











Photography/Media Arts II

Teacher: Sara Henrikson


September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<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>CEQ</p> <p>Changes coming in the 2019-20 Artistic and practical choices in creating an image with photography</p> <ul style="list-style-type: none"> • What are the different types of photography? • How do artistic choices affect the image and its intended use? • What is the direction of photography in the 21st century? • What tools and equipment are 	<p>A. 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>Research: Find 1 artist & 1 additional online resource influential for this project. **This resource could be a Photoshop or camera tutorial, an article, gallery or something else beneficial to your photography needs relating to Unit A.</p> <p>Reflect: 2+ sentences, written in your own words, explaining the significance of your 1 artist and 1 resource for Unit A.</p>	<p>A. 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 combine a composition technique and a descriptive word to create 2 different images.</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>A. 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 and small-group in-progress critique</p> <p>Photo II Rubric 5 Assessment Criteria</p> <p><i>Analyze:</i> Elements & Principles of Design</p> <p><i>Interpret:</i> Execution, Originality, & Uniqueness</p> <p><i>Interpret:</i> Requirements & Depth</p>	<p>A. Composition</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>https://www.scoop.it/topic/photography-by-sara-henriks-on-3</p> <p>Scoop.it</p> <p>Weebly</p> <p>Presentation of Student Examples</p> <p>Scholastic Art & Writing Website</p> <p>Adobe Suites</p> <p>Digital Camera</p>

<p>necessary to create photos?</p> <ul style="list-style-type: none"> ● Is photography evolving into a new art form? <p>UEQ</p> <ul style="list-style-type: none"> ● What are the different types of photography? ● Rule of Thirds ● Balancing Elements ● Leading Lines ● Viewpoint ● Background ● Symmetry & Patterns ● Depth ● Framing ● Cropping ● Experimentation <p>B. Action/Childhood Memory</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>Create: Draw 2 words and 2 Rules of Photography out of the hat in class.</p> <p>Determine the best 2 combinations, pairing 1 word with 1 Rule of Photography, using all 4 drawn from the hat.</p> <p>Edit at least 4 compositions, 2 images representing the combination of words “out of the hat” and 2 choice images expressing personal voice.</p> <p>B. Action/Childhood Memory</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</p>	<p>I can create content with a mood or feeling in my photography.</p> <p>B. Action/Childhood Memory</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>Evaluate:Craftsmanship & Neatness</p> <p>Evaluate:Time & Management</p> <p>B. Action/Childhood Memory</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</p>	<p>B. Action/Childhood Memory</p> <p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1</p>
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<p>shutter speed panning iso speed lens types careers</p> <p>UEQ:</p> <ul style="list-style-type: none"> • What are your favorite Childhood Memories? • How can you demonstrate these childhood memories using movement? <p>Explore the work of Action Photographers: <i>Kate T. Parker, Niki Boon, Robert Welsh, Kevin Winzeler</i></p>	<p>Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Research: Find 1 artist & 1 additional online resource influential for this project. **This resource could be a Photoshop or camera tutorial, an article, gallery or something else beneficial to your photography needs relating to Unit B.</p> <p>Reflect: 2+ sentences, written in your own words, explaining the significance of your 1 artist and 1 resource for Unit B.</p> <p>Create: Capture images that represent favorite childhood memories - in Action - and images of your choice.</p> <p>Variety – Capture and use a variety of subject matter, composition, and action techniques</p> <p>Edit 4+ images, 2 of them representing “childhood memories” and 2 choice images expressing personal voice.</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 create an image using movement that represents a childhood memory.</p>	<p>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 and small-group in-progress critique</p> <p>Photo II Rubric 5 Assessment Criteria</p> <p><u>Analyze:</u> Elements & Principles of Design</p> <p><u>Interpret:</u> Execution, Originality, & Uniqueness</p> <p><u>Interpret:</u> Requirements & Depth</p> <p><u>Evaluate:</u> Craftsmanship & Neatness</p> <p><u>Evaluate:</u> Time & Management</p>	<p>Visual Arts HS Respond 5.9.4.8.2</p> <p>https://www.scoop.it/topic/photography-by-sara-henriks-on-3</p> <p>Scoop.it</p> <p>Weebly</p> <p>Presentation of Student Examples</p> <p>Scholastic Art & Writing Website</p> <p>Adobe Suites</p> <p>Digital Camera</p>
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C. Landscape

 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.


