

Subject: Photography 2	Calendar: 1 st 6 weeks Weeks: 1-2	Timeframe: 8 class periods	Level/Grade: 10-12
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Unit Name: *Introduction to Photography*

Unit Objectives:

- 1) Introduction to the history of photography, early photographers, cameras, and **photographic processes**, including **camera obscura, photogram, sun print, Daguerreotype, calotype, ambrotype, tintype, carte-des-visite.**
- 2) Introduction to **digital single lens reflex** and **point and shoot** cameras, including **shutter, focus, noise, pixels, memory card, memory card reader, flash drive, lithium batteries, digital sensors.**
- 3) Introduction to **photographic equipment**, including **tripod, monopod, reflector lamps, stands,** and what to know and look for when purchasing a digital camera.

Lesson:

- 1) Students will view *History of Photography* video and engage in discussion about early photographic **emulsions** and lighting **exposures.**
- 2) Students will research early photographers and photographic processes, as well as digital camera information in the computer lab using posted links on teacher web-site.
- 3) Students will create a sun print using **opaque** and **translucent**, and **transparent** objects, and **architectural blueline paper** to represent the qualities of a photographic emulsion when exposed to light, and processed in **hydrogen peroxide**/water bath in **developing trays.**

Activity Type: Lecture, discussion, computer lab research, hands-on sun print project using blueline paper and the sun.	TEKS: (1) Perception: The student develops and organizes ideas from the environment. (2) Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill. (3) Historical/cultural heritage: The student demonstrates an understanding of art history and culture as records of human achievement. (4) Response/evaluation: The student makes informed judgments about personal artworks and the artworks of others.
Art Materials/Equipment: Blueline paper in light tight photo box cut to size, hydrogen peroxide, photo developing trays, objects to lay on surface of sun print	

Special Ed Modifications: Extra assistance with ideas and use of materials/equipment, peer tutoring, extended time if necessary.	Resources: Mediacast <i>History of Photography</i> video, data projector, PowerPoint of early photographers' work, reading material posted on teacher web-site	Vocabulary: photographic processes, camera obscura, photogram, sun print, Daguerreotype, calotype, ambrotype, tintype, carte-des-visite, digital single lens reflex camera, point and shoot camera, shutter, focus, noise, pixels, memory card, memory card reader, flash drive, lithium batteries, digital sensors, tripod, monopod, reflector lamps, stands, emulsion, lighting exposures, opaque, translucent, transparent, architectural blueline paper, hydrogen peroxide, developing trays
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GT Modifications: Further research and experimentation with photographic processes, lighting, and sun prints. Peer tutoring.	Evaluation Methods: Rubric stating goals and objectives based upon project completion, and class critique.
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Subject: Photography 2	Calendar: 1 st 6 weeks Weeks: 3-4	Timeframe: 8 class periods	Level/Grade: 10-12
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Unit Name: *Introduction to Photographic Lighting, Techniques, and Composition*

Unit Objectives:

- 1) Introduction to **photographic lighting**, including **high front light (sunlight), front light, side light, back light, natural light, fluorescent light, tungsten light, ambient light, flash, flash off, flash fill, fill light, fill card, hard light, soft light, white balance**
- 2) Introduction to **photographic lighting techniques**, including **Rembrandt lighting, dramatic lighting** using **reflector lamps** and **photoflood light bulbs, umbrellas, light stands, photo gels, and backdrop.**
- 3) Introduction to **photographic composition**, including shooting **vertical** or **horizontal**, choosing a **main point of interest**, adjusting the **angle of view**, placing the **subject off-center**, using **leading lines**, avoiding **distracting backgrounds**, and including **objects in the foreground.**

Lesson:

- 1) Students will research photographic lighting and techniques in the computer lab using posted links on teacher web-site, as well as become familiar with online media sharing web-site, **MediaFire.**
- 2) Students will practice photographic lighting techniques with partners outside at school during class work day, as well as inside studio workroom, and post best shot in MediaFire.
- 3) Students will share photographs with each other and discuss their lighting techniques in class critique.

