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| COMMERCIAL PHOTOGRAPHY |
| **Course:** Digital Photography 2 | **Total Framework Hours up to:** 70 |
| **CIP Code:** 500406 | **Exploratory  Preparatory**  | **Date Last Modified:** April 2020 |
| **Career Cluster:** Arts & Technology | **Cluster Pathway:** Visual Art |
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| **UNIT 1: Employability** |
| **Performance Assessments:** Through a variety of simulations, students will demonstrate workplace-appropriate skills. Students will understand the importance of employability skills and relate these skills to their employment goals. |
| **Leadership Alignment****Activities:**Throughout the semester, students develop a cumulative digital portfolio, showcasing their artistic design and technical camera/editing skills. While creating this portfolio, students will learn employability skills, develop group skills and will take on leadership roles within the classroom.**21st Century Skills:**Think CreativelyCommunicate ClearlyAccess and evaluate InformationWork IndependentlyGuide and Lead Others |
| ***STANDARDS AND COMPETENCIES*** |
| **Standard/Unit 1: Employability skills and requirements** |
| **Competencies/Learning Targets** | **Total Learning Hours for Unit: 10** |
| Evaluate industries, organizations, and careers based on multiple sources of research and informationAssess interest areas to determine potential career pathwaysDevelop a career plan with alternativesDemonstrate employability skills needed to get and keep a jobAssess alternative occupational choices (e.g. working conditions, benefits, and opportunities to change)Apply strategies to enhance effectiveness of all types of communications in the workplaceApply reading skills and strategies to work-related documentsLocate information from books, journals, magazines, and the InternetApply basic writing skills to work-related communicationWrite work-related materialsExplain information presented graphicallyUse writing/publishing/presentation applicationsApply basic skills for work-related oral communicationLead formal and informal group discussionsDemonstrate effective negotiation and conflict managementApply active listening skills to obtain and clarify informationCommunicate with others in a diverse workforceDemonstrate skills used to define and analyze a given problemExplain the importance and dynamics of individual and teamwork approaches of problem solvingDescribe methods of researching and validating reliable information relevant to the problemExplain strategies used to formulate ideas, proposals and solutions to problemsSelect potential solutions based on reasoned criteriaImplement and evaluate solution(s)Identify time management and task prioritization skillsExplain the importance of following workplace etiquette/protocolDemonstrate willingness to learn and further develop skillsDemonstrate self-management skillsDescribe the importance of having a positive attitude and techniques that boost moraleShow initiative by coming up with unique solutions and taking on extra responsibilitiesExplain the importance of setting goals and demonstrate the ability to set, reach, and evaluate goalsExplain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase prideValue the importance of professionalism, including reliability, honesty, responsibility, and ethicsDemonstrate a respect for diversity and its benefit to the workplace |
| ***Aligned Washington State Standards*** |
| **COMMON CORE****Speaking and Listening Standards** |  |
| **Educational Technology** | **4.a.** Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.***4.b.*** *Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.***4.c.** Students develop, test and refine prototypes as part of a cyclical design process.**4.d.** Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. |
| **Math** |  |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific  textual evidences when writing or speaking to support conclusions drawn from the text (Text may include Photography documents  and exemplars or other artworks).CCSS.ELA-Literacy.CCRA.R.4 Interpret words, phrases, and images as they are used in visual or written text, including: determining audience, purpose, and meaning; analyzing how specific word or artistic choices shape meaning or tone. |
| **Social Studies** |  |
| **Writing****COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Media Art Standards** | Anchor 1.1 Generate and conceptualize artistic ideas and work. Performance Standard (VA:Cr1.1.I)a. Use multiple approaches to begin creative endeavors. Anchor 1.2 Performance Standard (VA:Cr1.2.I)a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. Anchor 2.1 Organize and develop artistic ideas and work. Performance Standard (VA:Cr2.1.I)a. Engage in making a work of art or design without having a preconceived plan. Anchor 2.2 Performance Standard (VA:Cr2.2.I) a. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. Anchor 2.3 Performance Standard (VA:Cr2.3.I) a. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. Anchor 3 Refine and complete artistic work. Performance Standard (VA:Cr3.1.I) a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. Anchor 4 Select, analyze and interpret artistic work for presentation. Performance Standard (VA:Pr4.1.I)a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation. Anchor Standard 5 Develop and refine artistic techniques and work for presentation. Performance Standard (VA:Pr5.1.I) a. Analyze and evaluate the reasons and ways an exhibition is presented. Anchor 6 Convey meaning through the presentation of artistic work. Performance Standard (VA:Pr6.1.I) a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.Anchor 7.1 Perceive and analyze artistic work. Performance Standard (VA:Re7.1.II)a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. Anchor 7.2 Performance Standard (VA:Re7.2.II)a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. Anchor 8 Interpret intent and meaning in artistic work. Performance Standard (VA:Re8.1.II)a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. Anchor 9 Apply criteria to evaluate artistic work. Performance Standard (VA:Re9.1.II)a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works. Anchor 10 Synthesize and relate knowledge and personal experiences to make art. Performance Standard (VA:Cn10.1.II) a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art- making. Anchor 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Performance Standard (VA:Cn11.1.II) a. 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.  |