Depth of field
 aperture
 iso speed
 lens types
 careers

UEQ:

- How do you demonstrate space in photography?
- How is depth of field conveyed in an image?
- How do you control your depth of field with camera settings?

To generate ideas, create a list of places you can go that contain interesting spaces and subject matter (area of emphasis).

C. Landscape

 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


Research: Find 1 artist & 1 additional online resource influential for this project. **This resource could be a Photoshop or camera tutorial, an article, gallery or something else beneficial to your photography needs relating to Unit C.

Reflect: 2+ sentences, written in your own words, explaining the significance of your 1 artist and 1 resource for Unit C.

Create: Capture images that represent unique landscapes and images of your choice.

Edit 4+ images: 1 demonstrating shallow depth of field, 1 demonstrating a deep depth of field, and 2

C. Landscape

 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 use camera controls to enhance my photography.


I can use a compositional technique to enhance my photograph.

I can create artwork that demonstrates my personal voice.

I can create content with a mood or feeling in my photography.

I can use the aperture (Av mode) to demonstrate shallow and deep depth of field.

C. Landscape

 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 II Rubric 5 Assessment Criteria

Analyze: Elements & Principles of Design


Interpret: Execution, Originality, & Uniqueness

Interpret: Requirements & Depth

Evaluate: Craftsmanship & Neatness

Evaluate: Time & Management

C. Landscape

 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

<https://www.scoop.it/topic/photography-by-sara-henriks-on-3>

Scoop.it






Weebly

Presentation of Student Examples






Scholastic Art & Writing Website

Adobe Suites






Digital Camera

<p>Explore the work of Landscape Photographers: <i>Ansel Adams, Chris Faust, Joann Verburg, Sarah Marino</i></p> <p>D. Dramatic Lighting/Perspective</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>Depth of field Aperture Shutter speed iso lens types Lighting-Dramatic, side lighting, front lighting, back lighting</p> <p>UEQ:</p> <ul style="list-style-type: none"> How can you use contrast and/or your point of view to make a composition more engaging compared 	<p>choice images expressing personal voice.</p> <p>D. Dramatic Lighting/Perspective</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>Research: Find 1 artist & 1 additional online resource influential for this project. **This resource could be a Photoshop or camera tutorial, an article, gallery or something else beneficial to your photography needs relating to Unit D.</p> <p>Reflect: 2+ sentences, written in your own words, explaining the significance of</p>	<p>I can use an unusual angle to create a landscape.</p> <p>D. Dramatic Lighting/Perspective</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 light and shadow to emphasize form and texture.</p> <p>I can create a unique perspective in my images through changing my vantage point.</p> <p>I can choose appropriate equipment and techniques to best demonstrate my ideas.</p>	<p>D. Dramatic Lighting/Perspective</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 and small-group in-progress critique</p> <p>Classroom observation of proper equipment handling</p> <p>Photo II Rubric 5 Assessment Criteria</p> <p><u>Analyze:</u> Elements & Principles of Design</p>	<p>D. Dramatic Lighting/Perspective</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>https://www.scoop.it/topic/photography-by-sara-henriks-on-3</p> <p>Scoop.it</p> <p>Weebly</p> <p>Presentation of Student Examples</p> <p>Scholastic Art & Writing Website</p> <p>Adobe Suites</p> <p>Digital Camera</p>
