






**Photography/Media Arts I**

Teacher: Joshua Ausman, Sara Henrikson, Daniel Monett






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Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Course Description</p> <p> Visual Arts HS Create 5.9.2.3.2                      Visual Arts HS Present 5.9.3.5.1                      Visual Arts HS Present 5.9.3.6.1                      Visual Arts HS Respond 5.9.4.7.1</p> <p>In Photography I students will study the history of photography, learn proper use and handling of a DSLR camera and image processing (digital darkroom). Students will be evaluated on presentation of technical skill, photography composition and creativity. This class will be the first introduction to media arts, which involves web-based graphics.</p> <p><b>CEQ:</b>  <b>WHAT IS PHOTOGRAPHY/MEDIA ARTS?</b></p>	<p><b>A.What is the history of photography?</b></p> <p> Visual Arts HS Create 5.9.2.2.1                      Visual Arts HS Create 5.9.2.2.2                      Visual Arts HS Create 5.9.2.3.1                      Visual Arts HS Create 5.9.2.3.2                      Visual Arts HS Create 5.9.2.4.1</p> <p>1a.describe the basic progression of camera development through history                      2a.compare and contrast photo images produced by various cultures and time periods                      3a.will use correct terminology                      4a.explain how images were created</p>	<p><b>A.What is the history of photography?</b></p> <p> Visual Arts HS Create 5.9.2.2.1                      Visual Arts HS Create 5.9.2.2.2                      Visual Arts HS Create 5.9.2.3.1                      Visual Arts HS Create 5.9.2.3.2                      Visual Arts HS Create 5.9.2.4.1</p> <p>Students will know the history of photography and will know how to use Scholastic, the textbook, and other resources to gain inspiration for their artwork.</p> <p>Students will know how to upload and organize images in their personal folder according to each project.</p>	<p><b>A.What is the history of photography?</b></p> <p> Visual Arts HS Present 5.9.3.5.1                      Visual Arts HS Present 5.9.3.6.1                      Visual Arts HS Respond 5.9.4.7.1                      Visual Arts HS Respond 5.9.4.8.1                      Visual Arts HS Respond 5.9.4.8.2                      Visual Arts HS Create 5.9.2.3.2                      Visual Arts HS Create 5.9.2.4.1</p> <p>1a.Written comparisons of various cultures using terminology and art vocabulary.</p>	<p><b>A.What is the history of photography?</b></p> <p> Visual Arts HS Respond 5.9.4.7.1                      Visual Arts HS Respond 5.9.4.8.1                      Visual Arts HS Respond 5.9.4.8.2</p> <p>1a.Illuminating Photography                      2a.Focus on Photography 2nd edition                      3a.Phographic Eye                      4a.scholastic arts</p> <p>Weebly</p> <p>Presentation of Student Examples</p> <p>Scholastic Art &amp; Writing Website</p> <p>Adobe Suites</p>






<p><b>UEQ</b></p> <ul style="list-style-type: none"><li>● Where did photography get its start?</li><li>● What tools and equipment are necessary to create photos?</li><li>● How do we incorporate the basic principles/elements of photography into our art work.</li><li>● What are the creative elements of photography</li><li>● How are the building blocks of media arts, light, time, motion and subject interrelated?</li><li>● What are the different types of photography?</li><li>● What is the direction of photography the 21st century?</li></ul>				Digital Camera
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**UEQ****A.What is the history of photography?**

1. camera obscura
2. chemistry of photography
3. brownie box camera
4. wet plate photography
5. medium format and 35mm film
6. color film
7. images and styles through the last 125 years.
8. influential photographers-Ansel Adams, Leibovitz, Strand, Manray, Maplethorpe, Stieglitz, Abbot, Weston etc.

