



West Windsor-Plainsboro Regional School District Photography I

Unit 1: Historical Overview	
Content Area: Visual Art	
Course & Grade Level: Photography I, Grades 10-12	
Summary and Rationale	
<p>This course primarily teaches the design and production of both traditional black and white, and digital photography. Included is an appreciation of the history of photography, and technical aspects of the camera, enlarger, Photoshop, and printers. There will be a healthy amount of research, presentations, critique and class discussion of both class-produced and historically-significant photography (in individual photographs as well as larger bodies of work). Students will visually evaluate, organize, document, reflect and revise, clarify thinking, become aesthetically discerning, and engage in critical thinking in relation to ubiquitous media practices, experimentation, and manipulation through the larger lenses of social, cultural, political, and personal agendas. Students will understand the complex relationship between the artist, the viewer, and larger society, and how much control they actually have over the impact and experience of the final image to be able to take into consideration the audience and purpose in their working process. Through creation, presentation, and experiencing work, students will also learn how art universally connects us all and yet expresses individual societal, cultural, and political realities at the same time. All of these skills will culminate in a focus on the benefits and advantages of photographic mediums to express personal visions and share experiences and points of views with others including creative techniques through the final presentation and exhibition space.</p> <p>This unit will teach students the origins and development of photography (as a medium and practice) and its developing relationship to the art world in both historical and contemporary context.</p>	
Recommended Pacing	
5 days	
New Jersey Student Learning Standards for Visual & Performing Arts	
Presenting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr6	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts
1.5.12prof.Re8	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
1.5.12prof.Re9	Establish relevant criteria in order to evaluate a work of art or collection of works
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change may influence personal responses to art
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Photography has had a developmental arc in media and artistic intent ● Photography has played an important part in documenting, influencing, and understanding history 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is photography? ● What makes photography art? 	
Objectives	
<p>When PRESENTING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Identify, describe, and analyze how a group of artworks can reflect, develop, impact or change personal, social, political, and/or cultural beliefs ● Choose a historical period/movement/exhibition/collection and explain how it is a reflection of a particular time, place, and set of social, political, and/or cultural beliefs <p>When RESPONDING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Reflect how the creative process can develop awareness of societal and community issues ● Describe ways that personal views and understanding can be and are affected through the creation, production, presentation, and experience of imagery and art ● Use discipline-specific vocabulary to analyze and discuss the relationships, contexts, and meaning found within an artwork or collection to interpret common themes, effects, and concepts ● Determine an artist's intention through the analysis and evaluation of their work ● Identify, define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks through discussion, research, and practice <p>When CONNECTING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Describe how understanding one cultural and/or historical context can influence personal responses to other cultural and historical contexts ● Describe how an artist can affect societal issues from a personal to global scale ● Make connections through personal knowledge to more comprehensive understandings of both the artwork, and societal, cultural, and global issues and situations 	
Evidence of Learning	
Assessment	
Teacher created assessments	
Resources	

Core Text:

Unit 2: Artist Research

Content Area: Visual Art

Course & Grade Level: Photography I, Grades 10-12

Summary and Rationale

This course primarily teaches the design and production of both traditional black and white, and digital photography. Included is an appreciation of the history of photography, and technical aspects of the camera, enlarger, Photoshop, and printers. There will be a healthy amount of research, presentations, critique and class discussion of both class-produced and historically-significant photography (in individual photographs as well as larger bodies of work). Students will visually evaluate, organize, document, reflect and revise, clarify thinking, become aesthetically discerning, and engage in critical thinking in relation to ubiquitous media practices, experimentation, and manipulation through the larger lenses of social, cultural, political, and personal agendas. Students will understand the complex relationship between the artist, the viewer, and larger society, and how much control they actually have over the impact and experience of the final image to be able to take into consideration the audience and purpose in their working process. Through creation, presentation, and experiencing work, students will also learn how art universally connects us all and yet expresses individual societal, cultural, and political realities at the same time. All of these skills will culminate in a focus on the benefits and advantages of photographic mediums to express personal visions and share experiences and points of views with others including creative techniques through the final presentation and exhibition space.

Students will become familiar with established and recognized photographers and their contributions to photography and be able to identify their intention through the works. Students will learn to analyze and discuss their artist's style and larger body of work as it relates to technical and artistic visions. They will develop through this knowledge an understanding of their own interests in terms of aesthetics and purpose.