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<p>to capturing the subject as one might typically do?</p> <ul style="list-style-type: none"> ● ACTION: Get down low, twist the camera, exaggerate the features, kneel down and shoot straight up, or use a ladder. <p>To generate ideas, create a list of places you can go that contain interesting spaces and subject matter (area of emphasis).</p> <p>Explore the work of Photographers: <i>Edward Weston, Michael Muller, Natsumi Hayashi</i></p>	<p>your 1 artist and 1 resource for Unit D.</p> <p>Create: Capture images that represent unique landscapes and images of your choice.</p> <p>Edit 4+ images: 1 demonstrating shallow depth of field, 1 demonstrating a deep depth of field, and 2 choice images expressing personal voice.</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 apply the principles of design to my images. (emphasis, balance, etc.)</p>	<p><i>Interpret:</i> Execution, Originality, & Uniqueness</p> <p><i>Interpret:</i> Requirements & Depth</p> <p><i>Evaluate:</i> Craftsmanship & Neatness</p> <p><i>Evaluate:</i> Time & Management</p>	<p>Lighting Technology</p>
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<p>E. Surrealism</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>Digital Art Depth of field Aperture Shutter speed lens types Lighting-Dramatic, side lighting, front lighting, back lighting</p> <p>UEQ:</p> <ul style="list-style-type: none"> • What is Surrealism? What story are you trying to tell through your artwork? <p>This is a Digital Art assignment, consisting of multiple layers and Photoshop edits.</p> <p>Explore the work of surrealism Photographers & Artists: Shawna Gilmore,</p>	<p>E. Surrealism</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>Research: Find 1 artist & 1 additional online resource influential for this project. **This resource could be a Photoshop or camera tutorial, an article, gallery or something else beneficial to your photography needs relating to Unit E.</p> <p>Reflect: 2+ sentences, written in your own words, explaining the significance of your 1 artist and 1 resource for Unit E.</p> <p>Create: You will create an original surrealism composition combining new images, or any images from the past.</p> <p>Come up with a theme or design for an original</p>	<p>E. Surrealism</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 light and shadow to emphasize form and texture.</p> <p>I can create a unique perspective in my images through changing my vantage point.</p> <p>I can choose appropriate equipment and techniques to best demonstrate my ideas.</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>E. Surrealism</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 and small-group in-progress critique</p> <p>Photo II Rubric 5 Assessment Criteria</p> <p><u>Analyze:</u> Elements & Principles of Design</p> <p><u>Interpret:</u> Execution, Originality, & Uniqueness</p> <p><u>Interpret:</u> Requirements & Depth</p> <p><u>Evaluate:</u> Craftsmanship & Neatness</p> <p><u>Evaluate:</u> Time & Management</p>	<p>E. Surrealism</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>https://www.scoop.it/topic/photography-by-sara-henriks-on-3</p> <p>Scoop.it</p> <p>Weebly</p> <p>Presentation of Student Examples</p> <p>Scholastic Art & Writing Website</p> <p>Adobe Suites</p> <p>Digital Camera</p> <p><i>Brushiezy:</i> Downloading free brushes is also an option (www.brushiezy.com)</p>
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<p>Salvador Dali, Thomas Barbey, Shawn Van Daele, Justin Peters, Anka Zhuravleva, and Erik Johansson.</p>	<p>composition. Generating a list will help.</p> <p>Take new images of the desired subject matter, or bring in previous images you've captured.</p> <p>Space – show a limited depth of field or show a deep depth of field with an interesting foreground, middle ground, and background.</p> <p>Variety – vary the size and shape of subject matter.</p> <p>Create 1 original digital artwork. Edit at least 2 versions of your composition to resolve creative problems.</p>	<p>I can apply the principles of design to my images. (emphasis, balance, etc.)</p>		
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<p>F. Abstract</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 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>Abstract Abstract Expressionist Aperture Shutter speed lens types Lighting-Dramatic, side lighting, front lighting, back lighting</p> <p>UEQ:</p> <ul style="list-style-type: none"> Based on the poem of your choice, think about what message are you trying to convey through your artwork? What story are you trying to tell through your artwork? 	