<p><b>B. What tools and equipment are necessary to create photos?</b></p> <p> Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <ol style="list-style-type: none"> <li>How the still camera and video camera works(film and digital)</li> <li>SLR vs. point and shoot</li> <li>Images are created using a variety of techniques, materials and equipment choices</li> <li>camera lenses</li> <li>lighting systems</li> <li>computer systems/software</li> </ol> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What...?</li> <li>Why ...?</li> </ul>	<p><b>B. What tools and equipment are necessary to create photos?</b></p> <p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>1b.students will understand camera controls and functions through demonstration, application, and independent problem-solving</p> <p>2b.students will be able to operate lighting systems through demonstration, application, and independent problem-solving</p> <p>3b.students will be able to operate computers, appropriate software, websites and apps necessary for image editing digital images through demonstration, application, and independent problem-solving</p>	<p><b>B. What tools and equipment are necessary to create photos?</b></p> <p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Students can execute proper exposure and incorporate a range of values.</p> <p>Students know how to use and respect materials in art.</p> <p>Students will understand camera controls.</p> <p>Students will know how to use Photoshop and apps to edit and enhance their images.</p> <p>Students will know how to create a personal Blog to share their photography with students, staff, friends and family members.</p>	<p><b>B. What tools and equipment are necessary to create photos?</b> 1b-5b. portfolio images</p> <p> Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Classroom observation of proper equipment handling</p>	<p><b>B. What tools and equipment are necessary to create photos?</b></p> <p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>1b.powerpoint on basic camera functions and controls</p> <p>1b.Focus on Photography 2b.Phographic Eye 3b.scholastic arts 4b.Adobe Suites 5b.Weebly</p>
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<b>C. Rules of Photography/Objects</b>	<b>C. Rules of Photography/Objects</b>	<b>C. Rules of Photography/Objects</b>	<b>C. Rules of Photography/Objects</b>	<b>C. Rules of Photography/Objects</b>
<p> Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <ol style="list-style-type: none"> <li>The design elements</li> <li>The principles of design</li> <li>subject and setting</li> <li>lighting- indirect and direct</li> <li>Cultural influences</li> <li>10 Rules of Photography</li> </ol> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>How do artistic choices affect the image and its intended use?</li> <li>What tools and equipment are necessary to create photos?</li> <li>What is Composition in Photography?</li> </ul>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Do you understand the Rule of Thirds? The rule of thirds suggests that a photographer...puts the focal point on the intersections of vertical and horizontal thirds</p> <p>Capture a minimum of 20 New Photos</p> <p>Make sure your capture 10+ different areas of emphasis using the Rule of Thirds</p> <p>Edit the Best 10 - you can use any apps you have, but stay away from distracting filters.</p> <p>Crop, Rotate, and Adjust</p>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>I can use visual literacy methods to generate original ideas.</p> <p>I can use camera controls to enhance my photography.</p> <p>I can use a compositional technique to enhance my photograph.</p> <p>I can create artwork that demonstrates my personal voice.</p> <p>I can create content with a mood or feeling in my photography.</p> <p>I can apply the principles of design to my images. (emphasis, balance, etc.)</p>	<p> Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Classroom observation of proper equipment handling</p> <p>Portfolio Critique</p> <p><b>Photo I Rubric - 5 Assessment Criteria</b></p> <p><u>Analyze:</u>Elements &amp; Principles of Design</p> <p><u>Interpret:</u>Execution, Originality, &amp; Uniqueness</p> <p><u>Interpret:</u>Requirements &amp; Depth</p> <p><u>Evaluate:</u>Craftsmanship &amp; Neatness</p> <p><u>Evaluate:</u>Time &amp; Management</p>	<p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>1c.Focus on Photography 2c.Phographic Eye 3c.Scholastic arts 4c.Adobe Suites 5c.Weebly</p> <p>Digital Camera</p> <p>Presentation of Student Examples</p>