Recommended Pacing

Multiple synchronous units during an overarching 135 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4	Analyze, select, and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.Pr5	Analyze and evaluate the reasons and ways an exhibition is presented
1.5.12prof.Pr6	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts
1.5.12prof.Re8	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
1.5.12prof.Re9	Establish relevant criteria in order to evaluate a work of art or collection of works.

Connecting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● All art has ideas behind it ● The viewers understanding of the art deepens when they have an knowledge of the societal, cultural and historical context ● Photographic media offers an incredibly wide variety of approaches in subject matter, expression, content, meaning, and presentation for personal expression 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Do all photographs have meaning? ● Can one photograph represent an idea? ● Does the artist’s intent need to be known to appreciate content? 	
Objectives	
When CREATING, students will know and be able to:	
<ul style="list-style-type: none"> ● Generate ideas as a group on how the relationship of an artwork and the design of a space can affect the viewer's experience 	
When PRESENTING, students will know and be able to:	
<ul style="list-style-type: none"> ● Analyze, select, and curate a collection of work to illustrate and educate viewers upon a certain topic, theme, or artist ● Analyze a collection of work to identify theme and stylistic characteristics ● Critique how the presentation and selection choices of an exhibition changes the viewer’s experience ● Analyze and discuss the decision-making process for how and why an artist displays their work for viewing ● Identify, describe, and analyze how a group of artworks can reflect, develop, impact or change personal, social, political, and/or cultural beliefs 	

- Choose a historical period/movement/exhibition/collection and explain how it is a reflection of a particular time, place, and set of social, political, and/or cultural beliefs

When RESPONDING, students will know and be able to:

- Project how the creation, production, presentation, and experience of art expands and influences understanding of human experiences for viewers
- Reflect how the creative process can develop awareness of societal and community issues
- Describe ways that personal views and understanding can be and are affected through the creation, production, presentation, and experience of imagery and art
- Analyze ways in which individuals perceive art differentiated by their personal experiences
- Use discipline-specific vocabulary to analyze and discuss the relationships, contexts, and meaning found within an artwork or collection to interpret common themes, effects, and concepts
- Determine an artist's intention through the analysis and evaluation of their work
- Identify, define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks through discussion, research, and practice.

When CONNECTING, students will know and be able to:

- Discuss and explain how various cultural and historical contextual knowledge can influence personal responses to art, and create greater understanding
- Describe how understanding one cultural and/or historical context can influence personal responses to other cultural and historical contexts
- Describe how an artist can affect societal issues from a personal to global scale
- Make connections through personal knowledge to more comprehensive understandings of both the artwork, and societal, cultural, and global issues and situations

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 3: Composition

Content Area: Visual Art

Course & Grade Level: Photography I, Grades 10-12

Summary and Rationale

This course primarily teaches the design and production of both traditional black and white, and digital photography. Included is an appreciation of the history of photography, and technical aspects of the camera, enlarger, Photoshop, and printers. There will be a healthy amount of research, presentations, critique and class discussion of both class-produced and historically-significant photography (in individual photographs as well as larger bodies of work). Students will visually evaluate, organize, document, reflect and revise, clarify thinking, become aesthetically discerning, and engage in critical thinking in relation to ubiquitous media practices, experimentation, and manipulation through the larger lenses of social, cultural, political, and personal agendas. Students will understand the complex relationship between the artist, the viewer, and larger society, and how much control they actually have over the impact and experience of the final image to be able to take into consideration the audience and purpose in their working process. Through creation, presentation, and experiencing work, students will also learn how art universally connects us all and yet expresses individual societal, cultural, and political realities at the same time. All of these skills will culminate in a focus on the benefits and advantages of photographic mediums to express personal visions and share experiences and points of views with others including creative techniques through the final presentation and exhibition space.

Students will learn the importance of framing the photograph in regards to positive and negative space, balance, contrast, pattern, texture, unity, variety and focal point. The comprehensive understanding of Elements and Principles will allow students to not only create work that is visually pleasing and utilizes design concepts to further meaning and message- but also when to break those rules for expressive purpose.

Recommended Pacing

20 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
1.5.12prof.Cr3	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Analyze and evaluate the reasons and ways an exhibition is presented.

