p>		<p>Research Elements of Design- 2 days</p> <p>Elements 1 Project: 1 week</p> <p>Elements 2 Project: 1 week</p> <p>Research Principles of Design- 2 days</p> <p>Principles 1 Project:</p>

	<p>show</p> <p>Assignment: 2 examples of each:</p> <ul style="list-style-type: none"> • Elements -use Photoshop to crop, adjust levels, hue/saturation, color balance, apply filter for color examples • Principles-use Photoshop to crop, adjust levels, hue/saturation, color balance 	<p>positive) pattern</p> <p>Principles:</p> <ul style="list-style-type: none"> Unity Variety Contrast Emphasis Movement Rhythm Repetition Balance <p>symmetrical, radial, asymmetrical</p>	<p>Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.</p> <p>H.6.6PROFICIENT: Demonstrate respect for personal work and the work of others.</p>		<p>show</p> <p>Principles Photographs-2 examples of each and written description</p>		<p>1 week</p> <p>Principles 2 Project: 1 week</p>
Art Criticism of Student photograph	<p>Assignment: Complete an art criticism of 1 of your photographs</p>	<p><i>How can critical analysis of your own work improve it?</i></p> <p>Critical analysis process: description, analysis, interpretation, evaluation</p>	<p>H.1.7PROFICIENT: Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life.</p> <p>H.2.2PROFICIENT: Identify stylistic characteristics in the works of an artist or movement and describe how style is influenced by the culture and time.</p> <p>H.3.1PROFICIENT: Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.</p> <p>H.3.2PROFICIENT:</p>	Chromebooks class website	Art criticism-criticism rubric		1 week

			<p>Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.</p> <p>H.4.1PROFICIENT: Identify and apply theories of art when making informed judgments about works of art.</p>				
3rd Nine Weeks							
Unit	Project/Activity	<i>Essential Questions/objectives/skills/concepts</i>	State Standards	Medium/technology	Assessments	Accommodations	Pacing
Manual Controls Digital Photographs	<p>Teacher-led student explanation of digital cameras</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Aperture & ISO (Depth of field Comparison and trick shot) ISO comparison • Bracketing Aperture and shutter speed bracketing • Motion blur (multiple shutter speeds comparison) and panning (multiple shutter speeds comparison) • Long and Short Long exposure and Freeze Action 	<p><i>What are more in-depth manual controls of the camera?</i></p> <p>Aperture and shutter speed bracketing</p> <p>Shallow and deep depth of field</p> <p>Motion blur and panning with control of shutter speed and tripod ISO</p>	H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques.	Digital Cameras Chromebooks: CameraSim	<p>Completion of required photographs</p> <p>Peer Critiques</p> <p>Self-reflection writing</p> <p>Rubric requiring exposure, focus, and compositional requirements</p>		<p>Demo: 1-2 days</p> <p>Ongoing: 1 week per assignment; critiques on Friday</p>

Intro to Video	<p>Intro of project and class discussion of criteria; students search for examples on internet</p> <p>Assignment: Stop Motion Video</p>	<p><i>How can I make an expressive video using stop motion technique?</i></p> <p>advanced controls of digital camera</p> <p>video editing software</p>	<p>H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques</p> <p>H.6.4PROFICIENT: Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research.</p> <p>H.6.5PROFICIENT: Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.</p> <p>H.6.3PROFICIENT: Identify the origin, function, and meaning of symbols and metaphors used in personal work</p>	<p>Digital cameras</p> <p>Video editing software or animation capabilities of Photoshop</p>	<p>Stop Motion Video</p> <p>Class critiques</p> <p>Personal reflection</p>		<p>Intro discussion: 1 day</p> <p>Project: 2 weeks</p>
Famous Photographer Research Project	<p>Intro to assignment</p> <p>Research and presentation</p>	<p><i>What can I learn from in-depth research from a famous historical photographer?</i></p> <p>Identify historical and cultural significance in photographer's work</p> <p>identify iconography in artist's work</p> <p>identify connections between studying photography and</p>	<p>9-12.WT.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.</p>	<p>Chromebooks</p> <p>class website</p>	<p>Famous photographer presentation research</p>		<p>2 weeks</p>