<p>F. Abstract</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>Research: Find 1 artist & 1 additional online resource influential for this project. **This resource could be a Photoshop or camera tutorial, an article, gallery or something else beneficial to your photography needs relating to Unit F.</p> <p>Reflect: 2+ sentences, written in your own words, explaining the significance of your 1 artist and 1 resource for Unit F.</p> <p>Create: Research poetry. Find a poem that resonates with you. Use this ONE poem as the theme and inspiration for your Abstract digital artwork.</p> <p>Your digital artwork will be an abstract expressionist piece</p>	<p>F. Abstract</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 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>I can use visual literacy methods to generate original ideas.</p> <p>I can use light and shadow to emphasize form and texture.</p> <p>I can create a unique perspective in my images through changing my vantage point.</p> <p>I can combine multiple images and layers to create a composition with MEANING.</p> <p>I can choose appropriate equipment and techniques to best demonstrate my ideas.</p> <p>I can use a compositional technique to enhance my photograph.</p>	<p>F. Abstract</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 and small-group in-progress critique</p> <p>Photo II Rubric 5 Assessment Criteria</p> <p><u>Analyze:</u>Elements & Principles of Design</p> <p><u>Interpret:</u>Execution, Originality, & Uniqueness</p> <p><u>Interpret:</u>Requirements & Depth</p> <p><u>Evaluate:</u>Craftsmanship & Neatness</p> <p><u>Evaluate:</u>Time & Management</p>	<p>F. Abstract</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>https://www.scoop.it/topic/photography-by-sara-henriks-on-3</p> <p>Scoop.it</p> <p>Weebly</p> <p>Presentation of Student Examples</p> <p>Scholastic Art & Writing Website</p> <p>Adobe Suites</p> <p>Digital Camera</p> <p><i>Brushiezy:</i> Downloading free brushes is also an option (www.brushiezy.com)</p>
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<p>This is a Digital Art assignment, consisting of multiple layers and Photoshop edits.</p> <p>Explore the work of Abstract Expressionists: <i>Wassily Kandinsky, William De Kooning, Jackson Pollock, Mark Rothko, Robert Motherwell, and Hans Hoffman</i></p> <p>Explore the work of Color Field Painters: <i>Clyfford Still, Keith Noland, Helen Frankenthaler, Morris Louis, Frank Stella</i></p>	<p>based on the interpretation of the chosen poem.</p> <p>LIST: generate ideas on how you can express a certain message, mood, or feeling.</p> <p>Photograph subjects that represent the meaning/imagery/feeling/mood of the poem.</p> <p>Photograph textures that will enhance the meaning of the poem. You can use the macro lens in class, or take up-close images outside of school.</p> <p>Combine your images, apply brushes, and use various Photoshop tools to create 1 original digital artwork. Edit at least 2 versions of your composition to resolve creative problems.</p>	<p>I can create artwork that demonstrates my personal voice.</p> <p>I can apply the principles of design to my images. (emphasis, balance, etc.)</p>		
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<p>G. Self-Portrait</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 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>Visual Movement Filters Color/Black & White Lens types Double/Multiple Exposure Timer Tripod Natural Light Artificial Light</p> <ol style="list-style-type: none"> 1. formal 2. candid 3. environmental 4. historical <p>UEQ:</p> <ul style="list-style-type: none"> ● How do you see yourself? ● How do your friends see yourself? 	<p>G. Self-Portrait</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>Research: Find 1 artist & 1 additional online resource influential for this project. **This resource could be a Photoshop or camera tutorial, an article, gallery or something else beneficial to your photography needs relating to Unit G.</p> <p>Reflect: 2+ sentences, written in your own words, explaining the significance of your 1 artist and 1 resource for Unit G.</p> <p>Create: Capture images that represent 2 different sides of yourself.</p> <p>LIST: generate ideas on how you can express various perceptions</p>	<p>G. Self-Portrait</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 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>I can use visual literacy methods to generate original ideas.