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

1.5.12.prof.Re9	Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12.prof.Cn11b	Describe how knowledge of global issues, including climate change may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Photography has objective criteria that can be used to judge effectiveness ● How you arrange and photograph something can be as or more important than what you photograph. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What makes a great photograph? ● How can the arrangement of photographic elements affect the viewer's experience and response? 	
Objectives	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Use a multitude of approaches to generate ideas, such as, but not limited to, previous work, historical and contemporary exemplars, etc. ● Use digital and analog approaches for content exploration that shows mastery of the technical aspects of the chosen medium ● Reflect upon issues and content that resonate personally to generate ideas that express their individual concepts, identity, and meaning ● Generate ideas through discussion with peers and teacher ● Express personal meaning through their chosen subject matter ● Develop multiple solutions to a single concept/problem ● Recognize and capitalize on positive possible solutions that develop as a matter of the working process, sometimes outside the expected control parameters ● Develop multiple relationships between objects and spaces that often change their meaning through contextual clues ● Properly handle and store chemicals, ink, and paper for analog and digital photography ● Demonstrate safe and respectful practices using all equipment and materials 	

- Self-reflect upon the success level of their project using discipline-specific criteria, including compositional elements and principles and cultural traditions, practices, and imagery, to adjust accordingly
- Create work with critical intention situated within meaningful introspection and reflection
- Recognize failures as a necessary part of the artistic process

When PRESENTING, students will know and be able to:

- Analyze, select, and curate a collection of work to illustrate and educate viewers upon a certain topic, theme, or artist
- Create a digital and analog portfolio of their work to be preserved throughout their entire high school career
- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork
- Critique how the presentation and selection choices of an exhibition changes the viewer’s experience

When RESPONDING, students will know and be able to:

- Describe ways that personal views and understanding can be and are affected through the creation, production, presentation, and experience of imagery and art
- Analyze ways in which individuals perceive art differentiated by their personal experiences
- Use discipline-specific vocabulary to analyze and discuss the relationships, contexts, and meaning found within an artwork or collection to interpret common themes, effects, and concepts
- Determine an artist's intention through the analysis and evaluation of their work
- Identify, define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks through discussion, research, and practice
- Utilize discipline-specific vocabulary to assess and reflect on a work of art

When CONNECTING, students will know and be able to:

- Make connections through personal knowledge to more comprehensive understandings of both the artwork, and societal, cultural, and global issues and situations

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 4: Photographic Processes**Content Area: Visual Art****Course & Grade Level: Photography I, Grades 10-12****Summary and Rationale**

This course primarily teaches the design and production of both traditional black and white, and digital photography. Included is an appreciation of the history of photography, and technical aspects of the camera, enlarger, Photoshop, and printers. There will be a healthy amount of research, presentations, critique and class discussion of both class-produced and historically-significant photography (in individual photographs as well as larger bodies of work). Students will visually evaluate, organize, document, reflect and revise, clarify thinking, become aesthetically discerning, and engage in critical thinking in relation to ubiquitous media practices, experimentation, and manipulation through the larger lenses of social, cultural, political, and personal agendas. Students will understand the complex relationship between the artist, the viewer, and larger society, and how much control they actually have over the impact and experience of the final image to be able to take into consideration the audience and purpose in their working process. Through creation, presentation, and experiencing work, students will also learn how art universally connects us all and yet expresses individual societal, cultural, and political realities at the same time. All of these skills will culminate in a focus on the benefits and advantages of photographic mediums to express personal visions and share experiences and points of views with others including creative techniques through the final presentation and exhibition space.

Students will become familiar with early historical Photographic processes and approaches, such as Cyanotypes, Pinhole cameras, and Photograms. Students will build upon these early processes to gain a thorough understanding of the mechanics and technical possibilities of the traditional SLR camera- including film use, chemical knowledge, and darkroom techniques. Students will gain the ability to manipulate all of this to achieve a desired outcome. Students will also understand and follow safety practices and handling of chemicals.

Recommended Pacing

40 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
1.5.12prof.Cr3	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Analyze and evaluate the reasons and ways an exhibition is presented.

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

1.5.12prof.Re9	Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Creating art is an iterative process ● Historic photographic methods inform contemporary practices ● Attention to detail matters and there is a reward for the extra effort 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Is knowledge of outdated processes helpful? ● When is an artwork successful? 	
Objectives	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Use a multitude of approaches to generate ideas, such as, but not limited to, previous work, historical and contemporary exemplars, etc ● Reflect upon issues and content that resonate personally to generate ideas that express their individual concepts, identity, and meaning ● Generate ideas through discussion with peers and teacher ● Express personal meaning through their chosen subject matter ● Develop multiple solutions to a single concept/problem ● Utilize the artmaking process as a main driving force of production and experiment with traditional photographic mediums with non-traditional methods ● Recognize and capitalize on positive possible solutions that develop as a matter of the working process, sometimes outside the expected control parameters 	