<ul style="list-style-type: none"> <li>How can you create emphasis in an image?</li> </ul> <p><b>D. Elements &amp; Principles</b></p> <p> Visual Arts HS Create 5.9.2.3.2</p> <p>Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <ol style="list-style-type: none"> <li>The artistic choices you make when you create a photograph.</li> <li>deep space, reflection, dramatic lighting, saturated color, unusual viewpoint or perspective, center of interest ,blurred motion, abstract</li> <li>viewpoint and timing</li> </ol> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What are the elements of art?</li> <li>What are the principles of art and design?</li> </ul>	<p><b>D. Elements &amp; Principles</b></p> <p> Visual Arts HS Create 5.9.2.2.1</p> <p>Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Identify the elements and principles of design in Photography using the Scholastic website.</p> <p>Students will be able to apply the elements and principles to their compositions</p> <p>Capture 20+ images of the Elements and Principles of Art and Design. Use the list on page 101 from Chapter 4.</p> <p>Area of Emphasis: 13 different subjects/areas of emphasis</p>	<p><b>D. Elements &amp; Principles</b></p> <p> Visual Arts HS Create 5.9.2.2.1</p> <p>Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>I can use visual literacy methods to generate original ideas.</p> <p>Students can create an area of emphasis in their photograph while creating an original balanced composition using the rule of thirds.</p> <p>Students know and understand the Elements and Principles of Design.</p> <p>Students can demonstrate thoughtful choices by actively creating images rather than just taking pictures.</p>	<p><b>D. Elements &amp; Principles</b></p> <p> Visual Arts HS Present 5.9.3.5.1</p> <p>Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Classroom observation of proper equipment handling</p> <p>Portfolio Critique</p> <p><b>Photo I Rubric - 5 Assessment Criteria</b></p> <p><u>Analyze:</u>Elements &amp; Principles of Design</p> <p><u>Interpret:</u>Execution, Originality, &amp; Uniqueness</p> <p><u>Interpret:</u>Requirements &amp; Depth</p> <p><u>Evaluate:</u>Craftsmanship &amp; Neatness</p> <p><u>Evaluate:</u>Time &amp; Management</p>	<p><b>D. Elements &amp; Principles</b></p> <p> Visual Arts HS Respond 5.9.4.7.1</p> <p>Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>1d.Focus on Photography 2d.Phographic Eye 3d.Scholastic arts 4d.Adobe Suites 5d.Weebly</p> <p>Digital Camera</p> <p>Presentation of Student Examples</p> <p>YouTube</p>
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<ul style="list-style-type: none"> <li>How do the elements make up the principles?</li> </ul> <p><b>E. Shadows/Reflections</b></p> <p> Visual Arts HS Create 5.9.2.3.2          Visual Arts HS Present 5.9.3.5.1          Visual Arts HS Present 5.9.3.6.1          Visual Arts HS Respond 5.9.4.7.1</p> <p>Composition – The arrangement of distinct parts or elements to form a unified whole.</p> <p>Emphasis – Using elements to add importance to an object or subject in an image.</p> <p>Balance – Arrangement of elements to achieve stability. (symmetrical, asymmetrical, radial)</p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What are the elements of art?</li> <li>What are the principles of art and design?</li> </ul>	<p><b>E. Shadows/Reflections</b></p> <p> Visual Arts HS Create 5.9.2.2.1          Visual Arts HS Create 5.9.2.2.2          Visual Arts HS Create 5.9.2.3.1          Visual Arts HS Create 5.9.2.3.2          Visual Arts HS Create 5.9.2.4.1</p> <p>1e You will “make” 20 images with the emphasis of a shadow or a reflection.</p> <p>2e. Each photograph will have emphasis and balance.</p> <p>3e. Use two additional principles of design: unity, movement, variety, rhythm, pattern, etc.</p> <p>4e. Consider everything in the picture frame.</p> <p>5e. Think about what YOU are doing to create this image not just “take” it.</p>	<p><b>E. Shadows/Reflections</b></p> <p> Visual Arts HS Create 5.9.2.2.1          Visual Arts HS Create 5.9.2.2.2          Visual Arts HS Create 5.9.2.3.1          Visual Arts HS Create 5.9.2.3.2          Visual Arts HS Create 5.9.2.4.1</p> <p>I can use visual literacy methods to generate original ideas.</p> <p>I can create a focal point in an image.</p> <p>I can use the rule of thirds when making pictures.</p> <p>I can create balance in my photography.</p> <p>I can notice EVERYTHING, even that which is often overlooked</p> <p>Students know and understand what a critique is and the process of critiquing art work.</p> <p>Students can revise their artwork based on feedback and reflect on their artwork.</p>	<p><b>E. Shadows/Reflections</b></p> <p> Visual Arts HS Present 5.9.3.5.1          Visual Arts HS Present 5.9.3.6.1          Visual Arts HS Respond 5.9.4.7.1          Visual Arts HS Respond 5.9.4.8.1          Visual Arts HS Respond 5.9.4.8.2          Visual Arts HS Create 5.9.2.3.2          Visual Arts HS Create 5.9.2.4.1</p> <p>Portfolio Critique</p> <p><b>Photo I Rubric - 5 Assessment Criteria</b></p> <p><u>Analyze:</u> Elements &amp; Principles of Design</p> <p><u>Interpret:</u> Execution, Originality, &amp; Uniqueness</p> <p><u>Interpret:</u> Requirements &amp; Depth</p> <p><u>Evaluate:</u> Craftsmanship &amp; Neatness</p> <p><u>Evaluate:</u> Time &amp; Management</p>	<p><b>E. Shadows/Reflections</b></p> <p> Visual Arts HS Respond 5.9.4.7.1          Visual Arts HS Respond 5.9.4.8.1          Visual Arts HS Respond 5.9.4.8.2</p> <p>1e.Focus on Photography          2e.Phographic Eye          3e.Scholastic arts          4e.Adobe Suites          5e.Weebly</p> <p>Digital Camera</p> <p>Presentation of Student Examples</p>
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- How are shadows created?
- How are reflections created?