Activity Type: Lecture, discussion, computer lab research, and hands-on lighting activity using studio workroom and outdoor sunlight.	TEKS: (1) Perception: The student develops and organizes ideas from the environment. (2) Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill. (3) Historical/cultural heritage: The student demonstrates an understanding of art history and culture as records of human achievement. (4) Response/evaluation: The student makes informed judgments about personal artworks and the artworks of others.
Art Materials/Equipment: Digital camera, studio workroom, backdrop, lighting stands, umbrellas, reflector lamps, photoflood light bulbs, computer lab	

Special Ed Modifications: Extra assistance with ideas and use of materials/equipment, peer tutoring, extended time if necessary.	Resources: Data projector, PowerPoint of lighting, techniques, and composition, reading material posted on teacher web-site, PowerPoint on Matthew Brady Civil War portraits	Vocabulary: Photographic lighting, high front light (sunlight), front light, side light, back light, natural light, fluorescent light, tungsten light, ambient light, flash, flash off, flash fill, fill light, fill card, hard light, soft light, white balance, photographic lighting techniques, Rembrandt lighting, dramatic lighting, reflector lamps, photoflood bulbs, umbrellas, light stands, photo gels, backdrop, photographic composition, vertical, horizontal, main point of interest, angle of view, off-center subject, leading lines, distracting backgrounds, foreground objects, MediaFire
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GT Modifications: Further research and experimentation with studio and outdoor lighting techniques and digital cameras. Peer tutoring.	Evaluation Methods: Rubric stating goals and objectives based upon project completion, and class critique.
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Subject: Photography 2	Calendar: 1 st 6 weeks Weeks: 5	Timeframe: 4 class periods	Level/Grade: 10-12
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<p>Unit Name: <i>Photographic Lighting, Techniques, and Composition (con't)</i></p> <p>Unit Objectives:</p> <ol style="list-style-type: none"> 1) Further exploration of lighting, techniques, and composition. 2) Technical proficiency in silhouette lighting, and framing technique <p>Lesson:</p> <ol style="list-style-type: none"> 1) Students will practice silhouette lighting technique, and framing technique during studio workday in class. 2) Students will upload best examples of each to MediaFire to share with each other during class critique.

<p>Activity Type: Hands-on silhouette and framing technique exercise during studio workday.</p>	<p>TEKS:</p> <p>(1) Perception: The student develops and organizes ideas from the environment.</p> <p>(2) Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p>(3) Historical/cultural heritage: The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p>(4) Response/evaluation: The student makes informed judgments about personal artworks and the artworks of others.</p>
<p>Art Materials/Equipment: Digital camera, tripod (if desired), computer lab</p>	

<p>Special Ed Modifications: Extra assistance with ideas and use of art materials/equipment, peer tutoring, extended time if necessary.</p>	<p>Resources: Data projector, PowerPoint of silhouette and framing examples, reading material posted on teacher web-site</p>	<p>Vocabulary: Silhouette, framing</p>
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<p>GT Modifications: Further research and experimentation with silhouette and framing techniques, and digital cameras. Peer tutoring.</p>	<p>Evaluation Methods: Rubric stating goals and objectives based upon project completion, and class critique.</p>
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Subject: Photography 2	Calendar: 1 st 6 weeks Weeks: 6	Timeframe: 4 class periods	Level/Grade: 10-12
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Unit Name: *Expressive Portrait Project (to be completed outside of class)*

Unit Objectives:

- 1) Experimentation with **portrait lighting** using **studio** or **outdoor lighting** to complete an **expressive portrait** of a person of choice, in order to capture that person's personality in a photograph.
- 2) Familiarity of working with a **model** and **art direction** in a **photo shoot**.
- 3) Identify elements of **color**, **form**, and **space**, and principles of **balance**, **emphasis**, and **proportion**

Lesson:

- 1) Students will choose a person to photograph, paying close attention to environment, clothing, lighting, and **facial expression**, and use photographic techniques to help fully express the person's personality.
- 2) Students will view PowerPoint and *Masters of Photography* website to research famous portrait photographers' work.

Activity Type: Hands-on portrait project using model and specific lighting techniques.	TEKS: (1) Perception: The student develops and organizes ideas from the environment. (2) Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill. (3) Historical/cultural heritage: The student demonstrates an understanding of art history and culture as records of human achievement. (4) Response/evaluation: The student makes informed judgments about personal artworks and the artworks of others.
Art Materials/Equipment: Digital camera, backdrop or other environment, lighting equipment created at home (for indoor photograph), fill card	