- Properly handle and store chemicals, ink, and paper for analog and digital photography
- Demonstrate safe and respectful practices using all equipment and materials
- Self-reflect upon the success level of their project using discipline-specific criteria, including compositional elements and principles and cultural traditions, practices, and imagery, to adjust accordingly.
- Create work with critical intention situated within meaningful introspection and reflection
- Recognize failures as a necessary part of the artistic process

When PRESENTING, students will know and be able to:

- Create a digital and analog portfolio of their work to be preserved throughout their entire high school career
- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork
- Critique how the presentation and selection choices of an exhibition changes the viewer’s experience

When RESPONDING, students will know and be able to:

- Describe ways that personal views and understanding can be and are affected through the creation, production, presentation, and experience of imagery and art
- Use discipline-specific vocabulary to analyze and discuss the relationships, contexts, and meaning found within an artwork or collection to interpret common themes, effects, and concepts
- Identify, define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks through discussion, research, and practice
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art

When CONNECTING, students will know and be able to:

- Describe how understanding one cultural and/or historical context can influence personal responses to other cultural and historical contexts
- Make connections through personal knowledge to more comprehensive understandings of both the artwork, and societal, cultural, and global issues and situations

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 5: Advanced Camera Techniques

Content Area: Visual Art

Course & Grade Level: Photography I, Grades 10-12

Summary and Rationale

This course primarily teaches the design and production of both traditional black and white, and digital photography. Included is an appreciation of the history of photography, and technical aspects of the camera, enlarger, Photoshop, and printers. There will be a healthy amount of research, presentations, critique and class discussion of both class-produced and historically-significant photography (in individual photographs as well as larger bodies of work). Students will visually evaluate, organize, document, reflect and revise, clarify thinking, become aesthetically discerning, and engage in critical thinking in relation to ubiquitous media practices, experimentation, and manipulation through the larger lenses of social, cultural, political, and personal agendas. Students will understand the complex relationship between the artist, the viewer, and larger society, and how much control they actually have over the impact and experience of the final image to be able to take into consideration the audience and purpose in their working process. Through creation, presentation, and experiencing work, students will also learn how art universally connects us all and yet expresses individual societal, cultural, and political realities at the same time. All of these skills will culminate in a focus on the benefits and advantages of photographic mediums to express personal visions and share experiences and points of views with others including creative techniques through the final presentation and exhibition space.

Students will delve into more advanced techniques that allow finer control and manipulation of the final image, such as F-stop and shutter speed variables to affect depth of field and motion issues, silhouette and vignetting, Photoshop filters and image adjustments.

Recommended Pacing

20 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
1.5.12prof.Cr3	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Analyze and evaluate the reasons and ways an exhibition is presented.

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9	Establish relevant criteria in order to evaluate a work of art or collection of works.

Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12.prof.Cn11b	Describe how knowledge of global issues, including climate change may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Technical adjustments can have a large impact upon the image captured. ● How subject matter is captured can have a large impact upon content 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Can a Photograph ever represent the truth? ● Is a photograph always objective? 	
Objectives	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Use a multitude of approaches to generate ideas, such as, but not limited to, previous work, historical and contemporary exemplars, etc. ● Use digital and analog approaches for content exploration and idea generation that shows mastery of the technical aspects of the chosen medium ● Reflect upon issues and content that resonate personally to generate ideas that express their individual concepts, identity, and meaning ● Generate ideas through discussion with peers and teacher ● Express personal meaning through their chosen subject matter ● Develop multiple solutions to a single concept/problem ● Utilize the artmaking process as a main driving force of production and experiment with traditional photographic mediums with non-traditional methods ● Recognize and capitalize on positive possible solutions that develop as a matter of the working process, sometimes outside the expected control parameters ● Properly handle and store chemicals, ink, and paper for analog and digital photography ● Demonstrate safe and respectful practices using all equipment and materials 	

- Self-reflect upon the success level of their project using discipline-specific criteria, including compositional elements and principles and cultural traditions, practices, and imagery, to adjust accordingly
- Create work with critical intention situated within meaningful introspection and reflection
- Recognize failures as a necessary part of the artistic process

When PRESENTING, students will know and be able to:

- Analyze, select, and curate a collection of work to illustrate and educate viewers upon a certain topic, theme, or artist
- Create a digital and analog portfolio of their work to be preserved throughout their entire high school career
- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork
- Critique how the presentation and selection choices of an exhibition changes the viewer’s experience

