

**CURRICULUM GUIDE**  
**VISUAL/PERFORMING ARTS DEPT.**

|                      |                          |
|----------------------|--------------------------|
| <b>COURSE:</b>       | <b>Photography I</b>     |
| <b>Grades:</b>       | <b>9 - 12</b>            |
| <b>ADOPTED DATE:</b> | <b>JUNE, 2015</b>        |
| <b>UPDATED:</b>      | <b>DECEMBER 18, 2018</b> |

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where all students are challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially as well as contribute as responsible and productive citizens of our global community.

## **Mission Statement** **Visual & Performing Arts**

The Township of Union Visual & Performing Arts Department strives:  
To create an arts' community that is rich with cultural, social & intellectual diversity..... And, through collaborative partnerships between teachers, parents and members of the community at large, offer substantive art & music instruction and diverse artistic and performance opportunities for students of all ages.

## **Arts Vision Statement**

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

## Course Description

*Photography I* is a full year course. It is a basic photography course directed toward the appreciation of the art of photography and proficiency in the design/production of photographs. Emphasis will be placed on design characteristics of effective black and white photography, and the technical means for its production. Processes to be covered will include camera handling, lighting, film exposure, cropping, contact printing, and enlarging. Vocabulary that is specific to photography and the technical aspects of all processes are covered.

This introductory course is an exploration of traditional film based light-sensitive media. *Photography I* commences with the study of the medium as an art form. Students appreciate the art of photography and are able to place photographic works within a historical context. The students will understand and employ the basic tools and techniques of photographic exposure, printing, and enlarging. The students will apply their investigations and appreciation of the medium to the production of original photographic works of art. The students will complete a series of photography projects in accordance with the New Jersey Student Learning Standards.

As a result of the course, the students will be able to utilize the language of photography, begin to use photography as a medium for self-expression, and master photo laboratory techniques relevant to developing film and printing photographs. During the year, the students will employ the tools, media, and techniques of photography to meet these goals. The students will develop, through the teacher's attitude and program, positive attitudes toward instruction and the process of learning.

# New Jersey Student Learning Standards

## Standard 9

### 21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

**Mission:** *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

**Vision:** To integrate 21st Century life and career skills across the K-12 curriculum and to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

#### **Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

**CRP1. Act as a responsible and contributing citizen and employee.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in

ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

**CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,

understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, changes. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding



in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11, Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Recommended Textbooks

O'Brien, Michael F. and Norman Sibley. *The Photographic Eye*. Worcester, MA: Davis Publications, Inc., 1995.

London, Barbara and John Upton. *Photography*. New York: Addison-Wesley Educational Publishers, Inc., 1998.

## Course Proficiencies

### Students will be able to...

- Demonstrate their planning, organizational skills and the use of the creative process toward the development of their projects.
- Complete projects/assignments in full, and submit them by a given deadline.
- Critique artwork both in oral and written form.
- Demonstrate their understanding of the evolution of their artwork and how it develops in complexity by building on prior experience.
- Understand and effectively employ the techniques of photographic exposure, printing, and enlarging.
- Exhibit proficiency with the tools and equipment necessary to create photographic images.
- Express feelings, communicate ideas, and develop skills by working with various techniques in the production of photographs.
- Gain an understanding and appreciation of photographic artwork by acquiring knowledge of early photographic techniques, processes, and movements.

## Curriculum Units

Unit 1: Art of Photography

Unit 2: History of Photography

Unit 3: Composition & Visualization

Unit 4: Critique

Unit 5: The Camera, Film & Negative

Unit 6: Film Development

Unit 7: Darkroom Equipment & Safety

Unit 8: Darkroom Techniques

Unit 9: Photogram

Unit 10: Landscape

Unit 11: Light & Shadow

Unit 12: Portraiture

Unit 13: Photo collage

Unit 14: Alternative Processes

## Pacing Guide – Course

| <u>Content</u>                             | Number of Days |
|--|----------------|
| <u>Unit 1:</u> Art of Photography          | 1 Week         |
| <u>Unit 2:</u> History of Photography      | 1 Week         |
| <u>Unit 3:</u> Composition & Visualization | 1 Week         |
| <u>Unit 4:</u> Critique                    | 1 Week         |
| <u>Unit 5:</u> The Camera, Film & Negative | 1 Week         |
| <u>Unit 6:</u> Film Development            | 1 Week         |
| <u>Unit 7:</u> Darkroom Equipment & Safety | 1 Week         |
| <u>Unit 8:</u> Darkroom Techniques         | 1 Week         |
| <u>Unit 9:</u> Photogram                   | 2-3 Weeks      |
| <u>Unit 10:</u> Landscape                  | 4-5 Weeks      |
| <u>Unit 11:</u> Light&Shadow               | 4-5 Weeks      |
| <u>Unit 12:</u> Portraiture                | 4-5 Weeks      |
| <u>Unit 13:</u> Photo collage              | 4-5 Weeks      |
| <u>Unit 14:</u> Alternative Processes      | 4-5 Weeks      |