Special Ed Modifications: Extra assistance with ideas and use of materials/equipment, peer tutoring, extended time if necessary.	Resources: Data projector, PowerPoint of famous portrait photographers, reading material posted on teacher web-site	Vocabulary: Portrait lighting, studio lighting, outdoor lighting, expressive portrait, model, art direction, photo shoot, facial expression, color, form, space, balance, emphasis, proportion
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GT Modifications: Further research and experimentation with portrait lighting techniques, including studio and outdoor lighting, and working with models. Peer tutoring.	Evaluation Methods: Rubric stating goals and objectives based upon project completion, and class critique.
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Subject: Photography 2	Calendar: 2 nd 6 weeks Weeks: 1	Timeframe: 4 class periods	Level/Grade: 10-12
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<p>Unit Name: <i>Elements of Art and Principles of Design Review</i></p> <p>Unit Objectives:</p> <p>1) Awareness of elements of art and principles of design when composing and critiquing photographs.</p> <p>2) Awareness of elements and principles in advertising media, and how they affect product consumption.</p> <p>Lesson:</p> <p>1) Students will view work of previous photography students, and identify the elements of line, shape, value, texture, color, form, and space within the photographs, as well as the principles of balance, emphasis, unity, variety, movement, rhythm, and proportion.</p> <p>2) Students will look through magazine product advertisements and pull out three examples of what they think is effective advertising, and how it may influence consumer purchasing habits, as well as identify the elements of art and principles of design within the advertisement.</p>
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<p>Activity Type: Lecture, discussion, critique, and hands-on activity to identify elements of art, principles of design, and effective product advertising within magazines.</p>	<p>TEKS:</p> <p>(1) Perception: The student develops and organizes ideas from the environment.</p> <p>(2) Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p>(3) Historical/cultural heritage: The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p>(4) Response/evaluation: The student makes informed judgments about personal artworks and the artworks of others.</p>
<p>Art Materials/Equipment: Magazines from which to tear out advertisements</p>	

<p>Special Ed Modifications: Extra assistance with ideas and use of art materials, peer tutoring, extended time if necessary.</p>	<p>Resources: Data projector, PowerPoint of previous student work (elements and principles), magazine advertisements</p>	<p>Vocabulary: Elements of art, principles of design, critique, advertising media, product consumption, line, shape, value, texture, color, form, space, balance, emphasis, unity, variety, movement, rhythm, proportion, advertisements</p>
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<p>GT Modifications: Further research of elements of art and principles of design, and analysis of advertising media and strategies.</p>	<p>Evaluation Methods: Rubric stating goals and class discussion.</p>

Subject: Photography 2	Calendar: 2 nd 6 weeks Weeks: 2	Timeframe: 4 class periods	Level/Grade: 10-12
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<p>Unit Name: <i>Basic Color Adjustment in Adobe Photoshop</i></p> <p>Unit Objectives:</p> <p>1) Familiarity with basic color adjustments and enhancements, saturation, and contrast in Adobe Photoshop software.</p> <p>2) Familiarity with artistic filters and layers in Adobe Photoshop software.</p> <p>Lesson:</p> <p>1) Students will follow tutorials posted on teacher website to learn how to use photo editing software to adjust and enhance color digital images.</p> <p>2) Students will practice using editing software on previously created photographs to acquire basic skills in choosing artistic filters and creating layers to combine artistic effects</p>

<p>Activity Type: Computer lab activity using Adobe Photoshop software</p>	<p>TEKS:</p> <p>(1) Perception: The student develops and organizes ideas from the environment.</p> <p>(2) Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p>(3) Historical/cultural heritage: The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p>(4) Response/evaluation: The student makes informed judgments about personal artworks and the artworks of others.</p>
<p>Art Materials/Equipment: Students will practice using editing software using one of their previously shot photographs</p>	

<p>Special Ed Modifications: Extra assistance with ideas and use of art materials/equipment, peer tutoring, extended time if necessary.</p>	<p>Resources: Computer lab, tutorials on teacher web-site with instructions on how to use color adjustments, filters and layers in Adobe Photoshop</p>	<p>Vocabulary: Color adjustments, color enhancements, saturation, contrast, Adobe Photoshop software, filters, layers, photo editing software</p>
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<p>GT Modifications: Further research and experimentation with Adobe Photoshop tutorials and editing software.</p>	<p>Evaluation Methods: Rubric stating goals and objectives.</p>
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Subject: Photography 2	Calendar: 2 nd 6 weeks Weeks: 3-4	Timeframe: 8 class periods	Level/Grade: 10-12
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<p>Unit Name: <i>Pop Art Photoshop Project</i></p> <p>Unit Objectives:</p> <ol style="list-style-type: none"> 1) Understand the Pop Art movement and what pop culture was in the 1960's 2) Analyze our pop culture in the 21st century and identify images in contemporary visual media which identify this culture 3) Identify the elements of color and shape, and principles of unity and rhythm <p>Lesson:</p> <ol style="list-style-type: none"> 1) Students will photograph each other during studio workday and choose their best photograph to color enhance in the computer lab using Adobe Photoshop. 2) Students will apply knowledge of Photoshop filters and layers to create a colorful Pop Art photograph. 3) Students will upload their best image to MediaFire to share with the class.