</p> <p>I can create 2 original compositions that show different sides of myself.</p> <p>I can use a compositional technique to enhance my photograph.</p> <p>I can use various Photoshop techniques to enhance my compositions.</p> <p>I can apply the principles of design to my images. (emphasis, balance, etc.)</p> <p>I can use camera controls to enhance my photography.</p>	<p>G. Self-Portrait</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 and small-group in-progress critique</p> <p>Photo II Rubric 5 Assessment Criteria</p> <p><u>Analyze:</u> Elements & Principles of Design</p> <p><u>Interpret:</u> Execution, Originality, & Uniqueness</p> <p><u>Interpret:</u> Requirements & Depth</p> <p><u>Evaluate:</u> Craftsmanship & Neatness</p> <p><u>Evaluate:</u> Time & Management</p>	<p>G. Self-Portrait</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>https://www.scoop.it/topic/photography-by-sara-henriks-on-3</p> <p>Scoop.it</p> <p>Weebly</p> <p>Presentation of Student Examples</p> <p>Scholastic Art & Writing Website</p> <p>Adobe Suites</p> <p>Digital Camera</p> <p><i>Brushiezy:</i> Downloading free brushes is also an option (www.brushiezy.com)</p>
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<ul style="list-style-type: none"> • How to your parents/teachers see you? • How would you like to be viewed now or in the future? <p>Determine how to photograph 2 different <i>sides</i> to yourself.</p> <p>Explore the work of Photographers and Artists: Cindy Sherman, Andy Warhol, and Richard Avedon</p>	<p>Variety: use a variety of spaces, composition techniques, perspectives, and imagery *i.e. no duplicates scenes/outfits/props/etc.</p> <p>Edit 2 final images, one for each perception using a variety of Photoshop techniques</p> <p>Use your timer and a tripod/ledge/steady surface to capture your images</p> <p>Use a variety of Photoshop techniques to edit both compositions</p>			
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<p>H. Minimalism</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>Minimalism Elements of Art Balance Visual Movement</p> <p>UEQ:</p> <ul style="list-style-type: none"> • What is minimalism? • How can I limit the elements of art? <p>Minimalism is the use of a limited number of elements in a composition (line, shape, texture, color, etc.)</p> <p>Explore the work of Photographers: <i>Harry Callahan, Michael Kenna,</i></p>	<p>H. Minimalism</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>Research: Find 1 artist & 1 additional online resource influential for this project. **This resource could be a Photoshop or camera tutorial, an article, gallery or something else beneficial to your photography needs relating to Unit H.</p> <p>Reflect: 2+ sentences, written in your own words, explaining the significance of your 1 artist and 1 resource for Unit H.</p> <p>Create: Find a variety of subject matter to photograph, and limit the number of elements of art incorporated in each frame.</p> <p>Edit 4 images: Each image must contain different subjects. No repeated imagery!</p>	<p>H. Minimalism</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 asymmetrical balance to activate the entire frame of an image.</p> <p>I can limit the use of elements in 4 separate compositions</p> <p>I can capture a variety of subject matter using minimalism techniques</p> <p>I can use various Photoshop techniques to enhance my compositions.</p> <p>I can apply the principles of design to my images. (emphasis, balance, etc.)</p>	<p>H. Minimalism</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 and small-group in-progress critique</p> <p>Photo II Rubric 5 Assessment Criteria</p> <p>Analyze: Elements & Principles of Design</p> <p>Interpret: Execution, Originality, & Uniqueness</p> <p>Interpret: Requirements & Depth</p> <p>Evaluate: Craftsmanship & Neatness</p> <p>Evaluate: Time & Management</p>	<p>H. Minimalism</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>https://www.scoop.it/topic/photography-by-sara-henriks-on-3</p> <p>Scoop.it</p> <p>Weebly</p> <p>Presentation of Student Examples</p> <p>Scholastic Art & Writing Website</p> <p>Adobe Suites</p> <p>Digital Camera</p> <p>Lighting Technology</p> <p>Macro Lens</p> <p>Tripod</p>
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Grant Hamilton, and Mark Meyer