**Unit 1:**

| Essential Questions   | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )   | Activities   | Assessments   |
|---|--|--|---|
| <p><b>What is the importance of photography as an art form?</b></p> <p><b>What are the basic elements of photography?</b></p> <p><b>What is aesthetics?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4</b></p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Identify the basic elements of photography.</p> <p>Understand the importance of photography as an art form by examining the photographic work of various photographers.</p> <p>Develop a sense of aesthetics and artistic awareness.</p> | <ol style="list-style-type: none"> <li>1. Students view photographs from a number of sources. Students will find one example that they do not consider art. Students will present their selection to the class, defending their opinion. This exercise acts as a catalyst for discussion of photography as an art form.</li> <li>2. Students will use the internet to find one photograph that serves as an example for each of the elements of photography. Students will report their results to the class.</li> <li>3. Students will work in small groups to review the key elements of photography (composition, perspective, line, shape, space, value, texture, and light). Students will categorize provided photographs, dividing them into groups based on the elements.</li> </ol> | <p>Appreciation for medium and its techniques will be noted.</p> <p>Vocabulary and additional notes will be recorded in photography notebook.</p> <p>Participation in class discussion and understanding of concepts will be evident.</p> |

**Unit 2:**

| Essential Questions  | Instructional Objectives/<br>Skills and Benchmarks<br>(NJSLs)  | Activities   | Assessments   |
|--|--|--|---|
| <p><b>What are the early photographic techniques and processes that led to the photography we know today?</b></p> <p><b>What photographers were essential in the development of photographic techniques and movements?</b></p> | <p><b>NJSLs# : 1.1, 1.2, 1.3, 1.4<br/>CPI 9.4.12.C.(6).1 CRP7</b><br/>THE STUDENTS WILL BE ABLE TO:</p> <p>Understand and appreciate the various processes leading to photography as we know it today.</p> <p>Describe the influence of early photographers on photography and other art disciplines, as we presently know them.</p> <p>Evaluate the work of early photographers by analyzing four basic factors, value, clarity, composition, and presentation.</p> <p>Analyze the content, style, and techniques in the work of various early photographers.</p> | <p>1. Students will acquire knowledge of early photographic techniques and the development of photography. Students will report on one of the early photographic processes and share the information with the group (i.e. report on William Henry Fox Talbot and the calotype).</p> <p>2. Students will research the daguerreotype and calotype. Students will write a report comparing/contrasting the two early photographic techniques and explain the significance of the processes to the development of photography.</p> | <p>Vocabulary and additional notes will be recorded in photography notebook.</p> <p>Participation in class discussion and understanding of concepts will be evident.</p> <p>NJ Registered Holistic Scoring Rubric will be used to score the essays.</p> |

**Unit 3:**

| Essential Questions   | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )   | Activities  | Assessments  |
|---|--|---|--|
| <p><b>Why is visualization important in creating a strong composition?</b></p> <p><b>How does a photographer compose a visually intriguing photograph?</b></p> <p><b>What are the six composition tips?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4<br/>CPI 9.4.12.C.(6).2</b></p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Explain the importance of composition and its role in creating a successful photograph.</p> <p>Understand the effect of visual element placement within a picture plane.</p> <p>Apply the six composition tips when photographing.</p> <p>Utilize the ability to visualize and compose, creating successful photographs that will elicit the desired effect from viewers.</p> | <ol style="list-style-type: none"> <li>1. Students will review the definition of visualization as a group. Students will participate in visualization exercises.</li> <li>2. Students create cropping Ls (tools that aid in observing the effect of changes in the composition of a scene).</li> <li>3. Students will copy the six composition tips onto small note cards, which they will always carry and review when shooting an assignment. These tips will aid in creating a strong photograph when shooting.</li> </ol> | <p>Concepts and ideas that will be discussed in class during visualization exercises will be recorded in notebooks.</p> <p>Vocabulary and additional notes will be recorded in photography notebook.</p> <p>Participation in class discussion and understanding of concepts will be evident.</p> |