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| **UNIT 2: Health and Safety** |
| **Performance Assessments:** Individually, students will research and analyze the health and safety issues of digital photography. Merging their individual knowledge, student teams will report their findings to the class. In classroom practices, students will observe and practice safety guidelines. |
| **Leadership Alignment****Activities:**Students will research and analyze individually health and safety issues of photography.Students will collaborate and present findings to classStudents will demonstrate the ability to train others to understand rules and expectations; and to follow those rules and expectations.**21st Century Skills:**Communicate ClearlyCollaborate with OthersAccess and evaluate InformationUse and Manage InformationCreate Media ProductsManage Goals and TimeWork IndependentlyBe Self-Directed LearnersInteract Effectively with Others |
| ***STANDARDS AND COMPETENCIES*** |
| **Standard/Unit 2: Health and Safety Issues of Digital Photography** |
| **Competencies/Learning Targets** | **Total Learning Hours for Unit: 2**  |
| Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational areaIdentify and apply EPA and other environmental protection regulations that apply to specific tasks and jobs in the occupational areaList penalties for non-compliance with appropriate health and safety regulationsIdentify contact information for appropriate health and safety agencies and resourcesCreate a systematic safety program which would achieve OSHA compliance and promote a safe working environmentIllustrate a safe environment for students in printingIdentify, describe and demonstrate personal, shop and job site safety practices and proceduresDemonstrate safe dress and use of relevant safety gear and personal protective equipment (PPE), including wrist rests, adjustable workspaces and equipment, gloves, boots, earplugs, eye protection, and breathing apparatusIllustrate appropriate safe body mechanics, including proper lifting techniques and ergonomicsLocate emergency equipment in your lab, shop, and classroom, including (where appropriate) eyewash stations, shower facilities, sinks, fire extinguishers, fire blankets, telephone, master power switches, and emergency exitsDemonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroomDescribe safety practices and procedures to be followed when working with and around electricityDemonstrate proper workspace cleaning proceduresIllustrate First Aid procedures for potential injuries and other health concerns in the occupational areaDescribe the importance of emergency preparedness and an emergency action planIllustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up proceduresIdentify practices used to avoid accidentsIdentify and describe fire protection, precautions and response proceduresDiscuss the role of the individual and the company/organization in ensuring workplace safetyDiscuss ways to identify and prevent workplace/school violenceDemonstrate preventive maintenance and lubrication proceduresDemonstrate awareness that all machine guards are in place and operating properly before using equipment |
| ***Aligned Washington State Standards*** |
| **COMMON CORE****Speaking and Listening Standards** |  |
| **Educational Technology** | **2.b.** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. |
| **Math** |  |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific  textual evidences when writing or speaking to support conclusions drawn from the text (Text may include rubrics and exemplars or other artworks).CCSS.ELA-Literacy.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact (in preparing to develop their own series of artworks for their portfolio). |
| **Social Studies** |  |
| **Writing****COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Art** | Anchor 2.2 Performance Standard (VA:Cr2.2.I) a. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.  |

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| **UNIT 3: Photography-Based Careers** |
| **Performance Assessments:** Students are exposed to careers through at least two speakers who visit and show students photographic products and related photography careers.After researching three diverse photography-based careers, students create a brochure highlighting one career, employing the principles of design in the layout of the brochure.  |
| **Leadership Alignment****Activities:**Students will conduct research using the internet on photography based careers and create a brochureGuest Speakers will present products and careers**21st Century Skills:**Access and evaluate InformationUse and Manage InformationCreate Media ProductsApply Technology EffectivelyManage Goals and TimeWork IndependentlyBe Self-Directed Learners |
| ***STANDARDS AND COMPETENCIES*** |
| **Standard/Unit 3: Photography-based Careers** |
| **Competencies/Learning Targets** | **Total Learning Hours for Unit: 3** |
| Students will be aware of the many jobs and careers in the photography industries and the requirements and skills needed to get those jobsStudents will compare their own personal qualities to those that would be compatible with this type of workBe aware of portfolio strategies that are audience specificCreate a portfolio of work - This is happening throughout the duration of the course. |
| ***Aligned Washington State Standards*** |
| **COMMON CORE****Speaking and Listening Standards** |  |
| **Educational Technology** | **7.a.** Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.**7.b.** Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.**7.c.** Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.**7.d.** Students explore local and global issues and use collaborative technologies to work with others to investigate solutions |
| **Media Arts** | Anchor 1.1 Generate and conceptualize artistic ideas and work. Performance Standard (VA:Cr1.1.I)a. Use multiple approaches to begin creative endeavors. Anchor 1.2 Performance Standard (VA:Cr1.2.I)a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.Anchor 4 Select, analyze and interpret artistic work for presentation. Performance Standard (VA:Pr4.1.I)a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation.  |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidences when writing or speaking to support conclusions drawn from the text (Text may include step by step instructions, youtube videos, and artworks).CCSS.ELA-Literacy.CCRA.R.4. Interpret words, phrases, and images as they are used in visual or written text, including: determining audience, purpose, and meaning; analyzing how specific word or artistic choices shape meaning or tone. CCSS.ELA-Literacy.CCRA.R.5. Analyze the structure of written and visual texts, including how specific sentences, paragraphs, and large portions of the text (e.g. steps in a process, clips, art elements, and principles of design) relate to each other and the whole.CCSS.ELA-Literacy.CCRA.R.6. Assess how point of view or purpose shapes the content and style of a written or visual text.CCSS.ELA-Literacy.CCRA.R.7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.CCSS.ELA-Literacy.CCRA.R.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take (Texts may be forms of art media, artworks, or written texts). |
| **Social Studies** |  |
| **Writing****COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Language****COMMON CORE** |  |

