

Digital Photography

Little Chute

Art

Grades 10 - 12, .5 Credits

Course Overview

Students will study the history and development of photography and be updated on the current use of the camera, and the changing needs for digitized imagery as our technology changes. Students will produce and critique photographs through digital dark room management. Students will also communicate messages through special content photography, and identify what makes a good photographic composition, as well as learn to use photography as a medium for artistic expression. Students will learn how to use various software programs to edit and create their photography projects with proficiency.

Timeframe	Concepts Taught	Instructional Topics
2 Day(s)	Unit 1- Introduction and History	1.1: The History of Photography 1.2: Differences in Manual and Digital Photography
Ongoing	Unit 2- Using the Digital SLR	2.1: Tools for digital photography and how to care for them and use them 2.2: The Digital 35mm SLR, Parts, and How it works 2.3: Photographic Composition
Ongoing	Unit 3- The Digital Darkroom	3.1: Basic Edits 3.2: Intermediate Edits 3.3: Advanced Edits
Ongoing	Unit 4- Telling A Story	4.1: Subject Matter in Photography 4.2: Photojournalism 4.3 Photography 4.4: Panoramic Photography & Panography 4.5: Photography that tells a story
Ongoing	Unit 5- Pushing Boundaries in Photo Composition	5.1: Long Exposures, light painting 5.2: Refraction and reflection 5.3: Aqueous photography 5.4: Forced perspective
1 Week(s)	Unit 6- Pushing Boundaries In Editing: Student Directed	6.1: Advanced Editing and Photo Manipulation Project
1 Week(s)	Unit 7- Personal Style and Technique	7.1: Photographers & their styles 7.2: Photographer presentation 7.3: Personal Style

1 Week(s)	Unit 8- Analyzing Your Knowledge and Skill of Photography	8.1: Portfolio 8.2: Reflection 8.3: Writing and artistic statement
1 Day(s)	Unit 9- Final Critique	9.1: Self Evaluation 9.2: Class Critique and Discussion
Ongoing	Unit 10- Strategies to Build One's Own Vocabulary	10.1: Logging with Words and Images 10.2: Chaos to Categories 10.3: Rate and Log 10.4: Pencil to Publish 10.5: Vocabulary Dice
Ongoing	Unit 11- Content Area Reading	11.1: Thinking About Content
Ongoing	Unit 12- Discussion and Presentation	12.1: Listening 12.2: Presenting 12.3: Discussing 12.4: Evaluation
Ongoing	Unit 13- Thinking Maps to Organize and Remember	13.1: Circle Map 13.2: Bubble Map 13.3: Double Bubble Map 13.4: Tree Map 13.5: Flow Map 13.6: Multi-Flow Map 13.7: Brace Map 13.8: Analogy or Bridge Map 13.9: Multiple Features Map
Ongoing	Unit 14- Six Trait Writing Application	14.1: Ideas 14.2: Organization 14.3: Word Choice 14.4: Sentence Fluency 14.5: Conventions

UNIT 1: Introduction & History

Duration of Unit: 2 Day(s)

Description of Unit: You will learn how photography was invented and how the process of photography has changed over the years to the present digitized operations. An overview of 35MM camera operation will be presented, manual and digital, and you will begin to practice the functions of digital SLR camera operation.

Essential Questions and/or Enduring Understandings:

1.1: The History of Photography

1.2: Differences in Manual and Digital Photography

ESSENTIAL Standards	Topics	Learning Targets
	1.1	Students will be familiar with and be able to discuss the similarities and differences between manual and digital.
	1.2	Students will be familiar with and be able to explain the similarities and differences between manual and digital SLRs.
		Students will be familiar with and be able to discuss the similarities and differences between manual and digital photography.

UNIT 2: Using the Digital SLR

Ongoing

Description of Unit: You will learn about the equipment involved with digital photography including, but not limited to, digital SLR camera, point and shoot camera, tripod, lenses, filters, batteries, chargers, cases, computer, software, etc.

Essential Questions and/or Enduring Understandings:

2.1: Tools for digital photography and how to care for them and use them

2.2: The Digital 35mm SLR, Parts, and How it works

2.3: Photographic Composition		
ESSENTIAL Standards	Topics	Learning Targets
	2.1	Students will be able to identify, describe, and use various lenses.
		Students will save examples of all photos discussed in class for their portfolios.
	2.2	Students will learn and be able to describe how the digital 35mm SLR works.
		Students will learn and be able to identify the parts of the digital 35mm SLR camera.
		Students will learn how to use the light meter and properly "set the exposure".
	2.3	Students will learn and apply these basics to their own photographic expressions.
		Students will save examples of all photos discussed in class for their portfolios.

UNIT 3: The Digital Darkroom

Duration of Unit: Ongoing

Description of Unit: Students will learn how to use various software applications to edit their photography. They will also be introduced to a wide range of editing processes and techniques they will include in their portfolios.

Academic Vocabulary: Photoshop, toolbox, desktop, upload, download, image size, file compression, jpg, RAW

Essential Questions and/or Enduring Understandings:

3.1: Basic Edits

3.2: Intermediate Edits

3.3: Advanced Edits

ESSENTIAL Standards	Topics	Learning Targets
---------------------	--------	------------------

	3.1	Students will apply what they learn and save examples of their basic edits for their portfolios.
	3.2	Students will apply learning and save examples of intermediate editing processes and techniques for their portfolios.
	3.3	Students will apply learning and save examples of advanced editing processes and techniques for their portfolios.

UNIT 4: Telling a Story

Ongoing

Description of Unit: Students will learn about several specific types of photographic art and expression including photojournalism, series photography, panoramic photography, and panography. They will also learn how subject matter or content can affect the mood or message of a photo. They will learn how to effectively utilize each of these to tell a story or express an emotion.

Essential Questions and/or Enduring Understandings:

- 4.1: Subject Matter in Photography
- 4.2: Photojournalism
- 4.3 Photography
- 4.4: Panoramic Photography & Panography
- 4.5: Photography that tells a story

ESSENTIAL Standards	Topics	Learning Targets
	4.1	Students will apply learning and save examples of different subject matter for their portfolios.
	4.2	Students will be able to explain and/or describe photojournalism and its significance in history.
		Students will be able to effectively photograph from a photojournalistic perspective.
	4.3	Students will be able to explain and/or describe series photography.
		Students will be able to effectively photograph in a series.

	4.4	Students will be able to describe the process and identify panoramic photography.
		Students will be able to effectively record and edit panoramic images.
		Students will be able to describe the process and identify panoramic photography.
		Students will be able to record and edit panoramic images.
	4.5	Students will include at least one photojournalistic image, series, and macro image in their photography portfolio.

UNIT 5: Pushing Boundaries in Photo Composition

Ongoing

Description of Unit: You will learn about various creative and/or abstract ways to use the camera as an expressive tool in creating photography as art. You will learn about reflective and refractive photography, aqueous photography, forced perspective, bokeh, and how to capture light with long exposures.

Essential Questions and/or Enduring Understandings:

- 5.1: Light painting
- 5.2: Refraction and reflection
- 5.3: Aqueous photography
- 5.4: Forced perspective
- 5.5: Bokeh

ESSENTIAL Standards	Topics	Learning Targets
	5.1	Students will review and understand how shutter speed relates to capturing light and light trails in photographs. They will be able to “paint with light”.
	5.2	Students will understand the differences between refraction and reflection and be able to use tools to creatively demonstrate each in photographic works.
	5.3	Students will be able to create aqueous photos.

	5.4	Students will understand the principles of forced perspective and demonstrate their knowledge in forced perspective photos.
	5.5	Students will be able to create and use masks to create bokeh in photos.

UNIT 6: Pushing Boundaries: Student Directed Advanced Editing and Photo Manipulation

Duration of Unit: 1 Week(s)

Description of Unit: Students will have the opportunity to use skills they have developed in class to try more advanced editing techniques and projects. They will have a choice of projects and tutorials they will complete for their digital portfolio.

Academic Vocabulary: Photoshop, screen, layer, texture, filter

Essential Questions and/or Enduring Understandings:

6.1: Advanced Editing and Photo Manipulation Project

ESSENTIAL Standards	Topics	Learning Targets
	6.1	Students will complete 2-4 advanced editing projects to include in their photography portfolios.

UNIT 7: Personal Style & Technique

Duration of Unit: 1 Week(s)

Description of Unit: You will be informed of several different photographers, their styles, and techniques. After exposure to reading and lectures, you will be assigned a presentation on a photographer of your choice. In addition, you will continue to take photos, working to improve the quality of your images and to further develop your personal style.

Academic Vocabulary: Ansel Adams, Jerry Uelsmann

Essential Questions and/or Enduring Understandings:

7.1: Photographers & their styles

7.2: Photographer presentation
6.3: Personal Style

ESSENTIAL Standards	Topics	Learning Targets
	7.1	Students will be able to identify various photographers and their work.
	7.2	Students will research a photographer of their choice.
		Students will give a presentation on the photographer of their choice.
	7.3	Students will be able to identify their own personal photographic style.

UNIT 8: Analyzing Your Knowledge and Skill of Photography

Duration of Unit: 1 Week(s)

Description of Unit: The culminating project in this course is a digital portfolio of your work. You will include written reflections of your pieces, analyzing your photography from an artistic viewpoint in terms of composition, visual expression, and technique. You will also include an artistic statement discussing your style, content, and the messages you are trying to convey to your viewers.

Academic Vocabulary: Critique, Analyze, Interpret, Judge

Essential Questions and/or Enduring Understandings:

8.1: Portfolio

8.2: Reflection

8.3: Writing and artistic statement

ESSENTIAL Standards	Topics	Learning Targets
	8.1	Students will identify quality work to include in their digital portfolios.
	8.2	Students will write reflections for every photograph included in their digital portfolios.

	8.3	Students will write a photographic artistic statement to be included in their digital portfolios.
--	------------	---

UNIT 9: Final Critique

Duration of Unit: 1 Week(s)

Description of Unit: Prior to class discussion students will use a teacher created checklist to help formulate a complete written self evaluation of an original photographic piece and present work to the class.

Academic Vocabulary: Critique, Analyze, Interpret, Judge

Essential Questions and/or Enduring Understandings:

9.1: Self Evaluation

9.2: Class Critique and Discussion

ESSENTIAL Standards	Topics	Learning Targets
	9.1	Students will prepare and present the finest work to class.
	9.2	Students will participate in class critique of student work and class discussion.
		Students will prepare and present the finest work to class.

UNIT 10: Strategies to Build One's Own Vocabulary

Duration of Unit: Ongoing

Description of Unit: These are strategies for the students. As students gain control of these vocabulary tools they will be able to increase vocabulary proficiency as they gain new knowledge and manipulate content.

Essential Questions and/or Enduring Understandings:

10.1: Logging with Words and Images

10.2: Chaos to Categories
 10.3: Rate and Log
 10.4: Pencil to Publish
 10.5: Vocabulary Dice

ESSENTIAL Standards	Topics	Learning Targets
	10.1	Students will record important concepts and continually evaluate their own understanding of content. Record the words, phrases, and pictures that come to mind as your understanding grows.
	10.2	Students will develop thinking about relationships between concepts and solidify their understanding.
	10.3	Students will explain ever-changing understandings and reshape schema.
	10.4	Students will connect new knowledge to make meaning and think ahead while reading.
	10.5	Students will develop relationships between concepts.

UNIT 11: Content Area Reading

Duration of Unit: Ongoing

Description of Unit: When students read in the content areas they interact with the text before, during, and after reading. Reading strategies draw on the different approaches that good readers use to read actual text in their classrooms. These strategies include making connections, questioning, inferring, determining importance, visualizing, synthesizing, and monitoring for meaning.

Essential Questions and/or Enduring Understandings:

11.1: Thinking About Content

ESSENTIAL Standards	Topics	Learning Targets
	11.1	Students will continue to apply a variety of reading strategies in an EnCore area. A menu of strategies titles will be added here as identified appropriate for art content.

UNIT 12: Discussion and Presentation

Duration of Unit: Ongoing

Description of Unit: Throughout the term students will be expected to present and discuss their works in a classroom setting and in a critique format. They should be able to express their views and ideas using elements and principles of art and correct terminology. They should also be able to express these views and ideas in writing if required.

Essential Questions and/or Enduring Understandings:

- 12.1: Listening
- 12.2: Presenting
- 12.3: Discussing
- 12.4: Evaluation

ESSENTIAL Standards	Topics	Learning Targets
	12.1	Students will listen to others describe and critique their work as well as the work of others.
	12.2	Students will present their work to the class through verbal critique.
	12.3	Students will discuss the strengths and weaknesses of their own artwork and the artwork of others in small groups and classroom settings.
	12.4	Students will evaluate their own artwork through written critiques and self assessments.

UNIT 13: Thinking Maps to Organize and Remember

Duration of Unit: Ongoing

Description of Unit: As students manipulate content in a Thinking Map they gain awareness and increased understanding of the content area concepts.

Essential Questions and/or Enduring Understandings:

- 13.1: Circle Map
- 13.2: Bubble Map
- 13.3: Double Bubble Map
- 13.4: Tree Map
- 13.5: Flow Map
- 13.6: Multi-Flow Map
- 13.7: Brace Map
- 13.8: Analogy or Bridge Map
- 13.9: Multiple Features Map

ESSENTIAL Standards	Topics	Learning Targets
	13.1	Students will generate relevant information or seek context using a circle map.
	13.2	Students will organize attributes, traits, properties or descriptions with a bubble map.
	13.3	Students will compare and contrast using a double bubble map.
	13.4	Students will construct a Tree Map to classify or sort main ideas from details.
	13.5	Students will organize sequences, develop timelines and show chronological order.
	13.6	Students will organize cause and effect information and make predictions.
	13.7	Students will organize information for technical writing.
		Students will organize information from whole to part.
		Students will recognize physical relationships of an object.
	13.8	Students will compare and reason analogies.
		Students will solve analogies.
	13.9	Students will classify multiple sources of information.
		Students will organize information by attributes, traits or properties.

UNIT 14: Six Trait Writing Application

Duration of Unit: Ongoing

Description of Unit: The LCASD uses the Six Trait Writing Model as a framework for teaching stronger writing skills within actual student writing activities. It is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like. EnCore areas use the common language and apply some of the traits as related to their subject area.

Essential Questions and/or Enduring Understandings:

14.1: Ideas

14.2: Organization

14.3: Word Choice

14.4: Sentence Fluency

14.5: Conventions

ESSENTIAL Standards	Topics	Learning Targets
	14.1	Students will practice and apply the IDEA trait to writing activities.
	14.2	Students will practice and apply the ORGANIZATION trait to writing activities.
	14.3	Students will practice and apply the WORD CHOICE trait to writing activities.
	14.4	Students will practice and apply the SENTENCE FLUENCY trait to writing activities.
	14.5	Students will practice and apply the CONVENTIONS trait to writing activities.