**Unit 4:**

| Essential Questions   | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )  | Activities  | Assessments   |
|---|---|---|---|
| <p><b>Why is critique important?</b></p> <p><b>How is the critical analysis of a photograph conducted?</b></p> <p><b>What are the four standards of critique?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4<br/>CPI 9.4.12.C.(6).2</b></p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Evaluate photographic works by addressing value, clarity, composition, and presentation.</p> <p>Expand vocabulary for evaluating photographic works.</p> <p>Refine observation skills to aid in critical analysis.</p> <p>Engage in critical thinking and evaluation of photographic works of art.</p> | <ol style="list-style-type: none"> <li>1. Students will evaluate the work of their peers by addressing value, clarity, composition, and presentation.</li> <li>2. Students will evaluate the work of noted photographers by addressing value, clarity, composition, and presentation.</li> <li>3. Students will critique provided images, interpreting the intent and meaning of the photographer.</li> </ol> | <p>Use of the four standards for critique will be evident in oral and written evaluations.</p> <p>Analysis of the content, style, and techniques will be evident during critique exercises.</p> <p>Vocabulary and additional notes will be recorded in photography notebook.</p> <p>Participation in class discussion and understanding of concepts will be evident.</p> <p>NJ Registered Holistic Scoring Rubric will be used to score the essays.</p> |

**Unit 5:**

| Essential Questions  | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )   | Activities  | Assessments   |
|--|--|---|---|
| <p><b>What is the basic structure of the camera?</b></p> <p><b>What is the function of the basic parts of the camera?</b></p> <p><b>How does the camera work?</b></p> <p><b>What is the basic structure of film?</b></p> <p><b>How is an image captured on film?</b></p> <p><b>What is the negative?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4</b></p> <p><b>THE STUDENTS WILL BE ABLE TO:</b></p> <p>Define terms related to equipment and processes necessary to create photographs.</p> <p>Identify the parts of the camera, the negative, and the enlarger.</p> <p>Describe the tools involved in photography and the processes related to those tools.</p> | <ol style="list-style-type: none"> <li>1. Students will be instructed on the appropriate care, handling, and use of basic photographic tools.</li> <li>2. Students will work in small groups to review the parts of the camera, negative, and enlarger.</li> <li>3. Students will label the parts of the items on diagrams and describe the function of each part.</li> </ol> | <p>Photography tools and their functions will be described by the learner using appropriate terminology.</p> <p>Participation in class discussion and understanding of concepts will be evident.</p> <p>Vocabulary, additional notes, and diagrams will be added to notebook.</p> |

**Unit 6:**

| Essential Questions   | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )  | Activities  | Assessments  |
|---|---|---|--|
| <p><b>How do you load film into a developing tank?</b></p> <p><b>What chemicals are used to develop film and what is the function of each?</b></p> <p><b>What are the steps for developing film?</b></p> <p><b>What are the safety hazards and what precautions should be taken when developing film?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4<br/>CRP12</b><br/>THE STUDENTS WILL BE ABLE TO:</p> <p>Identify parts of tools required for film development.</p> <p>Properly use tools for developing film.</p> <p>Describe the chemicals involved in film development and the steps necessary to properly develop film.</p> | <ol style="list-style-type: none"><li>1. Students will be instructed on the appropriate handling and safety precautions associated with film development.</li><li>2. Students will work in pairs to practice loading film onto reels using exposed film.</li><li>3. Students will practice the steps for developing black and white film. Students will explain the process to his/her partner to verify understanding.</li></ol> | <p>Film development will be described by the learner using appropriate terminology.</p> <p>Vocabulary and additional notes will be recorded in photography notebook.</p> <p>Participation in class discussion and understanding of concepts will be evident.</p> <p>Safety precautions and procedures exam will be required to develop film.</p> |

**Unit 7:**

| Essential Questions  | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )  | Activities  | Assessments   |
|--|---|---|---|
| <p><b>What tools are essential in the darkroom and how are they used properly?</b></p> <p><b>What health and safety precautions are required in the photo laboratory/darkroom?</b></p> <p><b>What are the safety procedures when working in the photo laboratory/darkroom?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4</b></p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Identify and employ safety practices in the photography lab and darkroom.</p> <p>Become knowledgeable about the proper use of photo equipment and be able to use tools with ease.</p> | <p>1. Instructor will label an assortment of darkroom equipment and tools (i.e. timer, tongs, easel) with numbers. Students will walk through the photo lab, recording the proper name and function of the labeled piece of equipment.</p> <p>2. Students will acquire information about safety precautions and procedures as a group. Students must pass an exam before being allowed to work in the darkroom.</p> | <p>Vocabulary and additional notes will be recorded in photography notebook.</p> <p>Participation in class discussion and understanding of concepts will be evident.</p> <p>Safety precautions and procedures exam will be required to work in lab and/or darkroom.</p> |

**Unit 8:**

| Essential Questions   | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )  | Activities  | Assessments   |
|---|---|---|---|
| <p><b>How are a test strip, contact sheet, and photographic print created?</b></p> <p><b>What is the procedure for creating a photograph with the correct exposure?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4</b></p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Create a contact sheet.</p> <p>Create and use a test strip to determine proper photographic exposure times.</p> <p>Print a photograph with correct exposure and contrast.</p> | <p>1. Students will work in the darkroom to print a photograph at three different times, creating an example of an underexposed photograph, overexposed photograph, and a perfectly exposed photograph.</p> <p>2. Students will acquire knowledge of contrast filters. Students will work in the darkroom to print a photograph with different filters, showing an example of a high-contrast photograph, low-contrast photograph, and perfect exposure.</p> <p>3. Students will acquire knowledge of burning in and dodging out. Students will create their own burning and dodging tools. Students will work in pairs in the darkroom to practice burning and dodging procedures.</p> | <p>Observation of performance during darkroom demonstration will be noted.</p> <p>Vocabulary and additional notes will be recorded in photography notebook.</p> <p>Participation in class discussion and understanding of concepts will be evident.</p> |

**Unit 9:**

| Essential Questions   | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )   | Activities   | Assessments   |
|---|--|--|---|
| <p><b>What is a photogram?</b></p> <p><b>How does photographic printing paper work?</b></p> <p><b>How is creating a photogram similar to printing a photograph?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4</b></p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Explore basic printing practices by creating a themed photogram.</p> <p>Understand the importance of photograms as an art form by examining the work of photographers, such as, Man Ray and Moholy-Nagy.</p> <p>Demonstrate the processes associated with the darkroom.</p> <p>Apply knowledge of the enlarger and exposure by creating a photogram.</p> | <ol style="list-style-type: none"> <li>1. Students will discuss the importance of having a theme in a photograph.</li> <li>2. Students will review basic techniques for using an enlarger and working in the darkroom.</li> <li>3. Students will review how develop photographic paper in the darkroom and the chemicals associated with the process.</li> <li>4. Students will explore basic printing practices by creating a themed photogram. Students will gather and place three-dimensional objects or stencils onto light-sensitive photo paper.</li> </ol> | <p>Knowledge of tools, equipment, and proper exposure will be exhibited in darkroom.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p> <p>Oral and written critique of project will be completed by students.</p> |

**Unit 10:**

| Essential Questions   | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )  | Activities   | Assessments  |
|---|---|--|--|
| <p><b>What is a landscape photograph?</b></p> <p><b>What photographers are noted for their landscape photography?</b></p> <p><b>What elements of photography can be represented in landscape photography?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4<br/>CPI 9.4.12.C.(6).3</b></p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Understand the importance of composition and its role in creating a successful landscape photograph.</p> <p>Understand the effect of visual element placement within a picture plane.</p> <p>Utilize the ability to visualize and compose when creating a successful landscape photograph.</p> <p>Apply the six composition tips when photographing.</p> | <ol style="list-style-type: none"> <li>1. Students will view and discuss the work of renowned landscape photographers, such as, Ansel Adams.</li> <li>2. Students will capture images creating landscape photographs with strong compositions using “autumn” as a theme.</li> <li>3. Students will capture images creating landscape photographs with amazing light.</li> <li>4. Students will capture images creating landscape photographs that evoke a particular mood or feeling.</li> </ol> | <p>Careful placement of elements within the composition of the landscape will be exhibited.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p> <p>Oral and written critique of project will be completed by students.</p> |

**Unit 11:**

| Essential Questions  | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )  | Activities   | Assessments  |
|--|---|--|--|
| <p><b>What effect does light and shadow have in a photograph?</b></p> <p><b>What photographers are noted for the use of light in their photography?</b></p> <p><b>What are the various moods light can create in a photograph?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4</b></p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Understand the importance of light and shadow in photography.</p> <p>Create compositions that explore shape, negative space, and positive space in photographs.</p> <p>Create images that successfully use light technically.</p> | <ol style="list-style-type: none"><li>1. Students will review the importance of using light properly in a photograph.</li><li>2. Students will discuss different ways light and shadow can be used to add to a composition.</li><li>3. Students will create photographs that exhibit the proper use of light.</li><li>4. As an exploration of positive/negative space, students will photograph shadows without including the object that actually casts the shadow.</li></ol> | <p>Effective use of light and space will be evident in student photographs.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p> <p>Oral and written critique of project will be completed by students.</p> |



