

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL

ART CURRICULUM

DIGITAL PHOTOGRAPHY GRADES 9-12

AUGUST 2019

Digital Photography Grades 9-12

Course Overview

This course is designed for students to learn basic digital photographic concepts. Working extensively with photo imaging software, students will create and manipulate digital images for their portfolio. Students will learn composition techniques, emphasizing work using The Principles of Design and Elements of Art, while creating such things as portraits, landscapes, montages, collages, etc., all done with the computer. Students will also learn about the functions of the digital camera.

This 2.5 credit semester course helps fulfill the state graduation requirement in the Visual and Performing Arts.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and National Core Arts Standards for Visual and Performing Arts.

2019 HTPS Visual Arts Curriculum Map – Digital Photography Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Elements and Principles of Design	10 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods,</p>	<p>How are the Elements of art and Principles of design the building blocks of art?</p> <p>How does art terminology describe individual expression?</p> <p>What is the importance of design and craftsmanship in a work of art?</p> <p>How does an artist’s skill and discipline turn notions into a quality product?</p>	<p>The use of the Elements and Principles can help the viewer see a subject in a new and unexpected way.</p> <p>Technical processes are essential to acquiring basic control and skills successful for artistic production.</p> <p>Composition, the organization of the parts in artistic expression, is essential to quality photography.</p> <p>The development of critical thinking skills enables keener insights when solving future design problems.</p>	<p>1. Define and discuss the Elements of Art and the Principles of Design as the building blocks of art.</p> <p>2. Discuss and demonstrate safe use of various tools, materials, equipment, such as:</p> <ul style="list-style-type: none"> A. Mat cutter B. Paper cutter C. T-squares, triangles, rulers D. Assorted adhesives and glues E. X-acto knives <p>3. Introduce or review basic compositional concepts and terms, such as:</p> <ul style="list-style-type: none"> A. Rule of thirds B. Point of View in a photograph C. Layouts/thumbnails <p>4. Possible Learning Activities:</p> <ul style="list-style-type: none"> A. View professional photographic and graphic images that illustrate the Elements and Principles. B. Students will take photographs that illustrate the 	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p> <p>Represent ideas using a different media than that which they were originally presented.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

		<p>techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>			<p>Elements and Principles and define them in their own words.</p>			
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Introduction to Photoshop	15 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse</p>	<p>What is Adobe photoshop?</p> <p>How does photoshop affect our ability to create successful photographs?</p> <p>How can we best use the various tools in photoshop to achieve our desired results in a photograph?</p> <p>What do the photoshop tools do?</p>	<p>Adobe photoshop is valuable photo-editing software that can help us achieve specific effects in our photographs.</p> <p>Knowing the tools, functions, and shortcuts in photoshop can help us efficiently edit our photographs.</p> <p>Photoshop can be used to edit photographs in realistic, abstract, and artistic ways.</p>	<p>1. Discuss the functions of Photoshop.</p> <p>2. Students will learn how to log into VMware, download their photographs and save them into the H-drive so they may be accessed through the Adobe suite.</p> <p>3. Students will explore the functions of the different tools available in photoshop through the completion of a “photoshop toolbox” activity.</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>A quiz will be given to gauge understanding of photoshop tool functions.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Identify icons with their specific functions.</p> <p>Use technology effectively to edit photographs and create works of art.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>						
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Composition	10 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the</p>	<p>What is composition?</p> <p>How does composition affect the overall success of a photograph?</p> <p>What are the different rules of composition? To what extent does a finely composed photograph affect and influence the artist and the viewer?</p>	<p>Composition is the way a photograph or work of art is arranged.</p> <p>There are many different compositional rules and tricks that can be used to create a successful photograph.</p>	<p>1. Discuss the rules of composition.</p> <ul style="list-style-type: none"> A. Rule of Thirds B. Filling the Frame C. Triangulation D. Other compositional rules <p>2. Look at photographs by professional photographers. Identify and discuss the composition rules that the artist followed in their artwork to create successful photographs.</p> <p>3. Possible Learning Activities:</p> <ul style="list-style-type: none"> A. Students will define the rules of composition in their own words. B. Students will take photographs around the school and at 	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Identify icons with their specific functions.</p> <p>Use technology effectively to edit photographs and create works of art.</p> <p>Measuring skills will be applied when matting photographs.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.			home that illustrate each composition rule/trick. C. Students will print and mat their favorite photograph, after it is edited in photoshop.			
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Portraits	10 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse</p>	<p>What makes a portrait different from a snapshot? How can we capture expression and personality through portraiture?</p> <p>What is the difference between formal and informal portraiture?</p> <p>How can we effectively work with a model? What can we do to make the subject comfortable with being photographed?</p>	<p>Portrait photographers have unique styles that are reflected through their work.</p> <p>Formal portraiture involves posing the subject, like school pictures.</p> <p>Informal portraiture could involve candid photographs, or portraits that are less structured (subject is in motion, captured quickly, relatively unplanned).</p> <p>It is important for a portrait photographer to capture the subject's personality through the photographs.</p>	<p>1. Discuss how photographers can highlight expression in their portrait photographs.</p> <p>2. Demonstrate a variety of posing and framing techniques, such as: A. full frontal B. ¾ view C. profile</p> <p>3. Discuss how to communicate with a client or model.</p> <p>4. Look at a variety of portraits taken by professional photographers and discuss differences in style.</p> <p>5. Discuss the benefits of planning formal portrait shots</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Identify icons with their specific functions.</p> <p>Use technology effectively to edit photographs and create works of art.</p> <p>Measuring skills will be applied when matting photographs.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>			<p>versus informal portrait shots.</p> <p>6. Possible Learning Activities: Students will work in groups, acting as each other's models. Students will take portrait photographs that capture expression and personality. They will use photoshop to create a 4x4 grid of 16 photographs of their model. Each photograph should highlight different expressions. The final print will be matted and graded.</p>			
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<p>Art History Integrated with Digital Photography</p>	<p>35 days</p>	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those</p>	<p>How can digital artists use traditional ideas to create art?</p> <p>How can digital artists use technology to create art?</p> <p>How can we use the various tools available in photoshop to emulate traditional techniques and styles?</p> <p>Why do varying cultures create different types of art?</p> <p>How does art reflect the social climate of the time in which it was created?</p> <p>How can an artist express meaning both personally and socially through</p>	<p>We can use art history and traditional styles as inspiration for contemporary artwork.</p> <p>Art reflects the social climate of the time in which it was created.</p> <p>Artists use their artwork to convey their ideas and beliefs.</p> <p>The photoshop tools can be used to achieve specific effects in our artwork.</p>	<p>1. Discuss how artists convey meaning through their artwork.</p> <p>2. Discuss how art reflects social climates and culture.</p> <p>3. Discuss how we can emulate the style of an artist using very different, modern tools.</p> <p>4. Possible Learning Activities: A. Barbara Kruger-inspired social activist photography: Students will research a social issue that they are passionate about. Using the work of Barbara Kruger as inspiration, they will create a photographic</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Identify icons with their specific functions.</p> <p>Use technology effectively to edit photographs and create works of art.</p> <p>Measuring skills will be applied when matting photographs.</p> <p>Students will discuss social climate and global/national/ local culture.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>