When RESPONDING, students will know and be able to:

- Describe ways that personal views and understanding can be and are affected through the creation, production, presentation, and experience of imagery and art
- Use discipline-specific vocabulary to analyze and discuss the relationships, contexts, and meaning found within an artwork or collection to interpret common themes, effects, and concepts
- Determine an artist's intention through the analysis and evaluation of their work
- Identify, define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks through discussion, research, and practice
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art

When CONNECTING, students will know and be able to:

- Make connections through personal knowledge to more comprehensive understandings of both the artwork, and societal, cultural, and global issues and situations

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 6: Presentation Techniques

Content Area: Visual Art

Course & Grade Level: Photography I, Grades 10-12

Summary and Rationale

This course primarily teaches the design and production of both traditional black and white, and digital photography. Included is an appreciation of the history of photography, and technical aspects of the camera, enlarger, Photoshop, and printers. There will be a healthy amount of research, presentations, critique and class discussion of both class-produced and historically-significant photography (in individual photographs as well as larger bodies of work). Students will visually evaluate, organize, document, reflect and revise, clarify thinking, become aesthetically discerning, and engage in critical thinking in relation to ubiquitous media practices, experimentation, and manipulation through the larger lenses of social, cultural, political, and personal agendas. Students will understand the complex relationship between the artist, the viewer, and larger society, and how much control they actually have over the impact and experience of the final image to be able to take into consideration the audience and purpose in their working process. Through creation, presentation, and experiencing work, students will also learn how art universally connects us all and yet expresses individual societal, cultural, and political realities at the same time. All of these skills will culminate in a focus on the benefits and advantages of photographic mediums to express personal visions and share experiences and points of views with others including creative techniques through the final presentation and exhibition space.

This unit will teach students the importance and practices of preservation and presentation of artworks, from traditional matting techniques through developing competitive, professional portfolios of their work- both digital and printed. This will build to a more advanced understanding and practice of how the presentation impacts the content and experience of the viewer.

Recommended Pacing

15 days spread and referenced throughout the year.

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12prof.Cr3	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Analyze and evaluate the reasons and ways an exhibition is presented.

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Re8	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9	Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cn11a	Describe how knowledge of global issues, including climate change may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How art is displayed impacts how art is experienced ● Artistic techniques influences the presentation of artwork 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Does the viewer’s response to art matter? ● How does audience and purpose impact selection for presentation? 	
Objectives	
When CREATING, students will know and be able to:	
<ul style="list-style-type: none"> ● Develop multiple solutions to a single concept/problem ● Demonstrate safe and respectful practices using all equipment and materials ● Develop multiple relationships between objects and spaces that often change their meaning through contextual clues ● Self-reflect upon the success level of their project using discipline-specific criteria, including compositional elements and principles and cultural traditions, practices, and imagery, to adjust accordingly ● Recognize failures as a necessary part of the artistic process 	
When PRESENTING, students will know and be able to:	
<ul style="list-style-type: none"> ● Analyze, select, and curate a collection of work to illustrate and educate viewers upon a certain topic, theme, or artist ● Create a digital and analog portfolio of their work to be preserved throughout their entire high school career 	

- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork
- Critique how the presentation and selection choices of an exhibition changes the viewer’s experience
- Analyze and discuss the decision-making process for how and why an artist displays their work for viewing

When RESPONDING, students will know and be able to:

- Project how the creation, production, presentation, and experience of art expands and influences understanding of human experiences for viewers
- Describe ways that personal views and understanding can be and are affected through the creation, production, presentation, and experience of imagery and art
- Analyze ways in which individuals perceive art differentiated by their personal experiences
- Use discipline-specific vocabulary to analyze and discuss the relationships, contexts, and meaning found within an artwork or collection to interpret common themes, effects, and concepts
- Determine an artist's intention through the analysis and evaluation of their work
- Identify, define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks through discussion, research, and practice
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art

When CONNECTING, students will know and be able to:

- Make connections through personal knowledge to more comprehensive understandings of both the artwork, and societal, cultural, and global issues and situations