Time of day: sun up or sun down.


Explore the work of Photographers: *Edward Weston, Eric Kim*



F. 360-Degree Panorama	F. 360-Degree Panorama	F. 360-Degree Panorama	F. 360-Degree Panorama	F. 360-Degree Panorama
<p> Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>Composition – The arrangement of distinct parts or elements to form a unified whole.</p> <p>Fields, parks, rivers, lakes and large interior spaces are great locations for this project</p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• What are the elements of art?</li> <li>• What are the principles of art and design?</li> <li>• What is a Panorama?</li> </ul> <p>Explore the work of Photographers: <i>Stuart Klipper</i></p>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>1f. Take a series of images (8-20+) that connect in a circle.</p> <p>2f. You must have an emphasis (often the closest object).</p> <p>3f. Use a tripod or other objects to keep the camera level.</p> <p>4f. Take the images with about a 30% overlap (not end to end)</p>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>I can use visual literacy methods to generate original ideas.</p> <p>I can capture 360 degrees of one space using separate images that include overlapping content.</p> <p>I will be self-directed to facilitate my personal learning experience.</p> <p>I can use Photoshop to properly stitch together and edit 8-20 separate images to create a successful 360 Panorama.</p> <p>I can create an area of emphasis in my image while creating an original balanced composition.</p>	<p> Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Portfolio Critique</p> <p><b>Photo I Rubric - 5 Assessment Criteria</b></p> <p><u>Analyze</u>:Elements &amp; Principles of Design</p> <p><u>Interpret</u>:Execution, Originality, &amp; Uniqueness</p> <p><u>Interpret</u>:Requirements &amp; Depth</p> <p><u>Evaluate</u>:Craftsmanship &amp; Neatness</p> <p><u>Evaluate</u>:Time &amp; Management</p>	<p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>1f.Focus on Photography 2f.Phographic Eye 3f.Scholastic arts 4f.Adobe Suites 5f.Weebly</p> <p>Digital Camera</p> <p>Presentation of Student Examples</p> <p>YouTube</p> <p>MN Original</p>