I. Hockney/Joiner


 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

Joiner Photography
Digital Collage
Digital Montage
Overlapping
Visual Movement
Space (Positive/Negative)
Variety
Landscape
Panorama

UEQ:

- What is a digital collage/montage?
- How would a collage have been created when photographers used film?

I. Hockney/Joiner


 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

Research: Find 1 artist & 1 additional online resource influential for this project.
**This resource could be a Photoshop or camera tutorial, an article, gallery or something else beneficial to your photography needs relating to Unit I.

Reflect: 2+ sentences, written in your own words, explaining the significance of your 1 artist and 1 resource for Unit I.

Create: Find a space that would work well for a Panorama
- Span across the designated space
- Consider your perspective and use a relatively stationary camera

I. Hockney/Joiner

 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 create an original digital collage/montage using asymmetrical balance to activate the entire artwork.


I can arrange my images in an aesthetically pleasing way.

I can use various Photoshop techniques to enhance my compositions.

I can choose appropriate equipment and techniques to best demonstrate my ideas.

I can apply the principles of design to my images. (unity, variety, rhythm and movement, etc.)

I. Hockney/Joiner

 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 II Rubric 5 Assessment Criteria

Analyze: Elements & Principles of Design


Interpret: Execution, Originality, & Uniqueness

Interpret: Requirements & Depth

Evaluate: Craftsmanship & Neatness

Evaluate: Time & Management

I. Hockney/Joiner

 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

<https://www.scoop.it/topic/photography-by-sara-henriks-on-3>

Scoop.it

Weebly

Presentation of Student Examples

Scholastic Art & Writing Website

Adobe Suites






Digital Camera

Explore the work of Photographers and Artists: David Hockney, Masumi Hayashi, and Kevin Landwer-Johan

Capture 10+ images, spanning across each space. The content should overlap from frame to frame.

Resolve the space: create effective negative space, fill your canvas so the images can extend to

the edge, or you can have a distinct shape for your surface.

<p>J. Juxtaposition</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 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>Juxtaposition Contrast Visual Movement Space (Positive/Negative) Elements of Art Aesthetic</p> <p>UEQ:</p> <ul style="list-style-type: none"> • What is juxtaposition? • What are examples of juxtaposition that have been incorporated in art throughout history? • What are examples of juxtaposition that you might see and photograph? 	<p>J. Juxtaposition</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>Research: Find 1 artist & 1 additional online resource influential for this project. **This resource could be a Photoshop or camera tutorial, an article, gallery or something else beneficial to your photography needs relating to Unit J.</p> <p>Reflect: 2+ sentences, written in your own words, explaining the significance of your 1 artist and 1 resource for Unit J.</p> <p>Create: Capture images that represent 2 examples of Juxtaposition and imagery of your choice</p> <p>LIST: generate ideas/subjects that demonstrate Juxtaposition (contrast) –</p>	<p>J. Juxtaposition</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 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>I can use visual literacy methods to generate original ideas.</p> <p>I can create original compositions that incorporate elements of juxtaposition.</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 use camera controls to enhance my photography.</p> <p>I can use a compositional technique to enhance my photograph.</p>	<p>J. Juxtaposition</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 and small-group in-progress critique</p> <p>Photo II Rubric 5 Assessment Criteria</p> <p><u>Analyze:</u>Elements & Principles of Design</p> <p><u>Interpret:</u>Execution, Originality, & Uniqueness</p> <p><u>Interpret:</u>Requirements & Depth</p> <p><u>Evaluate:</u>Craftsmanship & Neatness</p> <p><u>Evaluate:</u>Time & Management</p>	<p>J. Juxtaposition</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>https://www.scoop.it/topic/photography-by-sara-henriks-on-3</p> <p>Scoop.it</p> <p>Weebly</p> <p>Presentation of Student Examples</p> <p>Scholastic Art & Writing Website</p> <p>Adobe Suites</p> <p>Digital Camera</p>
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<p>The definition is “an act or instance of placing close together or side by side, especially for comparison or contrast”</p> <p>It is commonly used in the visual arts to emphasize a concept, form unique compositions, and add intrigue to artwork.</p> <p>Juxtaposition may take the form of shapes, differences in mark-making, contrasting colors, or representations of actual objects.</p> <p>The meaning could be comical, poignant, literal, or purely aesthetic.</p> <p>Explore the work of Photographers and Artists: <i>Steve McCurry, Vivian Maier, and M.C. Escher</i></p>	<p>reference the examples from the introduction.</p> <p>Variety: use a variety of spaces, composition techniques, perspectives, and imagery</p> <p>Edit 4+ images, 2 of them representing juxtaposition and 2 choice images expressing personal voice.</p>			
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