		<p>styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>	<p>the lens of a camera?</p>		<p>work of art that addresses their social issue clearly and effectively.</p> <p>B. Andy Warhol-inspired product photography: Students will create a Warhol-inspired photo display, in which they photograph an everyday object or product and learn to hand-color it in photoshop.</p> <p>C. David Hockney-inspired photo collages: Students will learn about Hockney's photo collages and will emulate his approach to create a collage of a landscape. Students will take photos of a</p>			
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					landscape, zooming in close on the parts of the landscape. They will take their individual photographs and assemble them in photoshop to create a detailed collage of the whole landscape.			
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The Digital Camera	15 days	<p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrate mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.4.12.A.2 Speculate on the artist’s intent</p>	<p>How has digital media changed the way we create two-dimensional art? What are the parts of a digital camera?</p> <p>How is information stored in a digital camera? What is the aperture?</p> <p>How can the artist use shutter speed to effectively capture different scenes and subjects?</p>	<p>Aperture controls the depth of field through adjusting the amount of light that enters the camera.</p> <p>Depth of field is the area of acceptable focus in an image.</p> <p>Shutter speed controls how fast the shutter opens when taking a photograph.</p> <p>Aperture and shutter speed work together to create the correct exposure in a photograph (reciprocity).</p> <p>Aperture and shutter speed can be adjusted to create specific artistic effects in a photograph.</p>	<p>1. Discuss Aperture: A. Depth of Field B. Area of acceptable focus C. Narrow Depth of Field D. Wide Depth of Field E. F-Stops</p> <p>2. Discuss Shutter Speed: A. Fast Shutter Speeds B. Slow Shutter Speeds C. Strobe Photography D. Time Exposure Photography E. Synchronization Speed</p> <p>3. Discuss Reciprocity.</p> <p>4. Possible Learning Activities: A. Students will complete a learning activity for aperture and shutter speed that allows them to define the terms in</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p> <p>Learning activities will be graded.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Identify icons with their specific functions.</p> <p>Use technology effectively to edit photographs and create works of art.</p> <p>Understand how technology has changed over time.</p> <p>Understand the relationships between different settings.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>

		<p>using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.1.8.D.1- Describe the intellectual and emotional significance conveyed by the application of the elements of art and the principles of design in different historical and cultures.</p>			<p>their own words, find examples of different depths of field, shutter speeds, etc., and explain how these photographs represent each term/setting.</p> <p>B. Students will practice taking photos adjusting these specific settings on their digital cameras.</p> <p>C. Students will use an online camera simulator to understand how reciprocity between aperture and shutter speed work.</p>			
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BIBLIOGRAPHY

The Visual Dictionary of Photo by David Prakerl

The Photographic Eye by O'Brien & Sibley

Life Library of Photography Series

Careers in Art by Brommer & Gatto

WEBLIOGRAPHY

Elements and Principles of Art: <http://www2.oberlin.edu/amam/asia/sculpture/documents/vocabulary.pdf>

Right to Know: <https://www.nj.gov/health/workplacehealthandsafety/right-to-know/>

Sprint Systems of Technology: <https://sprintsystems.com/>

ASSOCIATED JOBS LIST BY UNIT

Unit 1	Artist, graphic designer, photographer, layout director, architect, art teacher, craftsman, cartoonist, jeweler, cameraman, director, etc.
Unit 2	Photographer, darkroom technician, chemist.
Unit 3	Photographer, artist, darkroom technician, scientist, designer.
Unit 4	Photographer, IT specialist, artist, scientist, darkroom technician.
Unit 5	Photographer, scientist, artist, darkroom technician
Unit 6	Photographer, scientist, artist, darkroom technician