G. Action	G. Action	G. Action	G. Action	G. Action
<p> Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>Camera controls shutter speed stops panning iso motion blur stop-action/freeze Exposure Depth of field careers</p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>Why would you want to create or prevent blur in a composition?</li> <li>How can you create fake motion in an image?</li> </ul> <p>Explore the work of Photographers: <i>Brain Hart</i></p>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Tv (Time/Shutter Priority) – allows you to pick the camera’s shutter speed and auto selects aperture.</p> <p>Running-Man (stop motion) – camera will choose the fastest shutter speed available based on light.</p> <p>Night Scene (motion blur) – camera will choose a slower shutter and often results in blurred motion.</p> <p>1g. Capture the 3 action techniques (20+ images)</p> <p>2g. You must have an emphasis that is a moving subject</p> <p>3g. Edit your best action image for each technique and a fake motion composition</p>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>I can use visual literacy methods to generate original ideas.</p> <p>I can control a camera to create or prevent motion blur.</p> <p>I can use the Rule of Thirds to create more interesting images.</p> <p>I can apply the principles of design to my images. (emphasis, balance, etc.)</p>	<p> Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Classroom observation of proper equipment handling</p> <p>Portfolio Critique and small-group in-progress critique</p> <p><b>Photo I Rubric - 5 Assessment Criteria</b></p> <p><u>Analyze:</u>Elements &amp; Principles of Design</p> <p><u>Interpret:</u>Execution, Originality, &amp; Uniqueness</p> <p><u>Interpret:</u>Requirements &amp; Depth</p> <p><u>Evaluate:</u>Craftsmanship &amp; Neatness</p> <p><u>Evaluate:</u>Time &amp; Management</p>	<p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>1g.Focus on Photography 2g.Phographic Eye 3g.Scholastic arts 4g.Adobe Suites 5g.Weebly</p> <p>Digital Camera</p> <p>Tripod</p> <p>Presentation of Student Examples</p> <p>MN Original</p>

**H. Portrait**

 Visual Arts HS Create  
5.9.2.3.2  
Visual Arts HS Present 5.9.3.5.1  
Visual Arts HS Present 5.9.3.6.1  
Visual Arts HS Respond 5.9.4.7.1  
Visual Arts HS Connect  
5.9.5.10.1 5.


camera controls  
portrait mode  
shutter speed  
exposure  
depth of field  
lenses

**UEQ:**

- Why can you convey mood in an image?
- What are various types of portrait photography?

Explore the work of Photographers: Annie Leibovitz, Richard Avedon, and the Harlem Renaissance.

**H. Portrait**

 Visual Arts HS Create  
5.9.2.2.1  
Visual Arts HS Create 5.9.2.2.2  
Visual Arts HS Create 5.9.2.3.1  
Visual Arts HS Create 5.9.2.3.2  
Visual Arts HS Create 5.9.2.4.1

**Select 2 Exercise**


Assignments from the Photographic Eye list (chapter 14)

Make any notes from the chosen exercises for clarification of the technique, goal, and tips.

Shoot 10+ photos for both exercises (20 total images for check-in).

Edit 2 best portraits using Photoshop and apps

**H. Portrait**

 Visual Arts HS Create  
5.9.2.2.1  
Visual Arts HS Create 5.9.2.2.2  
Visual Arts HS Create 5.9.2.3.1  
Visual Arts HS Create 5.9.2.3.2  
Visual Arts HS Create 5.9.2.4.1  
Visual Arts HS Connect  
5.9.5.10.1 5.

I can use visual literacy methods to generate original ideas.

I know how to execute 8 different portrait exercises.


I can learn how to capture portraits and gain influence from professional photographer Annie Leibovitz.

I can choose appropriate equipment and at least 2 Portrait techniques to best demonstrate my ideas.

I can use various Photoshop techniques enhance my compositions.

I can use a compositional technique to enhance my photograph.

**H. Portrait**

 Visual Arts HS Present  
5.9.3.5.1  
Visual Arts HS Present 5.9.3.6.1  
Visual Arts HS Respond 5.9.4.7.1  
Visual Arts HS Respond 5.9.4.8.1  
Visual Arts HS Respond 5.9.4.8.2  
Visual Arts HS Create 5.9.2.3.2  
Visual Arts HS Create 5.9.2.4.1

Classroom observation of proper equipment handling

Portfolio Critique and partner critique

**Photo I Rubric - 5 Assessment Criteria**

Analyze:Elements & Principles of Design


Interpret:Execution, Originality, & Uniqueness

Interpret:Requirements & Depth

Evaluate:Craftsmanship & Neatness

Evaluate:Time & Management

**H. Portrait**

 Visual Arts HS Respond  
5.9.4.7.1  
Visual Arts HS Respond 5.9.4.8.1  
Visual Arts HS Respond 5.9.4.8.2

