

Digital Photography

1. Digital Photography: Yesterday & today
2. The Camera
3. Composition
4. Lighting
5. Lenses
6. Careers in Digital Photography
7. Connecting Technology with Visual Communication
8. Independent Study

COURSE: Digital Photography I	GRADE(S): 10-12
UNIT: Digital Photography: Yesterday and Today	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Understand the importance of the historical influences on the photographic innovations of today (B) Gain an understanding of the primitive process of creating photographic images (C) Adapt an appreciation for the importance of having photography in our everyday lives (D) Define the question, "What makes a great image?"
<p>ACTIVITIES:</p> <p>Students will:</p> <ol style="list-style-type: none"> (A) View the video – "150 Years of Photography" (B) Complete a questionnaire from the video (C) Develop a timeline of important inventors and inventions from the history of photography (D) Research an innovator or invention from the last 150 years while writing a paper highlighting the information, to include group discussion and presentation <p>RESOURCES:</p> <ul style="list-style-type: none"> – Photographic videos, books, magazines, internet, newspapers and personal exploration 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Examples of negative and positive images will exemplify their understanding of how a camera works (B) Digital photography quiz <p>REMEDIATION:</p> <ul style="list-style-type: none"> – Discuss the assignment – Orally assess the mastery of the unit – Hand written instructions for distinctive processes <p>ENRICHMENT:</p> <ul style="list-style-type: none"> – Create a photo journal documenting historical photography – Research paper on a historical innovation – Class presentation – Create a poster exemplifying the subject at hand

COURSE: Digital Photography I	GRADE(S): 10-12
UNIT: The Camera	

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<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Become familiar with the parts and functions of a digital and film based camera (B) Gain an understanding of the functions of each camera type (C) Gain an understanding of the processes of downloading and uploading of digital images (D) Demonstrate digital manipulation through the use of the Photoshop program (E) Demonstrate the importance of aperture and shutter speed (F) Create digital images
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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Create and label a drawing of their camera (B) Create an outline of all functions of each camera (C) Construct a basic pinhole camera and expose a piece of film to create a photographic negative (D) Download images from digital camera (E) Review functions of Adobe Photoshop (F) Create a digitally manipulated photographic image <p>RESOURCES:</p> <ul style="list-style-type: none"> - Camera (35mm, digital), videos, internet, newspaper, magazines and books 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Demonstrate camera parts and functions (B) Demonstrate the processes of downloading and uploading of digital images (C) Demonstrate understanding of digital manipulation in Photoshop program (D) Create final prints exemplifying an understanding of all processes <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Collect examples of 35mm and digital cameras - Collect examples of digitally manipulated images to better understand the graphic effects - Create a photo journal to document all processes - Orally assess the mastery of the unit <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Research paper on camera parts, digital manipulation processes - Class presentation - Create a poster exemplifying the subject at hand
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COURSE: Digital Photography I	GRADE(S): 10-12
UNIT: Composition	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Discuss the importance of the use of composition guidelines when creating photographs (B) Explain and apply the 6 compositional guidelines of photography: Simplicity, Lines, Rule of Thirds, Balance Symmetrical/Asymmetrical, Framing, Mergers (C) Demonstrate mastery of composition guidelines in photography (D) Gain an understanding of the importance of "What a finished print is..." and "What elements are required for optimum visual appeal"
<p>ACTIVITIES:</p> <p>Students will:</p> <ol style="list-style-type: none"> (A) Define Compositional Elements and Principles of Design guidelines related to photographic composition. Refer to Kodak Composition Bulletin (B) View Kodak video on Composition Guidelines (C) Identify and replicate elements and principles from visual resources through the collection of images (D) As a group, collect and label visual examples of all elements discussed <p>RESOURCES:</p> <ul style="list-style-type: none"> - Video, magazines, books, internet - Student samples labeled in notebooks - Kodak wall chart - Teacher made sample chart 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Composition guidelines quiz (B) Use of composition guidelines as applicable for class photo assignments (C) Creation of visually appealing images (D) Compare and contrast uncomposed images to understand growth in visual perceptions <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Considering the theme of the unit, find photographic samples from one media source - Create a photo journal exemplifying compositional elements - Complete compositional worksheet - Orally assess mastery of the unit <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Research paper on compositional elements and principles of design - Class presentation - Create a poster exemplifying the subject at hand

COURSE: Digital Photography	GRADE(S): 10-12
UNIT: Lighting	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

