

CURRICULUM GUIDE
VISUAL/PERFORMING ARTS DEPT.

COURSE:	Photography II
Grades:	9 - 12
ADOPTED DATE:	JUNE, 2015
UPDATED:	DECEMBER 18, 2018

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 II is a full year course. Students who enroll in Photography II must have Photography I as a pre-requisite and have attained a minimum grade of a "B". Photography II is an advanced photography course, designed as an extension of AR204. The course expands and provides the opportunity for further application of the knowledge acquired in the foundation photography course, Photography I. Emphasis will be placed on exploring and increasing the visual awareness of the student.

The students will complete a series of photography projects in accordance with the New Jersey Student Learning Standards. The students will display an awareness of the visual aspects of photography by creating photographic images that exhibit the presence of an organized, purposeful selection of visual elements. The students will demonstrate the ability to critically analyze their own work, the work of their peers, and the work of professional photographers.

The course will not only reinforce basic knowledge, but will also provide an environment to increase photographic experience with the inclusion of additional photographic techniques. The students will increase their shooting experience by capturing images in a variety of conditions and locations. The students will continue to employ the tools and techniques of experimental black and white photography, as well as, utilize alternative photographic processes to create artwork. Processes to be covered will include, techniques associated with studio and location shooting; techniques associated with print manipulation; and studio/darkroom alternative processing techniques. This advanced course is directed toward the appreciation of the effects of experimentation with the tools and techniques of the standard darkroom processes. Emphasis will be placed on design characteristics of black and white photography, the manipulation of the standard darkroom techniques, and rules for the creation of unique experimental results.

The course will provide an environment in which the students can build on previous knowledge, both technically and creatively. The students will be able to understand through experience, how photography expresses and communicates ideas and feelings to the viewer. The students will begin to develop their own photographic eye and way of seeing the world through the camera. As a result of the course, the students will further apply their investigations and appreciation of photography to the production of original photographic pieces. The students will gain further insight into the understanding of how photography communicates ideas and feelings of the photographer. By examining the work of professional photographers and engaging in critical analysis, the students will begin to identify their own style. The students will also begin to develop their own photographic vision. The students will continue to 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...

- Students will demonstrate their planning, organizational skills, and use of the creative process toward the development of their projects.
- Students will be able to complete projects/assignments in full and submit them by a given deadline.
- Students will be able to critique artwork both in oral and written form.
- The students will demonstrate their understanding of the evolution of their artwork and how it develops in complexity by building on prior experience.
- Students will be able to understand the importance of effectively communicating an idea or meaning in an image.
- Students will be able to master skills related to shooting, developing, and printing.
- Students will be able to explore various techniques and processes using the camera and advanced techniques in the darkroom.
- Students will be able to expand and apply the language of photography to their work using alternative processes.

Curriculum Units

Unit 1: Photography As Art

Unit 2: Critique

Unit 3: Technique & Safety Review

Unit 4: Location Shooting

Unit 5: Light

Unit 6: Perspective

Unit 7: Self-Portraits

Unit 8: Architecture

Unit 9: Abstraction

Unit 10: Photo Essay

Unit 11: Advanced Alternative Processes

Pacing Guide – Course

Content

Number of Days

Unit 1:Photography As Art

1 Week

Unit 2:Critique

1 Week

Unit 3:Technique & Safety Review

1 Week

Unit 4:Location Shooting

4 Weeks

Unit 5:Light

4 Weeks

Unit 6:Perspective

4 Weeks

Unit 7: Self-Portraits

4 Weeks

Unit 8: Architecture

4 Weeks

Unit 9:Abstraction

4 Weeks

Unit 10:Photo Essay

4-5 Weeks

Unit 11:Advanced Alternative Processes

4 Weeks

Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>What qualifies photography as an art form?</p> <p>What photographers have helped establish photography as an art form?</p> <p>What has been photography's role in society and various cultures?</p>	<p>NJSLS# : 1.1, 1.2, 1.3, 1.4 CRP7</p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Describe various styles prevalent in the field and recognize photographers who exemplify those styles.</p> <p>Recognize and identify the significance of photography throughout history.</p> <p>Identify themes in art history and explain their influence on the development and growth of photography.</p> <p>Discuss and defend what makes photography an art form.</p>	<ol style="list-style-type: none"> 1. Students will discuss styles and trends historically or currently prevalent in photography. Students will find examples for each of those trends to share. 2. Students will compare and contrast early photographers by researching their lives, events in that era, and their influence on photography. 3. Students will complete a research paper discussing the significance of photography throughout history, citing specific examples. 4. Students will examine the role of photography in communication, marketing, and artistic expression. Students will write an essay on which of the three roles of photography is most important in society today and why. 	<p>Students will engage in a group discussion about relevant photographers, issues, and photographic processes.</p> <p>A rubric developed by instructor will be used for assessment.</p> <p>Written reports and oral presentation will be completed by students.</p> <p>NJ Registered Holistic Scoring Rubric will be used to score the essays.</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>How to move beyond addressing primarily technical issues during critique?</p> <p>How to apply what's observed in critique to student's own photographic work?</p>	<p>NJSLS# : 1.1, 1.2, 1.3, 1.4</p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Refine vocabulary and skills for evaluating photographic works.</p> <p>Understand the importance of responding to photographs orally and through writing.</p> <p>Understand and appreciate the existence of various styles as forms of artistic expression.</p> <p>Evaluate personal and peer work according to the four photographic standards for critique: value, clarity, composition, and presentation.</p>	<ol style="list-style-type: none"> 1. Students will choose and complete written critiques of photographs posted in the classroom. Students will critique using the four standards of critique: value, clarity, composition, and presentation when analyzing the work. 2. Students will participate in a group critique of their peers' work, only addressing the aesthetic qualities of the photograph. 3. Students will participate in a group critique of their peers' work, only addressing the content of the photograph. Students will share how they approached the topic of the assignment. 	<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>NJ Registered Holistic Scoring Rubric will be used to score the essays.</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>How to effectively employ the tools and techniques of photographic exposure?</p> <p>How to effectively employ the tools and techniques of photographic printing?</p> <p>How to improve existing photographic shooting and printing skills?</p> <p>What safety precautions and procedures are required in the photo laboratory/darkroom?</p>	<p>NJSLS# : 1.1, 1.2, 1.3, 1.4</p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Review terms related to equipment and processes necessary to create photographs.</p> <p>Exhibit how to effectively use the tools involved in photography and the processes related to those tools.</p> <p>Review knowledge of alternative photographic processes.</p>	<ol style="list-style-type: none"> 1. Students will work in small groups to review the parts of the camera, negative, and enlarger. 2. Students will present short presentations on various darkroom skills to their peers as a method of review. 3. Students will review photographic equipment by labeling diagrams and describing the function of each part. 4. Students will review information about safety precautions and procedures as a group. Students must pass an exam before being allowed to work in the darkroom. 	<p>Photography terms and concepts will be logged in photography notebook.</p> <p>Thorough knowledge and understanding of processes reviewed will be evident during presentations.</p> <p>Safety precautions and procedures exam will be required to work in lab and/or darkroom.</p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>How is shooting on location different than other shooting situations?</p> <p>What tools are essential in shooting on location?</p> <p>What challenges may be faced while shooting on location?</p>	<p>NJSLS# : 1.1, 1.2, 1.3, 1.4</p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Understand the difference between location and studio photography.</p> <p>Identify vocabulary related to the materials, tools, and equipment involved in shooting on location.</p> <p>Explore various techniques and processes demonstrating increased skill in the use of the camera on location.</p> <p>Identify careers associated with location photography.</p>	<ol style="list-style-type: none"> 1. Students will photograph various locations that they visited during their summer vacation. 2. Students will attend a class trip to a major city to shoot outdoors. Students will treat the city as the primary subject, capturing its personality, mood, and essence. Suggested sites are New York or Philadelphia. 3. Students will photograph a neighborhood, any place where people live. People can be included or excluded from the shots. Creating photographs that express a sense of place should be emphasized. 	<p>Oral and written critique of project will be completed by students.</p> <p>Proper use vocabulary and equipment will be observed.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>Why is light important in a photograph?</p> <p>How can light be used to create mood in a photograph?</p> <p>What photographers are known for their use of light?</p>	<p>NJSLs# : 1.1, 1.2, 1.3, 1.4 CRP6</p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Understand the importance and role of light in a photograph.</p> <p>Identify the range of possibilities when effectively using light in a photograph.</p> <p>Utilize light to evoke mood, emotion, and meaning in a photograph.</p>	<ol style="list-style-type: none">1. Students will create a photograph in which light gives a sense of mood, emotion, or meaning.2. Students will select an image from a magazine, book, internet, etc. with interesting lighting. Students are to replicate the lighting from the photograph. Students can change the objects/elements in the photograph, as long as the lighting is the same.3. A still life will be composed for the students to photograph. Students will change the mood of the composed image by changing the lighting only.	<p>Creativity and correct technique in use of light will be evident in work.</p> <p>Use of light to shape content and meaning will be exhibited.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>What effect does perspective have on the photograph?</p> <p>How is perspective used to convey meaning, mood, and emotion in a photograph?</p>	<p>NJSLS# : 1.1, 1.2, 1.3, 1.4</p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Identify techniques for changing perspective in a photograph.</p> <p>Use knowledge of perspective to create visually dynamic images.</p>	<ol style="list-style-type: none">1. Students will photograph a single subject from several different angles.2. Students will choose a photograph from an old roll of film to reshoot from a perspective that is different than the original.3. Students will photograph antique cars, paying special attention to cropping and point-of-view.	<p>Varied points-of-view will be apparent in negatives.</p> <p>Meaning, mood, or emotion will be created in work.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p>