1H.Focus on Photography  
2H.Phographic Eye  
3H.Scholastic arts  
4H.Adobe Suites  
5H.Weebly

Digital Camera






Lenses

Presentation of Student Examples


YouTube

PBS News Hour

Annie Leibovitz: Life Through a Lens

I. Macro	I. Macro	I. Macro	I. Macro	I. Macro
<p> Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>camera controls Aperture iso shutter speed Dramatic lighting Exposure Unusual viewpoint depth of field Lenses</p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>Why can dramatic lighting impact a composition?</li> <li>How can an unusual angle impact a composition?</li> <li>How does depth of field impact a photograph?</li> </ul>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Arrange an object approximately 8-10 inches from the front of the camera.</p> <p>Zoom in tight.</p> <p>Use live view and manual focus for this photo.</p> <p>Set your ISO for 400.</p> <p>Attach your camera to a tripod.</p> <p>Use an external light source for dramatic lighting.</p> <p>Shoot 4 to 6 images.</p>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>I can use visual literacy methods to generate original ideas.</p> <p>I can choose appropriate equipment and techniques to best demonstrate my ideas.</p> <p>I can apply the principles of design to my images. (emphasis, balance, etc.)</p> <p>I can use light and shadow to emphasize form and texture.</p>	<p> Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Classroom observation of proper equipment handling</p> <p>Checklist</p> <p><b>Photo I Rubric - 5 Assessment Criteria</b></p> <p><u>Analyze:</u>Elements &amp; Principles of Design</p> <p><u>Interpret:</u>Execution, Originality, &amp; Uniqueness</p> <p><u>Interpret:</u>Requirements &amp; Depth</p> <p><u>Evaluate:</u>Craftsmanship &amp; Neatness</p> <p><u>Evaluate:</u>Time &amp; Management</p>	<p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>1i.Focus on Photography 2i.Phographic Eye 3i.Scholastic arts 4i.Adobe Suites 5i.Weebly</p> <p>Digital Camera</p> <p>Macro Lens</p> <p>Tripod</p> <p>Lighting Technology</p> <p>Presentation of Student Examples</p>

**J. Double Exposure**

 Visual Arts HS Create  
5.9.2.3.2  
Visual Arts HS Present 5.9.3.5.1  
Visual Arts HS Present 5.9.3.6.1  
Visual Arts HS Respond 5.9.4.7.1


camera controls  
Exposure  
depth of field

**UEQ:**

- How can multiple layers be combined to create an engaging composition?
- How was a double exposure created when shooting with film?
- How is a double exposure created now using digital photography?

Explore the work of  
Photographer Eik Johansson

**J. Double Exposure**

 Visual Arts HS Create  
5.9.2.2.1  
Visual Arts HS Create 5.9.2.2.2  
Visual Arts HS Create 5.9.2.3.1  
Visual Arts HS Create 5.9.2.3.2  
Visual Arts HS Create 5.9.2.4.1


Use a stationary camera you to create 2 Different Original Compositions by combining multiple images.

This assignment can be shot in or outside class.

**Option 1:** Repeated Subject  
Choose a location, find a person or animal to photograph, set up camera in a stationary location – do not move it, shoot a minimum of 2 images with your subject in different positions

**Option 2:** *SPACE* - Showing Limited Space and Depth of Field, Choose a location, Find a person or animal to photograph, Shoot at least 1 image showing an emphasis of depth and 1 image showing limited depth of field

**J. Double Exposure**

 Visual Arts HS Create  
5.9.2.2.1  
Visual Arts HS Create 5.9.2.2.2  
Visual Arts HS Create 5.9.2.3.1  
Visual Arts HS Create 5.9.2.3.2  
Visual Arts HS Create 5.9.2.4.1


I can use visual literacy methods to generate original ideas.

I can use Photoshop blend modes and layer opacity.

I can plan a complex composition using multiple images.

I can effectively use camera controls to capture the image I planned.