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 7: Subject Matter

Content Area: Visual Art

Course & Grade Level: Photography I, Grades 10-12

Summary and Rationale

This course primarily teaches the design and production of both traditional black and white, and digital photography. Included is an appreciation of the history of photography, and technical aspects of the camera, enlarger, Photoshop, and printers. There will be a healthy amount of research, presentations, critique and class discussion of both class-produced and historically-significant photography (in individual photographs as well as larger bodies of work). Students will visually evaluate, organize, document, reflect and revise, clarify thinking, become aesthetically discerning, and engage in critical thinking in relation to ubiquitous media practices, experimentation, and manipulation through the larger lenses of social, cultural, political, and personal agendas. Students will understand the complex relationship between the artist, the viewer, and larger society, and how much control they actually have over the impact and experience of the final image to be able to take into consideration the audience and purpose in their working process. Through creation, presentation, and experiencing work, students will also learn how art universally connects us all and yet expresses individual societal, cultural, and political realities at the same time. All of these skills will culminate in a focus on the benefits and advantages of photographic mediums to express personal visions and share experiences and points of views with others including creative techniques through the final presentation and exhibition space.

In this unit, students will learn traditional and non-traditional approaches to the standard subjects of objects, places and landscapes, and people. Students will use personal interests to drive these investigations, leading them to ways of representing that exploit the character of being that they wish to represent (ie visible weathering vs machinery, crowds vs portraiture, nature vs architectural movements, etc.)

Recommended Pacing

40 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12prof.Cr3	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12prof.Pr6	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one’s understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9	Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cn10	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● All art has aspects to be interpreted ● All art has context and context can change ● Series of photographs can be interpreted differently depending upon sequencing and presentation 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does the context of the artwork help us understand art? ● How can a Photograph’s meaning change with its context? 	
Objectives	
When CREATING, students will know and be able to:	
<ul style="list-style-type: none"> ● Use a multitude of approaches to generate ideas, such as, but not limited to, previous work, historical and contemporary exemplars, etc. ● Use digital and analog approaches for content exploration that shows mastery of the technical aspects of the chosen medium 	

- Reflect upon issues and content that resonate personally to generate ideas that express their individual concepts, identity, and meaning
- Generate ideas through discussion with peers and teacher
- Create and execute a series in a chosen style (documentary, photojournalism, street, etc.)
- Express personal meaning through their chosen subject matter
- Develop multiple solutions to a single concept/problem
- Recognize and capitalize on positive possible solutions that develop as a matter of the working process, sometimes outside the expected control parameters
- Properly handle and store chemicals, ink, and paper for analog and digital photography
- Demonstrate safe and respectful practices using all equipment and materials
- Develop multiple relationships between objects and spaces that often change their meaning through contextual clues
- Self-reflect upon the success level of their project using discipline-specific criteria, including compositional elements and principles and cultural traditions, practices, and imagery, to adjust accordingly
- Create work with critical intention situated within meaningful introspection and reflection
- Recognize failures as a necessary part of the artistic process

When PRESENTING, students will know and be able to:

- Analyze, select, and curate a collection of work to illustrate and educate viewers upon a certain topic, theme, or artist
- Create a digital and analog portfolio of their work to be preserved throughout their entire high school career
- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork
- Critique how the presentation and selection choices of an exhibition changes the viewer's experience
- Identify, describe, and analyze how a group of artworks can reflect, develop, impact or change personal, social, political, and/or cultural beliefs

When RESPONDING, students will know and be able to:

- Project how the creation, production, presentation, and experience of art expands and influences understanding of human experiences for viewers
- Reflect how the creative process can develop awareness of societal and community issues
- Describe ways that personal views and understanding can be and are affected through the creation, production, presentation, and experience of imagery and art
- Analyze ways in which individuals perceive art differentiated by their personal experiences
- Use discipline-specific vocabulary to analyze and discuss the relationships, contexts, and meaning found within an artwork or collection to interpret common themes, effects, and concepts
- Determine an artist's intention through the analysis and evaluation of their work
- Identify, define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks through discussion, research, and practice
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art

When CONNECTING, students will know and be able to:

- Document and Describe how the creative process from brainstorming to work in progress to finished product creates and expresses growth, personal knowledge, experiences, and meaning
- Discuss and explain how various cultural and historical contextual knowledge can influence personal responses to art, and create greater understanding
- Describe how understanding one cultural and/or historical context can influence personal responses to other cultural and historical contexts
- Describe how an artist can affect societal issues from a personal to global scale
- Make connections through personal knowledge to more comprehensive understandings of both the artwork, and societal, cultural, and global issues and situations

Evidence of Learning

Assessment
Teacher created assessments
Resources
Core Text:

Unit 8: Creative Exploration	
Content Area: Visual Art	
Course & Grade Level: Photography I, Grades 10-12	
Summary and Rationale	
<p>This course primarily teaches the design and production of both traditional black and white, and digital photography. Included is an appreciation of the history of photography, and technical aspects of the camera, enlarger, Photoshop, and printers. There will be a healthy amount of research, presentations, critique and class discussion of both class-produced and historically-significant photography (in individual photographs as well as larger bodies of work). Students will visually evaluate, organize, document, reflect and revise, clarify thinking, become aesthetically discerning, and engage in critical thinking in relation to ubiquitous media practices, experimentation, and manipulation through the larger lenses of social, cultural, political, and personal agendas. Students will understand the complex relationship between the artist, the viewer, and larger society, and how much control they actually have over the impact and experience of the final image to be able to take into consideration the audience and purpose in their working process. Through creation, presentation, and experiencing work, students will also learn how art universally connects us all and yet expresses individual societal, cultural, and political realities at the same time. All of these skills will culminate in a focus on the benefits and advantages of photographic mediums to express personal visions and share experiences and points of views with others including creative techniques through the final presentation and exhibition space.</p> <p>Students will widen their understanding of the possibilities of the photographic medium through personally-resonating, heavily-experimental and non-traditional processes. This can include, but is not limited to sandwiching negatives, negative printing, infra-red, tilt-shift, super-saturation, HDR, physical alteration effects, digital manipulation, polyptychs, etc. They will also become familiar with the effects and possibilities of the analog and digital collage media.</p>	
Recommended Pacing	
25 days	
New Jersey Student Learning Standards for Visual & Performing Arts	
Creating	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12prof.Cr3	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
Presenting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Analyze and evaluate the reasons and ways an exhibition is presented.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Re8	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9	Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cn10	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Photography does not need a camera, nor is it limited to image capture ● Experimentation can be fruitful and a valid objective in and of itself ● Images have limitless contextual possibilities 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Should artists follow or break the ‘rules’ of art? ● Is technical skill necessary for success? ● Is it still a photograph if there aren’t any recognizable images? 	
Objectives	
When CREATING, students will know and be able to: <ul style="list-style-type: none"> ● Use a multitude of approaches to generate ideas, such as, but not limited to, previous work, historical and contemporary exemplars, etc. ● Use digital and analog approaches for content exploration that shows mastery of the technical aspects of the chosen medium ● Reflect upon issues and content that resonate personally to generate ideas that express their individual concepts, identity, and meaning ● Generate ideas through discussion with peers and teacher ● Express personal meaning through their chosen subject matter ● Develop multiple solutions to a single concept/problem 	

- Utilize the artmaking process as a main driving force of production and experiment with traditional photographic mediums with non-traditional methods
- Recognize and capitalize on positive possible solutions that develop as a matter of the working process, sometimes outside the expected control parameters
- Properly handle and store chemicals, ink, and paper for analog and digital photography
- Demonstrate safe and respectful practices using all equipment and materials
- Develop multiple relationships between objects and spaces that often change their meaning through contextual clues
- Self-reflect upon the success level of their project using discipline-specific criteria, including compositional elements and principles and cultural traditions, practices, and imagery, to adjust accordingly
- Create work with critical intention situated within meaningful introspection and reflection
- Recognize failures as a necessary part of the artistic process

When PRESENTING, students will know and be able to:

- Create a digital and analog portfolio of their work to be preserved throughout their entire high school career
- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork
- Critique how the presentation and selection choices of an exhibition changes the viewer’s experience

When RESPONDING, students will know and be able to:

- Describe ways that personal views and understanding can be and are affected through the creation, production, presentation, and experience of imagery and art
- Analyze ways in which individuals perceive art differentiated by their personal experiences
- Use discipline-specific vocabulary to analyze and discuss the relationships, contexts, and meaning found within an artwork or collection to interpret common themes, effects, and concepts
- Determine an artist's intention through the analysis and evaluation of their work
- Identify, define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks through discussion, research, and practice
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art

When CONNECTING, students will know and be able to:

- Document and describe how the creative process from brainstorming to work in progress to finished product creates and expresses growth, personal knowledge, experiences, and meaning.
- Make connections through personal knowledge to more comprehensive understandings of both the artwork, and societal, cultural, and global issues and situations

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 9: Final Project**Content Area: Visual Art****Course & Grade Level: Photography I, Grades 10-12****Summary and Rationale**