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<p>ACTIVITIES:</p> <p>Students will:</p> <ol style="list-style-type: none"> (A) Study and discuss materials on lighting in <u>Exploring Photography</u> (B) Demonstrate outdoor lighting techniques (C) Listen to a guest speaker on portrait using studio lighting (D) Demonstrate electronic flash units (E) Discuss types of lighting and trends in lighting (F) Discuss Broad, Butterfly, Short and Rembrandt (G) Shoot one roll of film utilizing electronic flash unit(s) (H) Set up studio lighting and shoot one roll of film indoors (I) Set up and shoot one roll of film creating an outdoor portrait using outdoor lighting <p>RESOURCES:</p> <ul style="list-style-type: none"> - Studio lights, light meter, cameras, videos, internet, newspaper, magazines and books 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Lighting quiz (B) Quality photographs consisting of 2 elements: quality light and good composition (C) Use of natural and artificial light to create photographic and digital images <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Create a photo journal exemplifying different lighting examples - Complete lighting worksheets - View video on lighting and complete worksheet/study sheet - Complete terminology worksheet related to lighting - Orally assess mastery of the unit <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Research paper on different lighting techniques - Class presentation - Create a poster exemplifying the subject at hand
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COURSE: Digital Photography I	GRADE(S): 10-12
UNIT: Lenses	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Gain an understanding of the differences between specific lenses and their functions (B) Gain an understanding of the effects of different focal length lenses, including wide angle, normal, telephoto, zoom, fisheye and macro (C) Gain an understanding of the effects of different aperture settings and its effect on depth of field
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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Complete LENS worksheet explaining differences between specific lens types (B) View video "LENS" and complete questions (C) Study material on lenses in Exploring Photography (D) Participate in a group activity discussion using a variety of lenses for 35mm and digital cameras (E) Create collages of photographs that were taken with different aperture settings (depth of field) and focal lengths (F) Create images using appropriate lenses as available in order to create desired photographic effects for class assignments <p>RESOURCES:</p> <ul style="list-style-type: none"> - Lens, video, internet, books, newspapers, magazines 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Lens quiz (B) Completion of LENS worksheets (C) Teacher-made rubric (D) Individual and group critique <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Collect photographic samples of specific lens - Create a photo journal to past images into and write responses defining each lens type - Orally assess mastery of the unit <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Research paper on different types of lens - Class presentation - Create a poster exemplifying the subject at hand
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COURSE: Digital Photography I	GRADE(S): 10-12
UNIT: Careers in Digital Photography	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Gain an understanding of several professional photographic careers (B) Gain an understanding of the specific elements required to be successful in each career (C) Gain an understanding of the significance of each photographic career (D) Create images related to a photographic career
<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) View career presentations by professional photographers related to specific careers (B) Attend field trips to professional photographic facilities related to specific careers (C) Read and complete worksheets related to the nine areas of professional photography as identified in the textbook entitled: <u>Exploring Photography</u> (D) Create a poster and oral presentation based on one of the nine professional photographic careers <p>RESOURCES:</p> <ul style="list-style-type: none"> - Visiting professional photographers - Internet, newspapers, magazines, books, video 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Teacher observation and oral questioning (B) Group and individual critique (C) Teacher-made rubrics <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Find photographic examples of each professional photographic career - Create study sheet highlighting terminology related to specific careers - Reinforce information through oral and visual examples of career choices - Orally assess mastery of the unit <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Research paper on a specific photographic career - Class presentation - Create a poster exemplifying the subject at hand

COURSE: Digital Photography I	GRADE(S): 10-12
UNIT: Connecting Technology with Visual Communications	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Gain an understanding of the significance of how digital technology is integrated into photographic processes (B) Gain an understanding of the importance of creating emotional impact (C) Discuss the process of incorporating technology with photographic processes (D) Gain an understanding of how to download, scan and manipulate their own images
<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) View a selection of student and published photographs to determine whether they were digital or film images (B) Demonstrate Photoshop, negative scanning and downloading images (C) Use a digital camera, film negatives and a flat bed scanner to create a magazine cover for a photo journal or favorite magazine (D) Create a photo journal reflective of examples relating to technology and visual communication <p>RESOURCES:</p> <ul style="list-style-type: none"> - Photography books, digital photo resource book, visiting artist, newspapers, magazines, photo journals and videos 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (D) Teacher observation and oral questioning (E) Group and individual critique (F) Teacher-made rubrics <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Create worksheets that highlight terminology related to digital technology processes - Create review sheets that reinforce daily concepts - Orally assess mastery of the unit <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Research paper on photographic technology and digital manipulation processes - Class presentation - Create a poster exemplifying the subject at hand

COURSE: Digital Photography I	GRADE(S): 10-12
UNIT: Independent Study	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Have existing portfolio or collection of work assessed (B) Discuss their long and short term goals (C) Collect photographs from magazines to create an instant portfolio containing work that he/she likes (D) Study and discuss portfolios of accomplished photographers with similar goals and interests (E) Stress quality and variety in a portfolio (F) Visit web sites of other photographers (G) Develop a plan to enable one's own photographic approach to evolve <p>RESOURCES:</p> <ul style="list-style-type: none"> - Videos, magazines, newspapers, internet, books, and visiting artist 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Rubric long and short term goals (B) Shoot and process film or digital images (C) Print photographs (D) Prepare photographs for display (E) Periodically critique work with the instructor <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Create photo journal exemplifying specific photographic interest - Complete short and long term rubric - Orally assess mastery of the unit <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Research paper on specific proposed topics - Class presentation - Create a poster exemplifying the subject at hand