		<p>potential job offerings in art field</p> <p>identify style of photographer and recognize artwork based on style.</p>	<p>9-12.WT.8Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9-12.WT.9Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>H.1.1PROFICIENT: Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.</p> <p>H.1.2PROFICIENT: Identify function in artwork and how it relates to the history, aesthetics, and culture of artwork.</p> <p>H.1.4PROFICIENT: Identify connections between visual arts education and potential job offerings in the community and beyond.</p> <p>H.2.2PROFICIENT: Identify stylistic characteristics in the works</p>				
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			<p>of an artist or movement and describe how style is influenced by the culture and time.</p> <p>H.4.2PROFICIENT: Listen to and read alternative responses to works of art from peers, artists, and philosophers.</p>				
Historical Styles of Photography	<p>Research historical styles of photography</p> <p>Assignment: create timeline infographic with information</p>	<p><i>How can I improve my art by incorporating historical styles?</i></p>	<p>9-12.RT.7 Translate technical visual art information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mechanically (e.g., in an equation) into words.</p> <p>H.2.2PROFICIENT: Identify stylistic characteristics in the works of an artist or movement and describe how style is influenced by the culture and time.</p>	<p>Chromebook class webpage Infographic app</p>	Historical Styles infographic		1 week
Landscape Photography	<p>research examples of HDR and panorama</p> <p>Photoshop demos of techniques</p> <p>Assignments:</p> <ul style="list-style-type: none"> ● HDR - take 5 photos of different exposures using tripod; use Photoshop to create HDR ● Panorama- take 5 photos landscape using tripod; use 	<p><i>How can I use advanced techniques to create landscape photography?</i></p> <p>Camera controls and Photoshop manipulations for HDR panoramic double exposure (blending modes and layer masks)</p>	<p>-12.RT.3Follow precisely a complex multistep procedure when performing technical visual art tasks, attending to special cases or exceptions defined in the text.</p> <p>H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques</p> <p>H.6.4PROFICIENT: Demonstrate thoughtful</p>	<p>Chromebook class webpage Photoshop</p>	<p>HDR rubric Panorama rubric HDR rubric</p>		1 week each

	Photoshop to merge photos • Double Exposure Double Exposure in Photoshop		revision and refinement of original work based upon reflection, critique, practice, and research. H.6.5PROFICIENT: Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work. H.6.3PROFICIENT: Identify the origin, function, and meaning of symbols and metaphors used in personal work				
Presentation of Photographs	Discussion of printing and resolution terms Dry Mount Matting demo Assignment: Mat film photo essay Assignment: Print and mat digital photos?	<i>How do I display my photographs?</i> RAW JPEG TIFF pixels MP DPI PPI	H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques.	Photoshop Inkjet printer Laser printer Dry mount press	completion of matting assignments		1 week for dry mount 1 week for digital printing and matting

4th Nine Weeks

Unit	Project/Activity	Essential Questions/objectives/skills/concepts	State Standards	Medium/technology	Assessments	Accommodations	Pacing
Intermediate video	<p>Students research project ideas and write a project proposal and get feedback from teacher.</p> <p>Assignment: Create video using Premiere, After Effects, or both to edit video clips taken with digital cameras.</p>	<i>What are some time-based techniques that I can incorporate into my photography?</i>	<p>H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques</p> <p>H.6.4PROFICIENT: Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research.</p> <p>H.6.5PROFICIENT: Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.</p> <p>H.6.3PROFICIENT: Identify the origin, function, and meaning of symbols and metaphors used in personal work</p>	<p>Adobe Premiere</p> <p>Adobe After Effects</p> <p>Digital cameras</p> <p>smartphones</p>	<p>Video Rubric</p> <p>Peer Critiques</p> <p>Self Reflection Writing</p>	shorter videos, simpler process, more assistance from teacher	5 weeks with ongoing projects in between
Still Life Photography	<p>Research and discuss studio lighting scenarios</p> <p>Find examples of still life photography on internet</p>	<i>How do photographers photograph still life objects? How can still life photography lead to a career?</i>	H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques	<p>Studio lights</p> <p>Digital cameras</p> <p>chromebooks</p> <p>class website</p>	<p>Still life rubric</p> <p>Photoshop still life ad</p>		2 weeks

	Assignment: Still life photographs using studio lights and light tent		<p>H.6.4PROFICIENT: Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research.</p> <p>H.6.5PROFICIENT: Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.</p> <p>H.6.3PROFICIENT: Identify the origin, function, and meaning of symbols and metaphors used in personal work</p> <p>H.1.4PROFICIENT: Identify connections between visual arts education and potential job offerings in the community and beyond.</p>				
Portrait Photography	<p>Research portrait photography and class discussion (group research portrait photography and present; emphasis on posing guidelines, lighting set-up, careers and career development)</p> <p>graphic organizer of environmental portrait photography guidelines</p>	<p><i>What are techniques and guidelines for studio and natural setting portrait photography? How can portrait photography be a career?</i></p> <p>key light, fill light, background light, and accent lights in a basic setup</p>	<p>H.7.3PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques</p> <p>H.6.4PROFICIENT: Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research.</p> <p>H.6.5PROFICIENT:</p>	<p>Studio lights</p> <p>Digital cameras</p> <p>chromebooks</p> <p>class website</p> <p>Photoshop</p>	<p>Completion of group research presentation and graphic organizer of environmental portrait photography guidelines</p> <p>Studio lighting Portrait Rubric</p> <p>Environment Portrait Rubric</p>		<p>Studio lighting Portrait Photography and Environment Portrait Rubric simultaneously: 2 weeks</p>

	<p>Demo studio lighting set-up and reflector</p> <p>Assignment: Studio lighting Portrait assignment</p> <p>Environment Portrait assignment</p>		<p>Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.</p> <p>H.6.3PROFICIENT: Identify the origin, function, and meaning of symbols and metaphors used in personal work</p> <p>H.1.4PROFICIENT: Identify connections between visual arts education and potential job offerings in the community and beyond.</p>				
Social commentary							1 week
Photography Careers							1 week
Experimental/ conceptual							1 week
Compare and Contrast	Compare and contrast famous photographer's body of work with your own						1 week

History of Photography:

The Invention of photography: Looking at the roots of photography and the early cameras: camera obscura, camera lucida, daguerrotype, calotype.

Line in Photography: Looking at straight photography with Paul Strand, Edward Weston, and Imogen Cunningham. Also contemporary

photographer Andreas Gursky.

Kodak Brownie: How Kodak made photography available for everyone.

35mm Film to the Polaroid: Looking at the development of photography from 1914-1963.

The Development of Color Photography: Looking at hand-colored prints, hand tinted prints, autochrome, the carbro print, kodachrome, and three-color carbon print. Also looking at the artwork of William Eggleston.

Landscape Photography: Roger Fenton and Ansel Adams.

The Development of the Digital Camera: Digital cameras of the 80's, 90's, and 2000's.

Action Photography: Looking at Eadweard Muybridge and Harold Edgerton.

Contemporary portrait photographers: Robert Frank, Richard Avedon, Garry Winogrand, Annie Leibovitz, and Cindy Sherman.

Documentary Photography: Exploring the purpose and effect of documentary photography. Looking at work by Jacob A. Riis. Dorothea Lange, Walker Evans, Robert Capa, Diane Arbus, Nan Goldin, and Sophie Calle. We we also talk about war photography (how it can positively or negatively affect a nation).

The Camera Phone and the future of photography: Looking at how the camera phone as affected photography and discussing possible directions for photography in the future.

[Example photo class website](#)