This course primarily teaches the design and production of both traditional black and white, and digital photography. Included is an appreciation of the history of photography, and technical aspects of the camera, enlarger, Photoshop, and printers. There will be a healthy amount of research, presentations, critique and class discussion of both class-produced and historically-significant photography (in individual photographs as well as larger bodies of work). Students will visually evaluate, organize, document, reflect and revise, clarify thinking, become aesthetically discerning, and engage in critical thinking in relation to ubiquitous media practices, experimentation, and manipulation through the larger lenses of social, cultural, political, and personal agendas. Students will understand the complex relationship between the artist, the viewer, and larger society, and how much control they actually have over the impact and experience of the final image to be able to take into consideration the audience and purpose in their working process. Through creation, presentation, and experiencing work, students will also learn how art universally connects us all and yet expresses individual societal, cultural, and political realities at the same time. All of these skills will culminate in a focus on the benefits and advantages of photographic mediums to express personal visions and share experiences and points of views with others including creative techniques through the final presentation and exhibition space.

Students will utilize all acquired photographic skills and techniques from the year to select a personal concentration to explore for a unified combination of subject matter, theme, approach, and presentation for a critically thoughtful effect. This will demonstrate the student's understanding and skill in photography, their ability to relate their own social context to the larger world and understand how their work is received by the viewer and the larger society as a means of expression and exploration using a relevant photographic medium.

Students may choose to work in one more exhaustive investigation, or a combination of shorter explorations as long as the workload is equivalent and each project follows rubric guidelines and completion.

Recommended Pacing

35 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
1.5.12prof.Cr3	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12prof.Pr6	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9	Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cn10	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> All ideas come from somewhere Photographs show what's important to the artist A sustained, in-depth exploration of a theme offers richer possibilities of expression 	
Unit Essential Questions	
<ul style="list-style-type: none"> How does your context influence your own artwork and your connection with the artwork of others? What variables are necessary to express a concept or personal content with fully realized intention? 	
Objectives	
When CREATING, students will know and be able to: <ul style="list-style-type: none"> Use a multitude of approaches to generate ideas, such as, but not limited to, previous work, historical and contemporary exemplars, etc. 	

- Use digital and analog approaches for content exploration that shows mastery of the technical aspects of the chosen medium
- Reflect upon issues and content that resonate personally to generate ideas that express their individual concepts, identity, and meaning
- Generate ideas through discussion with peers and teacher
- Create and execute a series in a chosen style (documentary, photojournalism, street, etc.)
- Express personal meaning through their chosen subject matter
- Develop multiple solutions to a single concept/problem
- Recognize and capitalize on positive possible solutions that develop as a matter of the working process, sometimes outside the expected control parameters
- Properly handle and store chemicals, ink, and paper for analog and digital photography
- Demonstrate safe and respectful practices using all equipment and materials
- Self-reflect upon the success level of their project using discipline-specific criteria, including compositional elements and principles and cultural traditions, practices, and imagery, to adjust accordingly
- Create work with critical intention situated within meaningful introspection and reflection
- Recognize failures as a necessary part of the artistic process

When PRESENTING, students will know and be able to:

- Analyze, select, and curate a collection of work to illustrate and educate viewers upon a certain topic, theme, or artist
- Create a digital and analog portfolio of their work to be preserved throughout their entire high school career
- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork
- Critique how the presentation and selection choices of an exhibition changes the viewer's experience
- Analyze and discuss the decision-making process for how and why an artist displays their work for viewing
- Identify, describe, and analyze how a group of artworks can reflect, develop, impact or change personal, social, political, and/or cultural beliefs

When RESPONDING, students will know and be able to:

- Project how the creation, production, presentation, and experience of art expands and influences understanding of human experiences for viewers
- Reflect how the creative process can develop awareness of societal and community issues
- Describe ways that personal views and understanding can be and are affected through the creation, production, presentation, and experience of imagery and art
- Analyze ways in which individuals perceive art differentiated by their personal experiences
- Use discipline-specific vocabulary to analyze and discuss the relationships, contexts, and meaning found within an artwork or collection to interpret common themes, effects, and concepts
- Determine an artist's intention through the analysis and evaluation of their work
- Identify, define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks through discussion, research, and practice
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art

When CONNECTING, students will know and be able to:

- Document and Describe how the creative process from brainstorming to work in progress to finished product creates and expresses growth, personal knowledge, experiences, and meaning
- Discuss and explain how various cultural and historical contextual knowledge can influence personal responses to art, and create greater understanding
- Describe how an artist can affect societal issues from a personal to global scale
- Make connections through personal knowledge to more comprehensive understandings of both the artwork, and societal, cultural, and global issues and situations

Evidence of Learning

Assessment

Teacher created assessments
Resources
Core Text: