



# West Windsor-Plainsboro Regional School District Photography II

## Unit 1: Photography I Overview

**Content Area: Visual Art**

**Course & Grade Level: Photography II, Grades 10-12**

### Summary and Rationale

The students should be entering with familiarity and experience with not only the design and production of both traditional black and white, and digital photography, but also an appreciation of the history of photography, and technical aspects of equipment. Additionally, there should be a developed understanding of the social and artistic uses and its power to effect change and evoke a response in the viewer.

Students will make deeper connections between their own work and the work of established artists to reach further levels of self expression and understanding through photography. Students will strengthen and develop further in their ability to 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.

There will be a significant increase in both the depth of experience and understanding, and wider applications of Photography in thematic approaches, media options, career options, curation issues, and fine art approaches. The course advances the technical skills of understanding quality of light, color photography and its effect on the outcome of the final image. New technical skills introduced include studio lighting, a variety of presentation techniques to effect the reception of work, as well as a deeper conceptual understanding of what photography can mean as a medium, and more in-depth explorations through alternative processes.

Students will utilize the complex relationship between the artist, the viewer, and larger society, and their control over the impact and experience of the final image, taking 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. The course will culminate in final presentations that allow for individual expression of personal visions through self-directed choices in different photographic styles, experimentation, and presentation options.

This unit will serve as a review of the physical components of the camera and printing options, and the potential effects upon the final image through their manipulation. We will also review composition in relation to images, including successful critique skills and approaches.

### Recommended Pacing

10 days

### New Jersey Student Learning Standards for Visual & Performing Arts

#### Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

#### Responding

1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

### New Jersey Student Learning Standards for English Language Arts Companion Standards

**Standard: Integration of Knowledge and Ideas**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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
<b>Interdisciplinary Standards (Social Studies)</b>	
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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Creating art is an iterative process</li> <li>● Technical skills and understanding affect the success of the final product</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What is Photography?</li> <li>● What makes a great photograph?</li> </ul>	
<b>Objectives</b>	
<b>When CREATING, students will know and be able to:</b>	
<ul style="list-style-type: none"> <li>● Utilize multiple skills and knowledge in a specific photographic medium to solve a creative problem</li> </ul>	
<b>When RESPONDING, students will know and be able to:</b>	
<ul style="list-style-type: none"> <li>● Analyze and describe how an individual's personal experiences and background and changes the interpretation and effectiveness of the work</li> <li>● Discuss how the desired impact of a target audience affects the design and display of the artwork and evaluate its success in doing so</li> <li>● Using personal work and the works of established photographers, analyze and determine validity of the existing standards and criteria by which the larger artistic community evaluates a works of art</li> <li>● Utilize discipline-specific vocabulary to self-assess and reflect on a work of art.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment</b>	
Teacher created assessments	
<b>Resources</b>	
<b>Core Text:</b>	

**Unit 2: Artist Research**

**Content Area: Visual Art**

**Course & Grade Level: Photography II, Grades 10-12**

**Summary and Rationale**

The students should be entering with familiarity and experience with not only the design and production of both traditional black and white, and digital photography, but also an appreciation of the history of photography, and technical aspects of equipment. Additionally, there should be a developed understanding of the social and artistic uses and its power to effect change and evoke a response in the viewer.

Students will make deeper connections between their own work and the work of established artists to reach further levels of self expression and understanding through photography. Students will strengthen and develop further in their ability to 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.

There will be a significant increase in both the depth of experience and understanding, and wider applications of Photography in thematic approaches, media options, career options, curation issues, and fine art approaches. The course advances the technical skills of understanding quality of light, color photography and its effect on the outcome of the final image. New technical skills introduced include studio lighting, a variety of presentation techniques to effect the reception of work, as well as a deeper conceptual understanding of what photography can mean as a medium, and more in-depth explorations through alternative processes.

Students will utilize the complex relationship between the artist, the viewer, and larger society, and their control over the impact and experience of the final image, taking 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. The course will culminate in final presentations that allow for individual expression of personal visions through self-directed choices in different photographic styles, experimentation, and presentation options.

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**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.

**Presenting**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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
<b>Interdisciplinary Standards (Social Studies)</b>	
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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● All art is based on ideas</li> <li>● The viewers understanding of the art deepens when they have an knowledge of the societal, cultural and historical context</li> </ul>	

- Photographic media offers an incredibly wide variety of approaches in subject matter, expression, content, meaning, and presentation for personal expression

### Unit Essential Questions

- Do all photographs have meaning?
- Can one photograph represent an idea?
- Does the artist's intent need to be known to appreciate content?
- When do the differences among individuals and others' cultural background influence the creative process?

### Objectives

#### When **CREATING**, students will know and be able to:

- 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
- Understand where their own ideas and previously generated work relate to the legacy of Photography to formulate new creative problems.
- Determine the role of art and art-making in a global society by analyzing visual, performing, and multimedia arts for consumers, creators, and audiences around the world.
- Describe and analyze how a group of artworks can reflect, develop or change personal, social, political, and/or cultural beliefs.
- Generate ideas using the relationships of an artwork and its design and space use to affect the viewer's experience.
- Develop multiple relationships between objects and spaces to change their meaning through contextual clues in order to further personal concepts and vision.

#### When **PRESENTING**, students will know and be able to:

- Analyze, select, and curate a collection of personal work to illustrate a certain topic or theme using understanding of the relationships created between individual pieces and concepts of sequencing and arrangement upon the viewer.
- Understand that the ways in which artists decide to display their work are related to personal experience and bias and desired viewer experiences.
- Identify, describe, and analyze how a group of artists or artworks can reflect, develop, impact or change 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:

- Identify and critique existing work that connects on an aesthetic and emotional level in order to foster self reflection and discussion amongst peers.
- Investigate the reception of a work or collection of works and its ability to effect change on the intended audience.
- Analyze and describe how an individual's personal experiences and background and changes the interpretation and effectiveness of the work.
- Discuss how the desired impact of a target audience affects the design and display of the artwork and evaluate its success in doing so.
- 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.
- Reflect on and interpret the artist's intention in their work using common principles and elements across artistic mediums.
- Using personal work and the works of established photographers, analyze and determine validity of the existing standards and criteria by which the larger artistic community evaluates a work of art.
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art.

#### When **CONNECTING**, students will know and be able to:

- Using a variety of historical and contextual knowledge to affect personal responses to art in order to foster deeper understandings.
- Discuss and explain how various cultural and historical contextual knowledge can influence personal responses to art, and create greater understanding of personal realities.
- Investigate and assess effectiveness of how an artist can affect societal issues from a personal to global scale.
- Discuss and explain how various cultural, social, and historical contextual knowledge influences personal connections and understandings of art, and societal, cultural, and global issues and situations.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Resources**

**Core Text:**

### Unit 3: Light and Motion

**Content Area: Visual Art**

**Course & Grade Level: Photography II, Grades 10-12**

#### Summary and Rationale

The students should be entering with familiarity and experience with not only the design and production of both traditional black and white, and digital photography, but also an appreciation of the history of photography, and technical aspects of equipment. Additionally, there should be a developed understanding of the social and artistic uses and its power to effect change and evoke a response in the viewer.

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There will be a significant increase in both the depth of experience and understanding, and wider applications of Photography in thematic approaches, media options, career options, curation issues, and fine art approaches.

The course advances the technical skills of understanding quality of light, color photography and its effect on the outcome of the final image. New technical skills introduced include studio lighting, a variety of presentation techniques to effect the reception of work, as well as a deeper conceptual understanding of what photography can mean as a medium, and more in-depth explorations through alternative processes.

Students will utilize the complex relationship between the artist, the viewer, and larger society, and their control over the impact and experience of the final image, taking 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.

The course will culminate in final presentations that allow for individual expression of personal visions through self-directed choices in different photographic styles, experimentation, and presentation options.

This unit will raise the bar on understanding and expectations for the students' ability to manipulate aspects of the camera, such as aperture and shutter speeds, to encourage deeper exploration of artistic vision through the focus on quality of light, pre and post image capture, in camera manipulation and the incorporation of motion. Students will learn how to produce images that capitalize on these possibilities to further their artistic voice.

#### Recommended Pacing

15 days

#### New Jersey Student Learning Standards for Visual & Performing Arts

##### Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on students' existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

##### Presenting



<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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
<b>Interdisciplinary Standards ( Social Studies)</b>	
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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Technical adjustments can have a large impact upon the image captured.</li> <li>● How subject matter is captured can have a large impact upon content</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Can a Photograph ever represent the truth?</li> <li>● Can you change the entire mood or message of an image through printing techniques?</li> <li>● Is a photograph always objective?</li> </ul>	
<b>Objectives</b>	
<b>When CREATING, students will know and be able to:</b>	
<ul style="list-style-type: none"> <li>● Use a multitude of approaches to generate ideas, such as, but not limited to, previous work, historical and contemporary exemplars, etc.</li> <li>● Generate ideas through discussion with peers and teacher.</li> </ul>	

- Individually and/or collaboratively utilize individual strengths to solve a creative problem.
- Create and execute a series in a chosen style (documentary, photojournalism, street, etc.).
- Utilize multiple skills and knowledge in a specific photographic medium to solve a creative problem.
- Use and manipulate the analog and digital tools for image creation and printing in manners that show understanding of options and choice to specifically strengthen their personal work.
- Collaboratively analyze and discuss artworks in order to generate constructive critical reflection in order to shape future work.

**When PRESENTING, students will know and be able to:**

- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork.

**When RESPONDING, students will know and be able to:**

- Create work that expresses personal feelings of a student's unique vision that responds to existing and manipulated environments.
- Identify and critique existing work that connects on an aesthetic and emotional level in order to foster self reflection and discussion amongst peers.
- Reflect on and interpret the artist's intention in their work using common principles and elements across artistic mediums.
- Using personal work and the works of established photographers, analyze and determine validity of the existing standards and criteria by which the larger artistic community evaluates a work of art.
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art.

**When CONNECTING, students will know and be able to:**

- Use various photographic mediums to investigate and explore, in order to create wider understandings and connections with a range of subject matter.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Resources**

**Core Text:**

## Unit 4: Color Photography

**Content Area: Visual Art**

**Course & Grade Level: Photography II, Grades 10-12**

### Summary and Rationale

The students should be entering with familiarity and experience with not only the design and production of both traditional black and white, and digital photography, but also an appreciation of the history of photography, and technical aspects of equipment. Additionally, there should be a developed understanding of the social and artistic uses and its power to effect change and evoke a response in the viewer.

Students will make deeper connections between their own work and the work of established artists to reach further levels of self expression and understanding through photography. Students will strengthen and develop further in their ability to 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.

There will be a significant increase in both the depth of experience and understanding, and wider applications of Photography in thematic approaches, media options, career options, curation issues, and fine art approaches.

The course advances the technical skills of understanding quality of light, color photography and its effect on the outcome of the final image. New technical skills introduced include studio lighting, a variety of presentation techniques to effect the reception of work, as well as a deeper conceptual understanding of what photography can mean as a medium, and more in-depth explorations through alternative processes.

Students will utilize the complex relationship between the artist, the viewer, and larger society, and their control over the impact and experience of the final image, taking 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.

The course will culminate in final presentations that allow for individual expression of personal visions through self-directed choices in different photographic styles, experimentation, and presentation options.

This unit will cover in-depth the use of color as an element and its overwhelming potential. This will include some history of color photography, its effect on the canon, and its current use in contemporary photography both film and digital. Students will utilize this knowledge and their understanding of color theory to intentionally affect their images to reflect their desired vision.

### Recommended Pacing

15 days

### New Jersey Student Learning Standards for Visual & Performing Arts

#### Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on students' existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

#### Presenting

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
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1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
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<b>New Jersey Student Learning Standards for Technology</b>	
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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
<b>Interdisciplinary Standards ( Social Studies)</b>	
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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● How you arrange and photograph something can be as or more important than what you photograph.</li> <li>● Color is a powerful tool that people respond to dynamically, emotionally, and symbolically</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can the arrangement of photographic elements affect the viewer’s experience and response?</li> <li>● Why do new technologies historically struggle to be accepted mediums?</li> </ul>	
<b>Objectives</b>	
<b>When CREATING, students will know and be able to:</b>	
<ul style="list-style-type: none"> <li>● Use a multitude of approaches to generate ideas, such as, but not limited to, previous work, historical and contemporary exemplars, etc.</li> </ul>	

- Generate ideas through discussion with peers and teacher.
- Individually and/or collaboratively utilize individual strengths to solve a creative problem.
- Choose specific materials and methods that relate to and express their personal concepts and vision.
- Utilize multiple skills and knowledge in a specific photographic medium to solve a creative problem.
- Use and manipulate the analog and digital tools for image creation and printing in manners that show understanding of options and choice to specifically strengthen their personal work.
- Collaboratively analyze and discuss artworks in order to generate constructive critical reflection in order to shape future work.

**When PRESENTING, students will know and be able to:**

- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork.

**When RESPONDING, students will know and be able to:**

- Create work that expresses personal feelings of a student's unique vision that responds to existing and manipulated environments.
- Identify and critique existing work that connects on an aesthetic and emotional level in order to foster self reflection and discussion amongst peers.
- Investigate the reception of a work or collection of works and its ability to effect change on the intended audience
- Reflect on and interpret the artist's intention in their work using common principles and elements across artistic mediums.
- Using personal work and the works of established photographers, analyze and determine validity of the existing standards and criteria by which the larger artistic community evaluates a work of art.
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art.

**When CONNECTING, students will know and be able to:**

- Use various photographic mediums to investigate and explore, in order to create wider understandings and connections with a range of subject matter.

**Evidence of Learning**

**Assessment**

Teacher Created Assessments

**Resources**

**Core Text:**

**Unit 5: Alternative Processes**

**Content Area: Visual Art**

**Course & Grade Level: Photography II, Grades 10-12**

**Summary and Rationale**

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There will be a significant increase in both the depth of experience and understanding, and wider applications of Photography in thematic approaches, media options, career options, curation issues, and fine art approaches.

The course advances the technical skills of understanding quality of light, color photography and its effect on the outcome of the final image. New technical skills introduced include studio lighting, a variety of presentation techniques to effect the reception of work, as well as a deeper conceptual understanding of what photography can mean as a medium, and more in-depth explorations through alternative processes.

Students will utilize the complex relationship between the artist, the viewer, and larger society, and their control over the impact and experience of the final image, taking 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.

The course will culminate in final presentations that allow for individual expression of personal visions through self-directed choices in different photographic styles, experimentation, and presentation options.

This unit centers on creation of imagery in alternative photographic media not limited to traditional camera work. Through the exploration of techniques such as, sandwiching negatives; positive and negative contact prints; infrared; tilt shift; super-saturation; toning; HDR; physical alteration effects; digital manipulation; image transfers, instant media, and collage, students will broaden their understanding of what an image can be and what it can represent.

**Recommended Pacing**

25 days

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

**Creating**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on students' existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.

1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
<b>Presenting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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
<b>Interdisciplinary Standards ( Social Studies)</b>	
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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Artistic techniques affect how art is experienced</li> <li>● Random results can sometimes drive new understandings, approaches, and meaning</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Should artists follow or break the ‘rules’ of art?</li> <li>● Is experimentation a means or an end?</li> </ul>	
<b>Objectives</b>	

**When CREATING, students will know and be able to:**

- Use a multitude of approaches to generate ideas, such as, but not limited to, previous work, historical and contemporary exemplars, etc.
- Generate ideas through discussion with peers and teacher.
- Individually and/or collaboratively utilize individual strengths to solve a creative problem.
- Choose specific materials and methods that relate to and express their personal concepts and vision.
- Utilize multiple skills and knowledge in a specific photographic medium to solve a creative problem.
- Use and manipulate the analog and digital tools for image creation and printing in manners that show understanding of options and choice to specifically strengthen their personal work.
- Determine the role of art and art-making in a global society by analyzing visual, performing, and multimedia arts for consumers, creators, and audiences around the world.
- Revisit artworks after critique to address new issues and understanding generated through discussion and reflection.
- Collaboratively analyze and discuss artworks in order to generate constructive critical reflection in order to shape future work.
- Understand that completion of an artistic process can include many levels of finishing steps.

**When PRESENTING, students will know and be able to:**

- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork.

**When RESPONDING, students will know and be able to:**

- Identify and critique existing work that connects on an aesthetic and emotional level in order to foster self reflection and discussion amongst peers.
- Investigate the reception of a work or collection of works and its ability to effect change on the intended audience.
- Reflect on and interpret the artist's intention in their work using common principles and elements across artistic mediums.
- Using personal work and the works of established photographers, analyze and determine validity of the existing standards and criteria by which the larger artistic community evaluates a works of art.
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art.

**When CONNECTING, students will know and be able to:**

- Use various photographic mediums to investigate and explore, in order to create wider understandings and connections with a range of subject matter.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Resources**

**Core Text:**



## Unit 6: Studio Techniques

**Content Area: Visual Art**

**Course & Grade Level: Photography II, Grades 10-12**

### Summary and Rationale

The students should be entering with familiarity and experience with not only the design and production of both traditional black and white, and digital photography, but also an appreciation of the history of photography, and technical aspects of equipment. Additionally, there should be a developed understanding of the social and artistic uses and its power to effect change and evoke a response in the viewer.

Students will make deeper connections between their own work and the work of established artists to reach further levels of self expression and understanding through photography. Students will strengthen and develop further in their ability to 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.

There will be a significant increase in both the depth of experience and understanding, and wider applications of Photography in thematic approaches, media options, career options, curation issues, and fine art approaches.

The course advances the technical skills of understanding quality of light, color photography and its effect on the outcome of the final image. New technical skills introduced include studio lighting, a variety of presentation techniques to effect the reception of work, as well as a deeper conceptual understanding of what photography can mean as a medium, and more in-depth explorations through alternative processes.

Students will utilize the complex relationship between the artist, the viewer, and larger society, and their control over the impact and experience of the final image, taking 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.

The course will culminate in final presentations that allow for individual expression of personal visions through self-directed choices in different photographic styles, experimentation, and presentation options.

This unit will focus on studio lighting techniques as they relate to commercial photography in a variety of industries. Examples of lighting will include the six basic lighting styles as it relates to portraiture, food and product photography as well as still life imagery. The skills learned in this unit will be applied to students' self directed topics.

### Recommended Pacing

10 days

### New Jersey Student Learning Standards for Visual & Performing Arts

#### Creating

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on students' existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

<b>Presenting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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
<b>Interdisciplinary Standards ( Social Studies)</b>	
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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Maintaining full control of the creative process directly affects the final outcome</li> <li>● All art has context and context can change</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How important is technical precision and can there be a sliding scale?</li> <li>● What makes one image more appealing to a potential consumer?</li> </ul>	
<b>Objectives</b>	
<b>When CREATING, students will know and be able to:</b> <ul style="list-style-type: none"> <li>● Use a multitude of approaches to generate ideas, such as, but not limited to, previous work, historical and contemporary exemplars, etc.</li> <li>● Generate ideas through discussion with peers and teacher.</li> <li>● Individually and/or collaboratively utilize individual strengths to solve a creative problem.</li> <li>● Create and execute a series in a chosen style (documentary, photojournalism, street, etc.).</li> <li>● Choose specific materials and methods that relate to and express their personal concepts and vision.</li> <li>● Utilize multiple skills and knowledge in a specific photographic medium to solve a creative problem.</li> </ul>	

- Use and manipulate the analog and digital tools for image creation and printing in manners that show understanding of options and choice to specifically strengthen their personal work.
- Determine the role of art and art-making in a global society by analyzing visual, performing, and multimedia arts for consumers, creators, and audiences around the world.
- Revisit artworks after critique to address new issues and understanding generated through discussion and reflection.
- Collaboratively analyze and discuss artworks in order to generate constructive critical reflection in order to shape future work.

**When PRESENTING, students will know and be able to:**

- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork.

**When RESPONDING, students will know and be able to:**

- Create work that expresses personal feelings of a students unique vision that responds to existing and manipulated environments
- Identify and critique existing work that connects on an aesthetic and emotional level in order to foster self reflection and discussion amongst peers.
- Reflect on and interpret the artist's intention in their work using common principles and elements across artistic mediums
- Using personal work and the works of established photographers, analyze and determine validity of the existing standards and criteria by which the larger artistic community evaluates a works of art
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Resources**

**Core Text:**

## Unit 7: Thematic Approaches

**Content Area: Visual Art**

**Course & Grade Level: Photography II, Grades 10-12**

### Summary and Rationale

The students should be entering with familiarity and experience with not only the design and production of both traditional black and white, and digital photography, but also an appreciation of the history of photography, and technical aspects of equipment. Additionally, there should be a developed understanding of the social and artistic uses and its power to effect change and evoke a response in the viewer.

Students will make deeper connections between their own work and the work of established artists to reach further levels of self expression and understanding through photography. Students will strengthen and develop further in their ability to 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.

There will be a significant increase in both the depth of experience and understanding, and wider applications of Photography in thematic approaches, media options, career options, curation issues, and fine art approaches. The course advances the technical skills of understanding quality of light, color photography and its effect on the outcome of the final image. New technical skills introduced include studio lighting, a variety of presentation techniques to effect the reception of work, as well as a deeper conceptual understanding of what photography can mean as a medium, and more in-depth explorations through alternative processes.

Students will utilize the complex relationship between the artist, the viewer, and larger society, and their control over the impact and experience of the final image, taking 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. The course will culminate in final presentations that allow for individual expression of personal visions through self-directed choices in different photographic styles, experimentation, and presentation options.

Students will gain experience and delve into traditional thematic approaches to photography, such as documentary, street, product, photojournalistic, and other photographic styles. Students will use these traditional approaches to investigate a subject of their choosing including the importance of sequencing and the impact of proper presentation on the viewer's experience.

### Recommended Pacing

20 days

### New Jersey Student Learning Standards for Visual & Performing Arts

#### Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on students' existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
<b>Presenting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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
<b>Interdisciplinary Standards ( Social Studies)</b>	
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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others.</li> <li>● Photographs show what’s important to the artist</li> </ul>	

- Photography can be used to affect change

### Unit Essential Questions

- How does engaging in art making cultivate and demonstrate awareness of the various differences among individuals?
- How can stylistic qualities affect how one interprets a collection of work?

### Objectives

#### When **CREATING**, students will know and be able to:

- 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.
- Individually and/or collaboratively utilize individual strengths to solve a creative problem.
- Create and execute a series in a chosen style (documentary, photojournalism, street, etc.).
- Choose specific materials and methods that relate to and express their personal concepts and vision.
- Understand where their own ideas and previously generated work relate to the legacy of Photography to formulate new creative problems.
- Utilize multiple skills and knowledge in a specific photographic medium to solve a creative problem.
- Use and manipulate the analog and digital tools for image creation and printing in manners that show understanding of options and choice to specifically strengthen their personal work.
- Determine the role of art and art-making in a global society by analyzing visual, performing, and multimedia arts for consumers, creators, and audiences around the world.
- Describe and analyze how a group of artworks can reflect, develop or change personal, social, political, and/or cultural beliefs.
- Revisit artworks after critique to address new issues and understanding generated through discussion and reflection.
- Collaboratively analyze and discuss artworks in order to generate constructive critical reflection in order to shape future work.
- Understand that completion of an artistic process can include many levels of finishing steps.

#### When **PRESENTING**, students will know and be able to:

- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork.
- Understand that the ways in which artists decide to display their work are related to personal experience and bias and desired viewer experiences.

#### When **RESPONDING**, students will know and be able to:

- Create work that expresses personal feelings of a student's unique vision that responds to existing and manipulated environments.
- Identify and critique existing work that connects on an aesthetic and emotional level in order to foster self reflection and discussion amongst peers.
- Investigate the reception of a work or collection of works and its ability to effect change on the intended audience.
- Analyze and describe how an individual's personal experiences and background and changes the interpretation and effectiveness of the work.
- Discuss how the desired impact of a target audience affects the design and display of the artwork and evaluate its success in doing so.
- 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.
- Reflect on and interpret the artist's intention in their work using common principles and elements across artistic mediums.

- Using personal work and the works of established photographers, analyze and determine validity of the existing standards and criteria by which the larger artistic community evaluates a work of art.
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art.

**When CONNECTING, students will know and be able to:**

- Investigate and assess effectiveness of how an artist can affect societal issues from a personal to global scale.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Resources**

**Core Text:**

**Unit 8: Advanced Presentation Techniques**

**Content Area: Visual Art**

**Course & Grade Level: Photography II, Grades 10-12**

**Summary and Rationale**

The students should be entering with familiarity and experience with not only the design and production of both traditional black and white, and digital photography, but also an appreciation of the history of photography, and technical aspects of equipment. Additionally, there should be a developed understanding of the social and artistic uses and its power to effect change and evoke a response in the viewer.

Students will make deeper connections between their own work and the work of established artists to reach further levels of self expression and understanding through photography. Students will strengthen and develop further in their ability to 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.

There will be a significant increase in both the depth of experience and understanding, and wider applications of Photography in thematic approaches, media options, career options, curation issues, and fine art approaches. The course advances the technical skills of understanding quality of light, color photography and its effect on the outcome of the final image. New technical skills introduced include studio lighting, a variety of presentation techniques to effect the reception of work, as well as a deeper conceptual understanding of what photography can mean as a medium, and more in-depth explorations through alternative processes. Students will utilize the complex relationship between the artist, the viewer, and larger society, and their control over the impact and experience of the final image, taking 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. The course will culminate in final presentations that allow for individual expression of personal visions through self-directed choices in different photographic styles, experimentation, and presentation options.

This unit will teach students the importance and practices of preservation and presentation of artworks. Students will create both a physical portfolio and a digital website for professional level presentation. They will also utilize specific presentation methods such as diptychs, triptychs and higher level Curation practices, such as sequencing, to effect both the relationships between imagery in collected works, and the art and the viewer experience.

**Recommended Pacing**

20 days spread throughout year

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

**Creating**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on students' existing artwork.



1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
<b>Presenting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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
<b>Interdisciplinary Standards ( Social Studies)</b>	
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

- Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.
- How art is displayed impacts how art is experienced

### Unit Essential Questions

- How can responding to artistic works inform one's awareness of their thoughts and feelings?
- How do perceptions, interpretations, and application of criteria affect one's view of artistic works?
- 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:

- Use a multitude of approaches to generate ideas, such as, but not limited to, previous work, historical and contemporary exemplars, etc.
- Generate ideas through discussion with peers and teacher.
- Create and execute a series in a chosen style (documentary, photojournalism, street, etc.).
- Understand where their own ideas and previously generated work relate to the legacy of Photography to formulate new creative problems.
- Utilize multiple skills and knowledge in a specific photographic medium to solve a creative problem.
- Use and manipulate the analog and digital tools for image creation and printing in manners that show understanding of options and choice to specifically strengthen their personal work.
- Describe and analyze how a group of artworks can reflect, develop or change personal, social, political, and/or cultural beliefs.
- Generate ideas using the relationships of an artwork and its design and space use to affect the viewer's experience.
- Develop multiple relationships between objects and spaces to change their meaning through contextual clues in order to further personal concepts and vision.
- Collaboratively analyze and discuss artworks in order to generate constructive critical reflection in order to shape future work.
- Understand that completion of an artistic process can include many levels of finishing steps.

#### When **PRESENTING**, students will know and be able to:

- Analyze, select, and curate a collection of personal work to illustrate a certain topic or theme using understanding of the relationships created between individual pieces and concepts of sequencing and arrangement upon the viewer.
- Create a digital and analog portfolio of their work to be preserved throughout their entire high school career and beyond.
- "Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork.
- Understand and utilize various display options, taking into account variables such as the particular space it is viewed within and how it uses that space related to principles of design, to strengthen the viewer's experience.
- Understand that the ways in which artists decide to display their work are related to personal experience and bias and desired viewer experiences.

#### When **RESPONDING**, students will know and be able to:

- Create work that expresses personal feelings of a student's unique vision that responds to existing and manipulated environments.
- Identify and critique existing work that connects on an aesthetic and emotional level in order to foster self-reflection and discussion amongst peers.
- Investigate the reception of a work or collection of works and its ability to effect change on the intended audience.

- Analyze and describe how an individual's personal experiences and background and changes the interpretation and effectiveness of the work.
- Discuss how the desired impact of a target audience affects the design and display of the artwork and evaluate its success in doing so.
- 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.
- Reflect on and interpret the artist's intention in their work using common principles and elements across artistic mediums.
- Using personal work and the works of established photographers, analyze and determine validity of the existing standards and criteria by which the larger artistic community evaluates a work of art.
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art.

**When CONNECTING, students will know and be able to:**

- Investigate and assess effectiveness of how an artist can affect societal issues from a personal to global scale.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Resources**

**Core Text:**

**Unit 9: Conceptual Manipulation**

**Content Area: Visual Art**

**Course & Grade Level: Photography II, Grades 10-12**

**Summary and Rationale**

The students should be entering with familiarity and experience with not only the design and production of both traditional black and white, and digital photography, but also an appreciation of the history of photography, and technical aspects of equipment. Additionally, there should be a developed understanding of the social and artistic uses and its power to effect change and evoke a response in the viewer.

Students will make deeper connections between their own work and the work of established artists to reach further levels of self expression and understanding through photography. Students will strengthen and develop further in their ability to 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.

There will be a significant increase in both the depth of experience and understanding, and wider applications of Photography in thematic approaches, media options, career options, curation issues, and fine art approaches. The course advances the technical skills of understanding quality of light, color photography and its effect on the outcome of the final image. New technical skills introduced include studio lighting, a variety of presentation techniques to effect the reception of work, as well as a deeper conceptual understanding of what photography can mean as a medium, and more in-depth explorations through alternative processes.

Students will utilize the complex relationship between the artist, the viewer, and larger society, and their control over the impact and experience of the final image, taking 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. The course will culminate in final presentations that allow for individual expression of personal visions through self-directed choices in different photographic styles, experimentation, and presentation options.

This unit is Fine Arts concentrated. Students will use advanced thematic constructs based upon conceptual exercises that focus on the importance and inter-relationship of the ideas and background knowledge with the final product and imagery. Students will use their ideas to create layers of experience within the work that take advantage of such tools as text inclusion, unique juxtapositions, metaphoric allegory, and historical reference and homage.

**Recommended Pacing**

25 days

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

**Creating**

**CPI #**

**Cumulative Progress Indicator (CPI)**

1.5.12acc.Cr1a

Individually or collaboratively formulate new creative problems based on students' existing artwork.

1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
<b>Presenting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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
<b>Interdisciplinary Standards ( Social Studies)</b>	
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
<b>Instructional Focus</b>	

**Unit Enduring Understandings**

- Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work.
- The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works.
- All art has aspects to be interpreted

**Unit Essential Questions**

- How do one's feelings and thoughts connect to artistic works?
- Which is more important: artist intent; viewer experience; or the intersection between them?

**Objectives****When CREATING, students will know and be able to:**

- 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.
- Individually and/or collaboratively utilize individual strengths to solve a creative problem.
- Understand where their own ideas and previously generated work relate to the legacy of Photography to formulate new creative problems.
- Utilize multiple skills and knowledge in a specific photographic medium to solve a creative problem.
- Use and manipulate the analog and digital tools for image creation and printing in manners that show understanding of options and choice to specifically strengthen their personal work.
- Determine the role of art and art-making in a global society by analyzing visual, performing, and multimedia arts for consumers, creators, and audiences around the world.
- Describe and analyze how a group of artworks can reflect, develop or change personal, social, political, and/or cultural beliefs.
- Revisit artworks after critique to address new issues and understanding generated through discussion and reflection.
- Collaboratively analyze and discuss artworks in order to generate constructive critical reflection in order to shape future work.
- Understand that completion of an artistic process can include many levels of finishing steps.

**When PRESENTING, students will know and be able to:**

- Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork.

**When RESPONDING, students will know and be able to:**

- Create work that expresses personal feelings of a student's unique vision that responds to existing and manipulated environments.
- Identify and critique existing work that connects on an aesthetic and emotional level in order to foster self-reflection and discussion amongst peers.
- Investigate the reception of a work or collection of works and its ability to effect change on the intended audience.
- Analyze and describe how an individual's personal experiences and background and changes the interpretation and effectiveness of the work.
- Discuss how the desired impact of a target audience affects the design and display of the artwork and evaluate its success in doing so.
- 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.
- Reflect on and interpret the artist's intention in their work using common principles and elements across artistic mediums.

- Using personal work and the works of established photographers, analyze and determine validity of the existing standards and criteria by which the larger artistic community evaluates a work of art.
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art.

**When CONNECTING, students will know and be able to:**

- Using a variety of historical and contextual knowledge to affect personal responses to art in order to foster deeper understandings.
- Discuss and explain how various cultural and historical contextual knowledge can influence personal responses to art, and create greater understanding of personal realities.
- Investigate and assess effectiveness of how an artist can affect societal issues from a personal to global scale.
- Discuss and explain how various cultural, social, and historical contextual knowledge influences personal connections and understandings of art, and societal, cultural, and global issues and situations.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Resources**

**Core Text:**

**Unit 10: Final Project**

**Content Area: Visual Art**

**Course & Grade Level: Photography II, Grades 10-12**

**Summary and Rationale**

The students should be entering with familiarity and experience with not only the design and production of both traditional black and white, and digital photography, but also an appreciation of the history of photography, and technical aspects of equipment. Additionally, there should be a developed understanding of the social and artistic uses and its power to effect change and evoke a response in the viewer.

Students will make deeper connections between their own work and the work of established artists to reach further levels of self expression and understanding through photography. Students will strengthen and develop further in their ability to 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.

There will be a significant increase in both the depth of experience and understanding, and wider applications of Photography in thematic approaches, media options, career options, curation issues, and fine art approaches.

The course advances the technical skills of understanding quality of light, color photography and its effect on the outcome of the final image. New technical skills introduced include studio lighting, a variety of presentation techniques to effect the reception of work, as well as a deeper conceptual understanding of what photography can mean as a medium, and more in-depth explorations through alternative processes.

Students will utilize the complex relationship between the artist, the viewer, and larger society, and their control over the impact and experience of the final image, taking 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.

The course will culminate in final presentations that allow for individual expression of personal visions through self-directed choices in different photographic styles, experimentation, and presentation options.

This unit serves as the culmination of the two years of history, skills and reflection learned by the students. They will apply this accumulated knowledge into self-directed, personal concentrations that express a critically-thoughtful, multi-faceted vision of subject matter and theme which they will be responsible for the entirety of developing, executing, and final presentation of the projects for a unified combination. Students may use any of the processes from the previous years including, film and digital image capture, non camera based image making, alternative processes, studio lighting, etc. to complete their projects.

**Recommended Pacing**

30 days

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

**Creating**

**CPI #**

**Cumulative Progress Indicator (CPI)**

1.5.12acc.Cr1a

Individually or collaboratively formulate new creative problems based on students' existing artwork.



1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
<b>Presenting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Integration of Knowledge and Ideas</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

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
<b>Interdisciplinary Standards ( Social Studies)</b>	
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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision.</li> <li>● Life experience informs artistic expression raising awareness of societal interactions and a variety of perspectives (personal, cultural, societal and historical).</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does engagement in art making deepen recognition of one's personal traits, strengths and challenges?</li> <li>● How can artists make art based on knowledge (personal, societal, cultural, ethical, and historical) to impact their social context?</li> <li>● How do artists balance what is known with what is discovered during the creative process?</li> </ul>	
<b>Objectives</b>	
<b>When CREATING, students will know and be able to:</b>	
<ul style="list-style-type: none"> <li>● Use a multitude of approaches to generate ideas, such as, but not limited to, previous work, historical and contemporary exemplars, etc.</li> <li>● Generate ideas through discussion with peers and teacher.</li> <li>● Individually and/or collaboratively utilize individual strengths to solve a creative problem.</li> <li>● Create and execute a series in a chosen style (documentary, photojournalism, street, etc.).</li> <li>● Choose specific materials and methods that relate to and express their personal concepts and vision.</li> <li>● Understand where their own ideas and previously generated work relate to the legacy of Photography to formulate new creative problems.</li> <li>● Utilize multiple skills and knowledge in a specific photographic medium to solve a creative problem.</li> <li>● Use and manipulate the analog and digital tools for image creation and printing in manners that show understanding of options and choice to specifically strengthen their personal work.</li> <li>● Describe and analyze how a group of artworks can reflect, develop or change personal, social, political, and/or cultural beliefs.</li> <li>● Generate ideas using the relationships of an artwork and its design and space use to affect the viewer's experience.</li> <li>● Develop multiple relationships between objects and spaces to change their meaning through contextual clues in order to further personal concepts and vision.</li> <li>● Revisit artworks after critique to address new issues and understanding generated through discussion and reflection.</li> <li>● Understand that completion of an artistic process can include many levels of finishing steps.</li> </ul>	
<b>When PRESENTING, students will know and be able to:</b>	
<ul style="list-style-type: none"> <li>● Analyze, select, and curate a collection of personal work to illustrate a certain topic or theme using understanding of the relationships created between individual pieces and concepts of sequencing and arrangement upon the viewer.</li> <li>● Create a digital and analog portfolio of their work to be preserved throughout their entire high school career and beyond.</li> <li>● Use critical differentiations between levels of quality, clarity of purpose/intention, etc. to meet specific presentation and preservation needs of the artwork.</li> </ul>	

- Understand and utilize various display options, taking into account variables such as the particular space it is viewed within and how it uses that space related to principles of design, to strengthen the viewer's experience.
- Understand that the ways in which artists decide to display their work are related to personal experience and bias and desired viewer experiences.

**When RESPONDING, students will know and be able to:**

- Create work that expresses personal feelings of a student's unique vision that responds to existing and manipulated environments.
- Identify and critique existing work that connects on an aesthetic and emotional level in order to foster self reflection and discussion amongst peers.
- Investigate the reception of a work or collection of works and its ability to effect change on the intended audience.
- Analyze and describe how an individual's personal experiences and background and changes the interpretation and effectiveness of the work.
- Discuss how the desired impact of a target audience affects the design and display of the artwork and evaluate its success in doing so.
- 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.
- Reflect on and interpret the artist's intention in their work using common principles and elements across artistic mediums.
- Using personal work and the works of established photographers, analyze and determine validity of the existing standards and criteria by which the larger artistic community evaluates a work of art.
- Utilize discipline-specific vocabulary to self-assess and reflect on a work of art.

**When CONNECTING, students will know and be able to:**

- Use various photographic mediums to investigate and explore, in order to create wider understandings and connections with a range of subject matter.
- Investigate and assess effectiveness of how an artist can affect societal issues from a personal to global scale.
- Discuss and explain how various cultural, social, and historical contextual knowledge influences personal connections and understandings of art, and societal, cultural, and global issues and situations.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Resources**

**Core Text:**