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| **UNIT 4: Legal and Ethical Business Practices** |
| **Performance Assessments:** Students are exposed to copyright photographs. Students know how to identify non-copyright photographs, and use them in their Career brochure. |
| **Leadership Alignment****Activities:**Students will analyze whether a photo can be legally used within their publication.**21st Century Skills:**Reason EffectivelyMake Judgments and DecisionsAnalyze MediaManage ProjectsProduce Results |
| ***STANDARDS AND COMPETENCIES*** |
| **Standard/Unit 4:** **Legal and Ethical Business Practices** |
| **Competencies/Learning Targets**  | **Total Learning Hours for Unit: 5** |
| Understand legal practices such as copyright, work for hire and royaltiesSpeak about photographs and present your work to student competitionsUnderstand business ethics |
| ***Aligned Washington State Standards*** |
| **COMMON CORE****Speaking and Listening Standards** |  |
| **Educational Technology** | **2.a.** Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.**2.b.** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.**2.c.** Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.**2.d.** Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. |
| **Math** |  |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidences when writing or speaking to support conclusions drawn from the text (Text may include step by step instructions, youtube videos, and artworks).CCSS.ELA-Literacy.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.CCSS.ELA-Literacy.CCRA.R.7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| **Media Arts** | Anchor 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Performance Standard (VA:Cn11.1.II) a. 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.  |
| **Writing****COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Language****COMMON CORE** |  |

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| **UNIT 5: Critique**  |
| **Performance Assessments:** Students will self-assess and critique their own work and write an analysis of their own work. Students will be assessed based on their written analysis following the steps of art criticism.Students will assess the works of others, and critique their work and write an analysis of their work. Students will be assessed based on their written analysis following the steps of art criticism.Students will be involved with informal critiques throughout the coursework. |
| **Leadership Alignment****Activities:**Students will work independently and in teams to plan, organize, and critique photos - This occurs in multiple units throughout the duration of the courseStudents will analyze photos and other media messages looking for specific items outlined in a rubric. Students will analyze their own and each other's photos based on given rubrics.Students will use their iPads to critique photos.Students will evaluate their own photo work and reflect on their work within their team using a given rubric and self-evaluation form.**21st Century Skills:**Think CreativelyWork Creatively with OthersImplement InnovationsReason Effectively**U**se Systems ThinkingMake Judgments and DecisionsCommunicate ClearlyCollaborate with OthersAccess and evaluate InformationManage Goals and TimeWork IndependentlyBe Self-Directed LearnersInteract Effectively with OthersWork Effectively in Diverse TeamsGuide and Lead OthersBe Responsible to Others |
| ***STANDARDS AND COMPETENCIES*** |
| **Standard/Unit 5: Steps of Art Critique, Theories and Qualities of Art Criticism** |
| **Competencies/Learning Targets** | **Total Learning Hours for Unit: 5** |
| Students will know the steps and process of an art critique.Students will know the theories of art criticism, and the corresponding qualities of artwork.Students will critique their own artwork and that of their peers, following the art critique steps and process.Students will revise their artwork, based on input from the critique.Students will be able to discuss and debate the possible intention of various photographsStudents will use reflection in evaluation of their own work |
| ***Aligned Washington State Standards*** |
| **COMMON CORE****Speaking and Listening Standards** |  |
| **Educational Technology** | **7.a.** Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.**7.b.** Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.**7.c.** Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.**7.d.** Students explore local and global issues and use collaborative technologies to work with others to investigate solutions. |
| **Math** |  |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidences when writing or speaking to support conclusions drawn from the text (Text include student artwork and artist statements).CCSS.ELA-Literacy.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.CCSS.ELA-Literacy.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact.CCSS.ELA-Literacy.CCRA.R.4. Interpret words, phrases, and images as they are used in visual or written text, including: determining audience, purpose, and meaning; analyzing how specific word or artistic choices shape meaning or tone. CCSS.ELA-Literacy.CCRA.R.5. Analyze the structure of written and visual texts, including how specific sentences, paragraphs, and large portions of the text (e.g. artist statements, art elements, and principles of design) relate to each other and the whole.CCSS.ELA-Literacy.CCRA.R.6. Assess how point of view or purpose shapes the content and style of a written or visual text. |
| **Media Arts** | Anchor Standard 5 Develop and refine artistic techniques and work for presentation. Performance Standard (VA:Pr5.1.I) a. Analyze and evaluate the reasons and ways an exhibition is presented. Anchor 6 Convey meaning through the presentation of artistic work. Performance Standard (VA:Pr6.1.I) a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.Anchor 7.1 Perceive and analyze artistic work. Performance Standard (VA:Re7.1.II)a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. Anchor 7.2 Performance Standard (VA:Re7.2.II)a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. Anchor 8 Interpret intent and meaning in artistic work. Performance Standard (VA:Re8.1.II)a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.  |
| **Writing****COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Language****COMMON CORE** |  |

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| **UNIT 6: Lens Operation and Control** |
| **Performance Assessments:** Students will research the characteristics, attributes, and purposes of a variety of lenses. Students will use a variety of lenses, according to the purpose of the photograph and environmental conditions. Students will demonstrate learning through submitted photographs. Students develop a cumulative digital portfolio, showcasing their artistic design and technical camera/editing skills |
| **Leadership Alignment****Activities:**Working in cooperative groups, students will create portfolios showcasing their photography creations using their own or team-generated ideas. - This occurs in multiple units throughout the duration of the course.Students will work independently and in teams to plan, organize, and create photos - This occurs in multiple units throughout the duration of the course.Students will use the appropriate software and hardware to create and edit photos. - This occurs in multiple units throughout the duration of the course.Students will create photos for a variety of real and/or simulated customersStudents will use their iPads and other hardware and software to create and edit photos. - This occurs in multiple units throughout the duration of the course.In teams, students will plan, organize, and create their own photo projects managing all project details. - This occurs in multiple units throughout the duration of the course.Student teams will self-manage through most of the photography projects.**21st Century Skills:**Think CreativelyWork Creatively with OthersImplement InnovationsMake Judgments and DecisionsCommunicate ClearlyCreate Media ProductsApply Technology EffectivelyManage Goals and TimeWork IndependentlyBe Self-Directed LearnersBe Responsible to Others |
| ***STANDARDS AND COMPETENCIES*** |
| **Standard/Unit 6: Lens Operation and Control** |
| **Competencies/Learning Targets** | **Total Learning Hours for Unit: 5** |
| Understand the differences between lenses of different focal lengths for different camerasIdentify special purpose lensesBe familiar with both methods of focusing (manually and automatically)Understand the relationship between f/stop (aperture) and depth of fieldUnderstand the relationship between focal length and perspectiveWork effectively in close-up situationsKnow how to purchase lenses for a variety of purposes and care for them properly |
| ***Aligned Washington State Standards*** |
| **COMMON CORE****Speaking and Listening Standards** |  |
| **Educational Technology** | **1.a**. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.**1.b.** Students build networks and customize their learning environments in ways that support the learning process.**1.c.** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**1.d.** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.**5.b.** Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.***5.c.*** *Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.***5.d.** Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. |
| **Math** |  |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.CCSS.ELA-Literacy.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact (when choosing artwork to display). |
| **Media Arts** | Anchor 1.1 Generate and conceptualize artistic ideas and work. Performance Standard (VA:Cr1.1.I)a. Use multiple approaches to begin creative endeavors. Anchor 1.2 Performance Standard (VA:Cr1.2.I)a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. Anchor 2.1 Organize and develop artistic ideas and work. Performance Standard (VA:Cr2.1.I)a. Engage in making a work of art or design without having a preconceived plan.Anchor 7.1 Perceive and analyze artistic work. Performance Standard (VA:Re7.1.II)a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. Anchor 7.2 Performance Standard (VA:Re7.2.II)a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. Anchor 8 Interpret intent and meaning in artistic work. Performance Standard (VA:Re8.1.II)a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.  |
| **Writing****COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Language****COMMON CORE** |  |

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| **UNIT 7: Exposure** |
| **Performance Assessments:** Students will experiment with a variety of exposures using digital SLR cameras, noting camera settings and the related exposure. Students will adjust exposure value in over-lit and shaded environments. Student teams will communicate what they have learned through a team project. Individually, students will demonstrate learning through submitted photographs. |
| **Leadership Alignment****Activities:**Working in cooperative groups, students will create portfolios showcasing their photography creations using their own or team-generated ideas. - This occurs in multiple units throughout the duration of the course.Students will work independently and in teams to plan, organize, and create photos. - This occurs in multiple units throughout the duration of the course.Students will use the appropriate software and hardware to create and edit photos. - This occurs in multiple units throughout the duration of the course.Students will create photos for a variety of real and/or simulated customers. - This occurs in multiple units throughout the duration of the course.Students will use their iPads and other hardware and software to create and edit photos. - This occurs in multiple units throughout the duration of the course.In teams, students will plan, organize, and create their own photo projects managing all project details. - This occurs in multiple units throughout the duration of the course.Student teams will self-manage through most of the photography projects. - This occurs in multiple units throughout the duration of the course.Students will produce photos for use in the school and community.Students will take turns as team leads.Students will assess their own and each other's effectiveness as a member of a team.**21st Century Skills:**Think CreativelyWork Creatively with OthersImplement InnovationsMake Judgments and DecisionsCommunicate ClearlyCreate Media ProductsApply Technology EffectivelyManage Goals and TimeWork IndependentlyInteract Effectively with OthersWork Effectively in Diverse TeamsBe Self-Directed LearnersBe Responsible to Others |
| ***STANDARDS AND COMPETENCIES*** |
| **Standard/Unit 7: Exposure and exposure values** |
| **Competencies/Learning Targets** | **Total Learning Hours for Unit: 5** |
| Understand the relationship between the shutter, light and sensor sensitivity (ISO)Understand how to convey motion in a still photographUnderstand how the aperture of the camera works in relation to lightUnderstand the concept of depth of field and how to control itUnderstand the relationship between and different attributes of aperture, shutter choice, and sensor sensitivity (ISO)Understand how to use shutter speed and aperture to control exposure and sensor sensitivity (ISO)Understand how to use a camera and avoid or control blur in your imagesUnderstand the concept of equivalent exposures and how to achieve and apply themUnderstand how exposure meters workUse in-camera exposure metersUnderstand how automatic exposure systems operateBe able to deal with hard-to-meter scenes. |
| ***Aligned Washington State Standards*** |
| **COMMON CORE****Speaking and Listening Standards** |  |
| **Educational Technology** | **1.a**. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.**1.b.** Students build networks and customize their learning environments in ways that support the learning process.**1.c.** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**1.d.** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.**5.a**. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.**5.b.** Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.***5.c.*** *Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.***5.d.** Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. |
| **Media Arts** | Anchor 1.1 Generate and conceptualize artistic ideas and work. Performance Standard (VA:Cr1.1.I)a. Use multiple approaches to begin creative endeavors. Anchor 1.2 Performance Standard (VA:Cr1.2.I)a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. Anchor 2.1 Organize and develop artistic ideas and work. Performance Standard (VA:Cr2.1.I)a. Engage in making a work of art or design without having a preconceived plan.Anchor 7.1 Perceive and analyze artistic work. Performance Standard (VA:Re7.1.II)a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. Anchor 7.2 Performance Standard (VA:Re7.2.II)a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. Anchor 8 Interpret intent and meaning in artistic work. Performance Standard (VA:Re8.1.II)a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.  |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.CCSS.ELA-Literacy.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact (when choosing artwork to display). |
| **Social Studies** |  |
| **Writing****COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Language****COMMON CORE** |  |

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| **UNIT 8: Lighting for Photography** |
| **Performance Assessments:** Students will use natural and artificial light for a variety of effects and purposes. Students will demonstrate learning through submitted photographs and written self-evaluation. |
| **Leadership Alignment****Activities:**Working in cooperative groups, students will create portfolios showcasing their photography creations using their own or team-generated ideas. - This occurs in multiple units throughout the duration of the course.Students will work independently and in teams to plan, organize, and create photos. - This occurs in multiple units throughout the duration of the course.Given a variety of situations (wedding photography on short notice, wildlife photography with dangerous animals, baby photography with uncooperative subjects, etc.), students will show their problem-solving skills in written statements and in simulations.Students will use the appropriate software and hardware to create and edit photos. - This occurs in multiple units throughout the duration of the course.Students will create photos for a variety of real and/or simulated customersStudents will use their iPads and other hardware and software to create and edit photos. - This occurs in multiple units throughout the duration of the course.In teams, students will plan, organize, and create their own photo projects managing all project details. - This occurs in multiple units throughout the duration of the course.Student teams will self-manage through most of the photography projects. - This occurs in multiple units throughout the duration of the course.Students will produce photos for use in the school and community. - This occurs in multiple units throughout the duration of the course.Students will take turns as team leads. - This occurs in multiple units throughout the duration of the course.Students will assess their own and each other's effectiveness as a member of a team. - This occurs in multiple units throughout the duration of the course.**21st Century Skills**Think CreativelyWork Creatively with OthersImplement InnovationsMake Judgments and DecisionsCommunicate ClearlyCreate Media ProductsApply Technology EffectivelyManage Goals and TimeWork IndependentlyInteract Effectively with OthersWork Effectively in Diverse TeamsBe Self-Directed LearnersBe Responsible to Others |
| ***STANDARDS AND COMPETENCIES*** |
| **Standard/Unit 8: Lighting for Photography** |
| **Competencies/Learning Targets** | **Total Learning Hours for Unit: 10** |
| Understand the basic concepts of degree of diffusion and direction of lightShoot effectively with available lightUnderstand the purpose for using more than one lighting device. Understand how to position fill lights to achieve certain effects, such as studio, on-camera, existing, supplemental, and reflectors.Identify basic on-camera flash units and flash accessories, and understand how they are usedUnderstand white balance and on-camera digital filters for digital photography |
| ***Aligned Washington State Standards*** |
| **COMMON CORE****Speaking and Listening Standards** |  |
| **Educational Technology** | **1.a**. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.**1.b.** Students build networks and customize their learning environments in ways that support the learning process.**1.c.** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**1.d.** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.**5.a**. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.**5.b.** Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.***5.c.*** *Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.***5.d.** Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. |
| **Media Arts**  | Anchor 1.1 Generate and conceptualize artistic ideas and work. Performance Standard (VA:Cr1.1.I)a. Use multiple approaches to begin creative endeavors. Anchor 1.2 Performance Standard (VA:Cr1.2.I)a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. Anchor 2.1 Organize and develop artistic ideas and work. Performance Standard (VA:Cr2.1.I)a. Engage in making a work of art or design without having a preconceived plan.Anchor 7.1 Perceive and analyze artistic work. Performance Standard (VA:Re7.1.II)a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. Anchor 7.2 Performance Standard (VA:Re7.2.II)a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. Anchor 8 Interpret intent and meaning in artistic work. Performance Standard (VA:Re8.1.II)a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.Anchor 2.2 Performance Standard (VA:Cr2.2.I) a. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.  |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.CCSS.ELA-Literacy.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact (when choosing artwork to display). |
| **Social Studies** |  |
| **Writing****COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Language****COMMON CORE** |  |

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| **UNIT 9: Image Quality** |
| **Performance Assessments:** In teams students will analyze the image quality of historical photographs, juxtaposed with the available equipment of the time. Teams will present their findings to the class. Students will explore contemporary image quality requirements to match the final format of the photograph: online vs. print. Students will demonstrate learning through submitted photographs and written self-evaluation. |
| **Leadership Alignment:****Activities:**Teams will analyze images and present findings to the classWorking in cooperative groups, students will create portfolios showcasing their photography creations using their own or team-generated ideas. - This occurs in multiple units throughout the duration of the course.Students will work independently and in teams to plan, organize, and create photos - This occurs in multiple units throughout the duration of the course.Given a variety of situations (wedding photography on short notice, wildlife photography with dangerous animals, baby photography with uncooperative subjects, etc.), students will show their problem-solving skills in written statements and in simulations.Students will use the appropriate software and hardware to create and edit photos. - This occurs in multiple units throughout the duration of the course.Students will create photos for a variety of real and/or simulated customers - This occurs in multiple units throughout the duration of the course.Students will use their iPads and other hardware and software to create and edit photos. - This occurs in multiple units throughout the duration of the course.In teams, students will plan, organize, and create their own photo projects managing all project details. - This occurs in multiple units throughout the duration of the course.Student teams will self-manage through most of the photography projects. - This occurs in multiple units throughout the duration of the course.Students will produce photos for use in the school and community. - This occurs in multiple units throughout the duration of the course.Students will take turns as team leads. - This occurs in multiple units throughout the duration of the course.Students will assess their own and each other's effectiveness as a member of a team. - This occurs in multiple units throughout the duration of the course.**21st Century Skills:**Think CreativelyWork Creatively with OthersImplement InnovationsMake Judgments and DecisionsCollaborate with OthersCommunicate ClearlyCreate Media ProductsApply Technology EffectivelyManage Goals and TimeWork IndependentlyInteract Effectively with OthersWork Effectively in Diverse TeamsBe Self-Directed LearnersBe Responsible to Others |
| ***STANDARDS AND COMPETENCIES*** |
| **Standard/Unit 9: Image Quality** |
| **Competencies/Learning Targets** | **Total Learning Hours for Unit: 10** |
| Use different types of digital cameras (resolution issues) appropriate for the assignmentControl image quality using camera settings, color control, and digital darkroom techniques |
| ***Aligned Washington State Standards*** |
| **COMMON CORE****Speaking and Listening Standards** |  |
| **Educational Technology** | **1.a**. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.**1.b.** Students build networks and customize their learning environments in ways that support the learning process.**1.c.** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**1.d.** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.**5.a**. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.**5.b.** Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.***5.c.*** *Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.***5.d.** Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. |
| **Media Arts** | Anchor 7.2 Performance Standard (VA:Re7.2.II)a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. Anchor 8 Interpret intent and meaning in artistic work. Performance Standard (VA:Re8.1.II)a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. Anchor 9 Apply criteria to evaluate artistic work. Performance Standard (VA:Re9.1.II)a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works. Anchor 10 Synthesize and relate knowledge and personal experiences to make art. Performance Standard (VA:Cn10.1.II) a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art- making. Anchor 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Performance Standard (VA:Cn11.1.II) a. 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.  |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.CCSS.ELA-Literacy.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact (when choosing artwork to display). |
| **Social Studies** |  |
| **Writing****COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Language****COMMON CORE** |  |

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| **UNIT 10: Elements/Principles** |
| **Performance Assessments:** In teams, students will create a multi-media presentation of an element and principle, using and citing a variety of sources. Teams will present their multi-media project to the class. From their learning, students will create a series of photos, focusing on a chosen element and principle. Students will demonstrate learning through submitted photographs and written self-evaluation. |
| **Leadership Alignment****Activities:**Teams will create a multimedia presentation, site sources and present to class.Students will work independently and in teams to plan, organize, and create photosStudents will use the appropriate software and hardware to create and edit photos.Students will use their iPads and other hardware and software to create and edit photos.Students will produce photos for use in the school and community.Students will take turns as team leads.Students will assess their own and each other's effectiveness as a member of a team.**21st Century Skills:**Think CreativelyWork Creatively with OthersImplement InnovationsMake Judgments and DecisionsCollaborate with OthersCommunicate ClearlyAccess and evaluate InformationUse and Manage InformationCreate Media ProductsApply Technology EffectivelyManage Goals and TimeWork IndependentlyInteract Effectively with OthersWork Effectively in Diverse TeamsBe Self-Directed LearnersBe Responsible to Others |
| ***STANDARDS AND COMPETENCIES*** |
| **Standard/Unit 10: Elements of Art and Principles of Design** |
| **Competencies/Learning Targets** | **Total Learning Hours for Unit: 10** |
| Understand the impact that framing and cropping has on an imageUnderstand how to use the “rule of thirds”Understand how to use contrast to enhance your imagesUnderstand how points of view can affect the interpretation of an imageIdentify some “rules of thumb” employed by photographers involved in portraiture and landscape including managing motion, balance, and tensionSpeak about photographs and present your work to photo competitionsCompose for specific audiences |
| ***Aligned Washington State Standards*** |
| **COMMON CORE****Speaking and Listening Standards** |  |
| **Educational Technology** | **1.a**. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.**1.b.** Students build networks and customize their learning environments in ways that support the learning process.**1.c.** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**1.d.** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.**5.a**. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.**5.b.** Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.***5.c.*** *Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.***5.d.** Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. |
| **Media Arts** | Anchor 3 Refine and complete artistic work. Performance Standard (VA:Cr3.1.I) a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. Anchor 4 Select, analyze and interpret artistic work for presentation. Performance Standard (VA:Pr4.1.I)a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation. Anchor 5 Develop and refine artistic techniques and work for presentation. Performance Standard (VA:Pr5.1.I) a. Analyze and evaluate the reasons and ways an exhibition is presented. Anchor 6 Convey meaning through the presentation of artistic work. Performance Standard (VA:Pr6.1.I) a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.Anchor 7.1 Perceive and analyze artistic work. Performance Standard (VA:Re7.1.II)a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.Anchor 7.2 Performance Standard (VA:Re7.2.II)a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. Anchor 8 Interpret intent and meaning in artistic work. Performance Standard (VA:Re8.1.II)a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. Anchor 9 Apply criteria to evaluate artistic work. Performance Standard (VA:Re9.1.II)a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works. Anchor 10 Synthesize and relate knowledge and personal experiences to make art. Performance Standard (VA:Cn10.1.II) a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art- making. Anchor 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Performance Standard (VA:Cn11.1.II) a. 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.  |
| **Reading COMMON CORE** | CCSS.ELA-Literacy.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.CCSS.ELA-Literacy.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact (when choosing artwork to display). |
| **Social Studies** |  |
| **Writing****COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Language****COMMON CORE** |  |