**Unit 12:**

| Essential Questions  | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )   | Activities   | Assessments  |
|--|--|--|--|
| <p><b>What is considered a portrait?</b></p> <p><b>What is the difference between a snapshot and a portrait?</b></p> <p><b>What photographers are noted for their portrait photography?</b></p> <p><b>How can we think “outside of the box” when taking portraits?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4<br/>CPI 9.4.12.C.(6).3<br/>CRP6</b></p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Understand the importance of portraiture as an art form by examining the work of photographers, such as, Diane Arbus, Richard Avedon, and Annie Leibovitz.</p> <p>Create portraits that move beyond being snapshots.</p> <p>Create portraits that are not only visually intriguing, but also have meaning.</p> | <ol style="list-style-type: none"> <li>1. Students will work in small groups to compare/contrast snapshots and portraits.</li> <li>2. Students will use the photography of renowned portrait photographers as a catalyst for creating their own portraits.</li> <li>3. Students will create portrait photographs of a person in an environment.</li> <li>4. Students will create portrait photographs that include more than one person.</li> <li>5. Students will create portrait photographs of a person and include the use of props to add meaning.</li> </ol> | <p>Criteria for portraiture will be apparent in student work.</p> <p>Creativity and originality will be evident in portraits.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p> <p>Oral and written critique of project will be completed by students.</p> |

**Unit 13:**

| Essential Questions  | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )   | Activities   | Assessments   |
|--|--|--|---|
| <p><b>What is a photo collage?</b></p> <p><b>How do we combine visual elements to create a successful photo collage?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4<br/>CPI 9.4.12.C.(6).3</b></p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Utilize knowledge of cropping and composition, using the photographic process as a means of expression.</p> <p>Examine the work of professional photographers who have created photo collage.</p> <p>Compose strong work focusing on shapes, patterns, and texture.</p> | <ol style="list-style-type: none"> <li>1. Students construct a photo collage based on a chosen theme from a provided list. Students search for images from magazines, the internet, or photographs from home to build their collages.</li> <li>2. Students construct a photo collage using themselves as the theme. Students search for images from magazines, the internet, or photographs from home to build their collages.</li> <li>3. Students will create a photo collage by combining some of their own images taken during the course. The photo collage will be made up of images that will work together, creating a theme.</li> </ol> | <p>Unity will be created and used effectively in design.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p> <p>Oral and written critique of project will be completed by students.</p> |

**Unit 14:**

| Essential Questions  | Instructional Objectives/<br>Skills and Benchmarks<br>( <i>NJSLS</i> )   | Activities   | Assessments   |
|--|--|--|---|
| <p><b>What is an alternative photographic process?</b></p> <p><b>What technical skills are required?</b></p> <p><b>How are these processes different from straight photography?</b></p> <p><b>How do artists use alternative processes as a form of self-expression?</b></p> | <p><b>NJSLS# : 1.1, 1.2, 1.3, 1.4</b></p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Define terms related to experimental processes.</p> <p>Identify tools, materials, and equipment involved in creating work using experimental processes.</p> <p>Understand the importance of traditional and experimental processes to the medium of photography.</p> | <ol style="list-style-type: none"> <li>1. Students will create their own hand colored prints, choosing images that lend themselves to the medium (i.e. photographs of antiques, historic architecture, items with a timeless quality).</li> <li>2. Students will reinforce understand of light-sensitive media by discussing the relevance and construction of the pinhole camera. Students will construct and utilize their own pinhole camera to capture outdoor images.</li> <li>3. Students will discuss the surreal photography of Jerry Uelsmann. Students will create their own surreal double exposures by combining two negatives to create one unified composition.</li> </ol> | <p>Craftsmanship and proper use of tools/techniques will be exhibited.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p> <p>Oral and written critique of project will be completed by students.</p> |

**New Jersey Student Learning Standards**  
**Academic Area**

- 1. Standard 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual art.
- 2. Standard 1.2 History of the Arts and Culture:** All students will understand the role, development and influence of the arts throughout history and across cultures.
- 3. Standard 1.3 Performing:** All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.
- 4. Standard 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theatre and visual art.

## Rubric

\_\_\_\_\_ Design (Evidence of organization and plan; use of elements of photography and composition)

\_\_\_\_\_ Craftsmanship (Effective execution of materials/tools)

\_\_\_\_\_ Creativity (Originality and evidence of thought put into the work)

\_\_\_\_\_ Productivity (the amount complete in the time given)

\_\_\_\_\_ Followed instructions