**J. Double Exposure**

 Visual Arts HS Present  
5.9.3.5.1  
Visual Arts HS Present 5.9.3.6.1  
Visual Arts HS Respond 5.9.4.7.1  
Visual Arts HS Respond 5.9.4.8.1  
Visual Arts HS Respond 5.9.4.8.2  
Visual Arts HS Create 5.9.2.3.2  
Visual Arts HS Create 5.9.2.4.1

Portfolio Critique and small-group in-progress critique

**Photo I Rubric - 5 Assessment Criteria**

Analyze: Elements & Principles of Design


Interpret: Execution, Originality, & Uniqueness

Interpret: Requirements & Depth

Evaluate: Craftsmanship & Neatness

Evaluate: Time & Management

**J. Double Exposure**

 Visual Arts HS Respond  
5.9.4.7.1  
Visual Arts HS Respond 5.9.4.8.1  
Visual Arts HS Respond 5.9.4.8.2

1j.Focus on Photography  
2j.Phographic Eye  
3j.Scholastic arts  
4j.Adobe Suites  
5j.Weebly

Digital Camera

Presentation of Student Examples

YouTube

**K. Social Change**

Visual Arts HS Create  
5.9.2.3.2

Visual Arts HS Present 5.9.3.5.1  
Visual Arts HS Present 5.9.3.6.1  
Visual Arts HS Respond 5.9.4.7.1  
Visual Arts HS Connect  
5.9.5.10.1 5.

social change  
photojournalism  
typography  
digital brushes

**UEQ:**

- What are 4 different topics that you view as a problem with current society?
- How can you create meaning within an artwork?
- How can you convey a message in a photograph with and without type?
- How do artistic choices affect the image and its intended use?

**K. Social Change**

Visual Arts HS Create  
5.9.2.2.1

Visual Arts HS Create 5.9.2.2.2  
Visual Arts HS Create 5.9.2.3.1  
Visual Arts HS Create 5.9.2.3.2  
Visual Arts HS Create 5.9.2.4.1

Able to identify cultural influences and time frames of various photos

1k. You will “make” 10 images with your camera that focus on your social topic.

2k. Each photograph will consider: emphasis, balance, unity, movement, variety, rhythm, pattern

3k. Incorporate type into you imagery. Use type to illustrate your image; i.e. the type should not read like a book. Consider fonts, alignment, orientation etc.

4k. Work in a series of 3 samples using at least two of the following in each image, layer (multiple exposure), type, textures, brushes and filters.

**K. Social Change**

Visual Arts HS Create  
5.9.2.2.1

Visual Arts HS Create 5.9.2.2.2  
Visual Arts HS Create 5.9.2.3.1  
Visual Arts HS Create 5.9.2.3.2  
Visual Arts HS Create 5.9.2.4.1  
Visual Arts HS Connect  
5.9.5.10.1 5.

I can use visual literacy methods to generate original ideas.

I know the difference between the single image and series work in photojournalism.

I can distinguish between photojournalism and editorial photography.

I can design with type.

I can create meaning in my artwork.

I can create balance in my photography.

**K. Social Change**

Visual Arts HS Present  
5.9.3.5.1

Visual Arts HS Present 5.9.3.6.1  
Visual Arts HS Respond 5.9.4.7.1  
Visual Arts HS Respond 5.9.4.8.1  
Visual Arts HS Respond 5.9.4.8.2  
Visual Arts HS Create 5.9.2.3.2  
Visual Arts HS Create 5.9.2.4.1

Portfolio Critique

**Photo I Rubric - 5 Assessment Criteria**

Analyze:Elements & Principles of Design

Interpret:Execution, Originality, & Uniqueness

Interpret:Requirements & Depth

Evaluate:Craftsmanship & Neatness

Evaluate:Time & Management

Part I – Facts (10 pts) Facts and statistics will consist of one-half of your essay. Research may be done on the internet from reliable sources

**K. Social Change**

Visual Arts HS Respond  
5.9.4.7.1

Visual Arts HS Respond 5.9.4.8.1  
Visual Arts HS Respond 5.9.4.8.2

1j.Focus on Photography  
2j.Phographic Eye  
3j.Scholastic arts  
4j.Adobe Suites  
5j.Weebly