Unit 7:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>What photographers are noted for their self-portraits?</p> <p>How can self-portraits be used to effectively convey meaning to the viewer?</p> <p>How to think “outside of the box” when shooting self-portraits?</p>	<p>NJSLS# : 1.1, 1.2, 1.3, 1.4 CRP6</p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Explore portraiture as an art form.</p> <p>Enhance ability to create strong compositions.</p> <p>Utilize photography as a tool of self-expression.</p>	<ol style="list-style-type: none">1. Students will create self-portraits. Students will provide the viewer with more insight into their personality by including writing as a design element and actually writing on the photograph.2. Students will create a self-portrait without physically including themselves in the image. This exercise allows students to transition to a higher level of thinking about use of symbolism, development of style, expression of emotion, and indication of mood in their photographs.3. Students will create a triptych by mounting three self-portraits that show various facets of their personality.	<p>References to key photographers will be used regularly in discussions.</p> <p>Inclusion of aspects of themselves will be apparent in the work.</p> <p>Movement away from typical self-portraits and creativity will be shown.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p>

Unit 8:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>What role has architectural photography played in the medium?</p> <p>What makes a successful architectural photograph?</p>	<p>NJSLS# : 1.1, 1.2, 1.3, 1.4</p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Explore various forms of architecture throughout history.</p> <p>Understand architectural photography as an art form.</p> <p>Create visually intriguing architectural photographs.</p>	<ol style="list-style-type: none">1. Students will research historical forms of architecture. Students will create architectural photographs using these historical references as inspiration.2. Students will photograph a structure that would not otherwise be visually intriguing. Students will create photographs with dynamic compositions by manipulating various elements (i.e. perspective, lighting, etc.)3. Students will photograph architecture, showing how it relates to its environment.	<p>Parallels between various examples of architecture and student photographs will be observed.</p> <p>Careful thought to composition and photographic elements will be shown.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p>

Unit 9:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>What is an abstract photograph?</p> <p>What role can pattern and texture play in a photograph?</p>	<p>NJSLS# : 1.1, 1.2, 1.3, 1.4</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 work of professional photographers who have created abstract photographs.</p> <p>Compose a strong photograph focusing on shapes, patterns, and texture.</p>	<ol style="list-style-type: none">1. Students will create an abstract photograph by cropping the composition to focus the viewer's attention on the shape, pattern, or texture in the work.2. Students will create a visually captivating abstraction of an ordinary object, using techniques other than cropping (i.e. changing angles and altering perspective).3. Students will create one abstract composite print by combining four smaller photographs. Students will be encouraged to use photographs that have diagonal lines and curves to create a more interesting composition.	<p>Effective use of cropping and element placement will be exhibited in work.</p> <p>Shapes, pattern, and texture will be present and used to create strong visual design in abstract work.</p> <p>Oral and written critique of project will be completed by students.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p>

Unit 10:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>How is a photo book made?</p> <p>What is the importance of a body of work?</p> <p>How to effectively create a body of work?</p> <p>How to effectively edit a body of work?</p>	<p>NJSLS# : 1.1, 1.2, 1.3, 1.4 CRP7</p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Identify photographers, historical periods, and their influences on photography.</p> <p>Develop research and public speaking skills.</p> <p>Analyze the use of photography to convey ideas and meaning throughout art history.</p> <p>Analyze the editing and organization of complete bodies of work by photographers.</p>	<ol style="list-style-type: none"> 1. Students will discuss the importance of photo editing and will critique photography books by well-known photographers. Students will edit and arrange photographs provided by the instructor as if they are creating a photography book. 2. Students will choose a photographer to research. Students will shoot photographs capturing the same subject matter, mood, or style as chosen photographer. Students will make a photo book with the images and give a presentation on their research. 3. Students will choose a theme and create a body of work based on that theme. 	<p>Evidence of proper editing and sequencing of photographs will be apparent in photo book.</p> <p>Oral presentations should reflect thorough knowledge of chosen photographer and his/her work.</p> <p>References to key photographers will be used regularly in discussions.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</p>

Unit 11:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>How can students build on existing knowledge of alternative photographic processes?</p> <p>What advanced alternative processes exist and what tools are required?</p> <p>How have alternative processes been used by photographers as a form of self-expression?</p>	<p>NJSLs# : 1.1, 1.2, 1.3, 1.4</p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Understand the increase of possibilities when using alternative photographic processes in comparison to creating images with standard darkroom techniques.</p> <p>Expand knowledge of alternative photographic techniques.</p> <p>Acquire skills associated with the tools, materials, and equipment involved in creating images using alternative processes.</p>	<ol style="list-style-type: none"> 1. Students will create their own solarized prints by exposing photographic paper to light during printing. 2. Students will use the enlarger and lith film to create high-contrast prints. 3. Students will photograph their own still life to shoot with a polaroid camera and transfer the image onto watercolor paper, creating a work of art. 4. Students will create a pinhole camera. Students will use the camera to photograph their own still life. 5. Students will add color to a photograph of their choosing by either hand coloring or print toning. 	<p>Mastery of alternative techniques will be evident in student work.</p> <p>Oral and written critique of project will be completed by students.</p> <p>A rubric developed by teacher will be used for assessment of proficiencies for the unit.</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