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| **UNIT 11: Final Portfolio** |
| **Performance Assessments:**Students will demonstrate learning through submitted photographs, self-evaluation, and photo descriptions. Photography portfolio: Students will be expected to showcase at least one artwork, showing quality. Showcase opportunities will vary depending on the timeline outlined by the student. Opportunities include in-district and out of district shows and competitions.**Assessment: Photo Final CBPA** Create an online portfolio entitled: “CBPA” using the OSPI Photography CBPA “Snack Time” directions and rubric. After creating the photographs, write a response by answering the questions in the CBPA.Alternate Performance Assessment:1. Of your 10 best photos choose your best example of Symmetrical Balance. Label the photo “Symmetrical Balance” and place it in your “CBPA” set. In the description section explain why it is your best example of symmetrical balance.
2. Of your 10 best photos choose your best example of the Rule of Thirds. Label the photo “Rule of Thirds” and place it in your “CBPA” set. In the description section explain why it is your best example of Rule of Thirds.
3. Of your 10 best photos choose your best example of Framing, label the photo “Framing”, and place it in your “CBPA” set. In the description section explain why it is your best example of Framing.
4. Paul Strand was the pioneer of “Straight Photography” Of your 10 best photos choose your best example of Straight Photography. Label the photo “Straight Photography” and place it in your “CBPA” set. In the description section explain why it is your best example of straight photography.
5. Of your 10 best photos look at the ISO, f-stop, and shutter speed. From that information you find choose a picture that will the best example of a shallow depth of field, the least possible amount of noise and will make a sharp print at an 11 X 14 inch size. In the description section explain your answer.
 |
| **Leadership Alignment****Activities:**Students will work independently and in teams to plan, organize, and create photos - This occurs in multiple units throughout the duration of the course.Students will use the appropriate software and hardware to create and edit photos. - This occurs in multiple units throughout the duration of the course.Students will use their iPads and other hardware and software to create and edit photos. - This occurs in multiple units throughout the duration of the course.Students will evaluate their own photo work and reflect on their work within their team using a given rubric and self-evaluation form.Students develop a cumulative digital portfolio, showcasing their artistic design and technical camera/editing skills**21st Century Skills:**Think CreativelyMake Judgments and DecisionsCommunicate ClearlyAccess and evaluate InformationUse and Manage InformationAnalyze MediaCreate Media ProductsApply Technology EffectivelyManage Goals and TimeWork IndependentlyBe Self-Directed LearnersManage ProjectsProduce Results |
| ***STANDARDS AND COMPETENCIES*** |
| **Standard/Unit 11: Final Portfolio** |
| **Competencies/Learning Targets**  | **Total Learning Hours for Unit: 5** |
| Students will create 2-D artwork driven by organizing the elements of art through the principles of design.Students will create 2-D artwork using a variety of composition.Students will create 2-D artwork that reveals the breadth of their technical skills and creative vision.Students will revise their art following critiques.Students will print their artwork according to industry standards.Students will mat their artwork according to industry standards.Students will display their artwork according to industry standards.Students will monitor their Student Show, noting feedback. |
| ***Aligned Washington State Standards*** |
| **COMMON CORE****Speaking and Listening Standards** |  |
| **Educational Technology** | **1.a**. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.**1.b.** Students build networks and customize their learning environments in ways that support the learning process.**1.c.** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**1.d.** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.**5.a**. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.**5.b.** Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.***5.c.*** *Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.***5.d.** Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. |
| **Media Arts** | Anchor 1.1 Generate and conceptualize artistic ideas and work. Performance Standard (VA:Cr1.1.I)a. Use multiple approaches to begin creative endeavors. Anchor 1.2 Performance Standard (VA:Cr1.2.I)a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. Anchor 2.1 Organize and develop artistic ideas and work. Performance Standard (VA:Cr2.1.I)a. Engage in making a work of art or design without having a preconceived plan. Anchor 2.2 Performance Standard (VA:Cr2.2.I) a. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. Anchor 2.3 Performance Standard (VA:Cr2.3.I) a. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. Anchor 3 Refine and complete artistic work. Performance Standard (VA:Cr3.1.I) a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. Anchor 4 Select, analyze and interpret artistic work for presentation. Performance Standard (VA:Pr4.1.I)a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation. Anchor Standard 5 Develop and refine artistic techniques and work for presentation. Performance Standard (VA:Pr5.1.I) a. Analyze and evaluate the reasons and ways an exhibition is presented. Anchor 6 Convey meaning through the presentation of artistic work. Performance Standard (VA:Pr6.1.I) a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.Anchor 7.1 Perceive and analyze artistic work. Performance Standard (VA:Re7.1.II)a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. Anchor 7.2 Performance Standard (VA:Re7.2.II)a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. Anchor 8 Interpret intent and meaning in artistic work. Performance Standard (VA:Re8.1.II)a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. Anchor 9 Apply criteria to evaluate artistic work. Performance Standard (VA:Re9.1.II)a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works. Anchor 10 Synthesize and relate knowledge and personal experiences to make art. Performance Standard (VA:Cn10.1.II) a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art- making. Anchor 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Performance Standard (VA:Cn11.1.II) a. 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.  |
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| **Social Studies** |  |
| **Writing****COMMON CORE** | CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Language****COMMON CORE** |  |
| ***21st CENTURY SKILLS*** |
| **Check those that students will demonstrate in this standard/unit:** |
| **LEARNING AND INNOVATION****Creativity and Innovation*** Think Creatively
* Work Creatively with Others
* Implement Innovations

**Critical Thinking and Problem Solving*** Reason Effectively
* **U**se Systems Thinking
* Make Judgments and Decisions
* Solve Problems

**Communication and Collaboration*** Communicate Clearly
* Collaborate with Others
 | **INFORMATION, MEDIA AND TECHNOLOGY SKILLS****Information Literacy*** Access and evaluate Information
* Use and Manage Information

**Media Literacy*** Analyze Media
* Create Media Products

**Information, Communications and Technology** **(ICT Literacy)*** Apply Technology Effectively
 | **LIFE AND CAREER SKILLS****Flexibility and Adaptability*** Adapt to Change
* Be Flexible

**Initiative and Self-Direction*** Manage Goals and Time
* Work Independently
* Be Self-Directed Learners

**Social and Cross-Cultural*** Interact Effectively with Others
* Work Effectively in Diverse Teams

**Productivity and Accountability*** Manage Projects
* Produce Results

**Leadership and Responsibility*** Guide and Lead Others
* Be Responsible to Others
 |