

CURRICULUM GUIDE
VISUAL/PERFORMING ARTS DEPT.

COURSE:	Photography III
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.**

Recommended Textbooks

**Backhouse, Duncan, Illustrated Dictionary of PHOTOGRAPHY,
New York, Morgan and Morgan**

**Litze, Otto, DARKROOM MAGIC,
New York, Reinhold**

**Varney, Vivian, The Photographer as Designer,
Worcester, Mass.**

**O'Brien, Michael, The Photographic Eye,
Worcester, Mass.**

MAGAZINES:

**The American Photographer
Modern Photography
Black and White Photography
Camera Works
Aperature**

Course Description

Photography 3 is a course that is designed to challenge the student in both technical and creative experiences. The course is a one-year course and students will build on the knowledge and skills that they have developed in Photography 2.

Students will begin to use photography as a form of story telling through images that they have selected. The course involves studying about the history of photography and also looking at contemporary photographers.

Story telling will be used to create both 2D and 3D images. Students will be required to learn how to use advanced techniques in printing in the darkroom as well as using sepia toning and color to create hand colored photographs.

Throughout the course students will be able to critique their own work and the work of other students. They also will be required to write several 5-paragraph essays describing their own creative process and development. A presentation on a famous photographer of their choosing is included at this level. The students will complete all photographic assignments in accordance with the NJ Core Curriculum Content Standards.

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.

Course Proficiencies

Students will be able to:

Understand and effectively employ the tools and advanced techniques associated with black and white photography. This will include shooting, developing film, printing and mounting. They will learn advanced techniques in printing using an enlarger and various equipment to produce the highest quality print.

They will also be able to write about famous photographers by studying their work and critiquing their images. Students will be able to use photographic tools to produce experimental and personally expressive photographs.

Students will be able to use the 2D photographic image and create a 3D sculptural piece of art using several techniques, including book making, layered imaging, and structural forms that are hand made.

Curriculum Units

Unit 1: Triptych

Unit 2: Antique Sepia Tone Print

Unit 3: Hand Colored Photograph

Unit 4: 3-D Photographic Image

Unit 5: 3D Yin Yang/ Opposites

Unit 6: Self Portrait Collage

Pacing Guide- Course

Content	Number of Weeks
Unit 1: Triptych	7
Unit 2: Antique/Sepia Tone Photograph	6
Unit 3: 3-Dimensional Photograph	6-8
Unit 4: Hand Colored Photograph	8
Unit 5: 3 D Yin/Yang	7
Unit 6: Self-portrait	

Unit 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(NJSL)</i>	Activities	Assessments
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<p>What is a Triptych?</p> <p>How have triptychs been used by artists throughout history?</p> <p>What stories can be told through a photographic triptych?</p>	<p>NJSLS# 1.1, 1.2, 1.3 1.4 CRP7</p> <p>Students will be able to select an idea to create a story using a triptych.</p> <p>Students will be able to use previous technical and creative skills in their development of their central idea and also be developing new skills.</p>	<p>Students will research the history of the triptych.</p> <p>Students will come up with an original idea for a triptych to shoot.</p> <p>Students will develop their film and using an enlarger print 3 images.</p>	<p>Rubric</p> <p>Class critique</p> <p>5-paragraph essay on their triptych.</p>
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Unit 2

<p>Essential Questions</p>	<p>Instructional Objectives/ Skills and Benchmarks (NJSLS)</p>	<p>Activities</p>	<p>Assessments</p>
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<p>How can one create a vintage photograph?</p> <p>What techniques can be used to give a photograph a look of long ago?</p> <p>How does Sepia-toning alter the appearance of a black and white photograph?</p>	<p>NJSLS# 1.1, 1.2, 1.3 1.4 CRP6</p> <p>Students will be able to showcase a variety of skill and creative ability by using different photographic techniques and styles.</p> <p>Students will be able to use the process of sepia toning to enhance their image and create a feeling of an image from long ago.</p>	<p>Students will study the technique of sepia toning.</p> <p>In groups students will brainstorm ideas of what they could shoot.</p> <p>Students will shoot the assignment, develop their film and create a final photograph.</p>	<p>Quiz on sepia-toning</p> <p>Class critique</p> <p>Rubric</p>
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Unit 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLS)	Activities	Assessments
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<p>How can a 2D photograph become a 3D image?</p> <p>What tools and techniques are used to create a 3Dimensional photograph?</p> <p>What images work best for this particular project?</p>	<p>NJSLS# 1.1, 1.2, 1.3 1.4</p> <p>Students will be able to use a 2D image that they shoot and create a 3D sculpture.</p> <p>They will be able to critique their own work and the work of fellow students.</p>	<p>Students will look at 3D work created by photographers.</p> <p>Class discussions will involve what ideas one can shoot that will work best for a sculptural photographic image.</p> <p>Students will print several prints. Using exacta knives, glue and cardboard they will create their final project.</p>	<p>Students will present their work to the class describing the process and what they have learned.</p> <p>Students will be graded on both their creative and technical skill.</p>
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Unit 4

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLS)	Activities	Assessments
	NJSLS# 1.1, 1.2,		

<p>What is a hand colored photograph?</p> <p>What is the process of hand coloring?</p> <p>Why would an artist today create a hand colored photograph?</p> <p>What technical skill does one need to be able to create a hand colored image?</p>	<p>1.3 1.4</p> <p>By studying the works of contemporary photographers who use hand colored methods to create their images, students will understand the process of introducing color in a black and white print.</p> <p>Students will employ several different techniques to hand color a photograph.</p>	<p>Students will look at work by contemporary hand colored photographers.</p> <p>Students will brainstorm ideas for what to shoot.</p> <p>Teacher will present a class demonstration on hand coloring. shoot that subject matter.</p>	<p>Class critique</p> <p>Rubric</p> <p>Students will be graded on the printing of their photograph and also on their hand coloring and mounting of final photograph.</p>
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Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>What are opposites in art?</p> <p>How can one create a 3-D piece of art that shows two opposing viewpoints?</p> <p>How can one construct a 3-D image that shows both images?</p>	<p>NJSLs# 1.1, 1.2, 1.3 1.4 CRP4</p> <p>Students will be able to create a work of art that demonstrates opposites.</p> <p>Students will be able to use art tools and techniques to create a 3D image with two opposing views of a selected subject.</p>	<p>Students will brainstorm about opposites in life.</p> <p>Students will come up with 2 images that they can shoot that are opposites.</p> <p>They will create out of cardboard a 3D form that shows both images.</p>	<p>Students will discuss their final project and idea with the class.</p> <p>Rubric</p> <p>Students will be graded on both their technical skill and creative skill</p>

Unit 6

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>What is a self - portrait?</p> <p>What is a collage of photographic images?</p> <p>How can one tell a story about themselves through photographic images?</p>	<p>NJSLs# 1.1, 1.2, 1.3 1.4 CRP10</p> <p>Students will be able to shoot photos from their past present and their future goals.</p> <p>They will be able to collect these images, select the best ones that describe them and create a collage.</p>	<p>Students will shoot photos of their hometown, friends, relatives, heritage, and activities they enjoy.</p> <p>The final artwork will not have a photo of their own image; rather the collective images of places and people will be the descriptive element that will communicate their personal story.</p>	<p>A 5-paragraph essay will be required.</p> <p>Students will present their collage to the class.</p> <p>Students will be graded on their presentation and on their critiquing of other student's work.</p>

Academic Area

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.

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.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in dance, music, theatre, and visual art.

Standard 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts, philosophies, judgment, and analysis to works in dance, music, theatre and visual art

New Jersey Scoring Rubric

Students will be assessed by the following means:

Critique with fellow classmates.

Critique, one on one with the teacher.

Benchmarks for students to reach during the course of the year.

Written essays on their projects and what they are trying to achieve.

Grading of photographic work in progress as it relates to both technical and creative skill in each content area.

Quizzes

Students will use self-reflection to evaluate their work answering specific questions on their progress.