Digital Camera

Presentation of Student Examples

YouTube

Brusheezy

<https://digitalsynopsis.com/in-spiration/60-public-service-announcements-social-issue-ads/>

American Photography: A Century of Images

	<p><u>Social Change Essay</u>: Part I – Facts and Part II – Opinion</p>	<p>I can use multiple Photoshop tools to create a unified image.</p>	<p>and they must be cited. These facts should support your opinion and be used to convince the reader of the importance of the social change you chose. Current or past movements and artwork should also be considered.</p> <p>Part II – Your Opinion (10 pts) Why do you think this topic is important? What do you want to change? What has already been done to promote this change? Why or why has it not worked? How does/will your photograph support this idea?</p>	
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**L. Artist Presentations**

Visual Arts HS Create  
5.9.2.3.2  
Visual Arts HS Present 5.9.3.5.1  
Visual Arts HS Present 5.9.3.6.1  
Visual Arts HS Respond 5.9.4.7.1  
Visual Arts HS Connect  
5.9.5.10.1 5.

social change  
photo journalism  
typography  
digital brushes

**UEQ:**

- Who is a photographer that you have a connection with?
- Were the photographs inspirational?
- Was the content or photographer culturally relevant?
- Did the artist lead an Interesting life?

**L. Artist Presentations**

Visual Arts HS Create  
5.9.2.2.1  
Visual Arts HS Create 5.9.2.2.2  
Visual Arts HS Create 5.9.2.3.1  
Visual Arts HS Create 5.9.2.3.2  
Visual Arts HS Create 5.9.2.4.1

*1L. Name of Photographer  
Brief History of  
Photographer:* Date of Birth,  
residence, school and work  
history, life experiences, etc.

*2L. Brief Description of  
Photographic Style:*  
Inspirations, Subjects used,  
format - Film/Digital,  
Locations, Personal voice,  
etc.

*3L. Photography  
Achievements:* What made  
this photographer successful?

4L. Find **15 – 20** school  
appropriate photographs from  
your artist.

5L. Write a paragraph  
explaining why you chose the  
artist addressing the guided  
questions.

**L. Artist Presentations**

Visual Arts HS Create  
5.9.2.2.1  
Visual Arts HS Create 5.9.2.2.2  
Visual Arts HS Create 5.9.2.3.1  
Visual Arts HS Create 5.9.2.3.2  
Visual Arts HS Create 5.9.2.4.1  
Visual Arts HS Connect  
5.9.5.10.1 5.

I can use visual literacy  
methods to generate original  
ideas.

I can investigate  
photographers and analyze  
their artwork that I find  
inspirational.

I can collect, organize and  
present information and  
images from a photographer.

I can discuss the impact of a  
photographer, their cultural  
relevance, and/or how the  
photographer had an impact  
on society and/or the world of  
art.

**L. Artist Presentations**

Visual Arts HS Present  
5.9.3.5.1  
Visual Arts HS Present 5.9.3.6.1  
Visual Arts HS Respond 5.9.4.7.1  
Visual Arts HS Respond 5.9.4.8.1  
Visual Arts HS Respond 5.9.4.8.2  
Visual Arts HS Create 5.9.2.3.2  
Visual Arts HS Create 5.9.2.4.1

Artist Presentation

Grading Sheet - Checklist

**L. Artist Presentations**

Visual Arts HS Respond  
5.9.4.7.1  
Visual Arts HS Respond 5.9.4.8.1  
Visual Arts HS Respond 5.9.4.8.2

1j.Focus on Photography  
2j.Phographic Eye  
3j.Scholastic arts

<http://famous-photographers.com/>

<http://diversify.photo/partners/>

<http://www.digitalcameraworld.com/2012/07/17/famous-photographers-the-55-best-photographers-of-all-time/>

<http://flieschool.com/photographers>



<ul style="list-style-type: none"><li>• How has the photographer had an impact on society and/or the world of art?</li></ul>				