<p>Activity Type: Computer lab and hands-on photo shoot using students as models to create a Pop Art photo project.</p>	<p>TEKS:</p> <p>(1) Perception: The student develops and organizes ideas from the environment.</p> <p>(2) Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p>(3) Historical/cultural heritage: The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p>(4) Response/evaluation: The student makes informed judgments about personal artworks and the artworks of others.</p>
<p>Art Materials/Equipment: Student models, digital cameras, various props if desired</p>	

<p>Special Ed Modifications: Extra assistance with ideas and use of art materials/equipment, peer tutoring, extended time if necessary.</p>	<p>Resources: Data projector, PowerPoint of Pop Art artists and visual trends, computer lab</p>	<p>Vocabulary: Pop Art movement, pop culture, visual media, color, shape, unity, rhythm</p>
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<p>GT Modifications: Further research and experimentation with Adobe Photoshop photo editing software and Pop Art trends.</p>	<p>Evaluation Methods: Rubric stating goals and objectives based upon project completion, and class critique.</p>
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Subject: Photography 2	Calendar: 2 nd 6 weeks Weeks: 5	Timeframe: 4 class periods	Level/Grade: 10-12
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<p>Unit Name: <i>Photographic Lighting, Techniques, and Composition (con't)</i></p> <p>Unit Objectives:</p> <ol style="list-style-type: none"> 1) Further exploration of lighting, techniques, and composition. 2) Technical proficiency in identifying value, saturation, and shapes in shadows <p>Lesson:</p> <ol style="list-style-type: none"> 1) Students will photograph shadows in various lighting conditions during studio work day. 2) Students will choose their best image to upload to MediaFire to share with the class.
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<p>Activity Type: Hands-on photo exercise to identify shadows in various lighting conditions</p>	<p>TEKS:</p> <p>(1) Perception: The student develops and organizes ideas from the environment.</p> <p>(2) Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p>(3) Historical/cultural heritage: The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p>(4) Response/evaluation: The student makes informed judgments about personal artworks and the artworks of others.</p>
<p>Art Materials/Equipment: Digital cameras, various props if desired, student models if desired</p>	

<p>Special Ed Modifications: Extra assistance with ideas and use of art materials/equipment, peer tutoring, extended time if necessary.</p>	<p>Resources: Data projector, PowerPoint of photographs emphasizing shadows in various lighting conditions, computer lab</p>	<p>Vocabulary: Value, saturation, shapes, shadows</p>
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<p>GT Modifications: Further research and experimentation with shadow photography and identifying value and saturation.</p>	<p>Evaluation Methods: Rubric stating goals and objectives based upon project completion, and class critique.</p>
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Subject: Photography 2	Calendar: 2 nd 6 weeks Weeks: 6	Timeframe: 4 class periods	Level/Grade: 10-12
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<p>Unit Name: <i>Descriptive Word Project</i></p> <p>Unit Objectives:</p> <ol style="list-style-type: none"> 1) Understand how to illustrate a concept using a descriptive word as the source of inspiration. 2) Understand printing terms pixel, halftone, bit map, resolution, and drop-out highlight as applied to photo shoot and electronic reproduction. 3) Experiment with using the sun as a light source for creating an image with a drop shadow that is camera-ready for electronic reproduction. 4) Apply knowledge of Photoshop software to assemble word in graphics program. <p>Lesson:</p> <ol style="list-style-type: none"> 1) Students will identify a descriptive word with at least 8 characters. 2) Students will illustrate the word using props which describe the word, shaped into individual letters placed on white background. 3) Students will use the sun as a direct light source for lighting the props. 4) Students will assemble individual letters (photographs) into one Photoshop document to complete the final word in the computer lab.

<p>Activity Type: Hands-on photo project using props and the sun as a direct light source, and then assembling photographs into one Photoshop document.</p>	<p>TEKS:</p> <p>(1) Perception: The student develops and organizes ideas from the environment.</p> <p>(2) Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p>(3) Historical/cultural heritage: The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p>(4) Response/evaluation: The student makes informed judgments about personal artworks and the artworks of others.</p>
<p>Art Materials/Equipment: Digital cameras, descriptive word props, white foam core board or poster board for background, fill card, bright sun</p>	

<p>Special Ed Modifications: Extra assistance with ideas and use of art materials/equipment, peer tutoring, extended time if necessary.</p>	<p>Resources: Data projector, PowerPoint of descriptive words from previous student work, PowerPoint of magazine advertisement examples</p>	<p>Vocabulary: Illustration, concept, inspiration, pixel, half-tone, bit-map, resolution, drop-out highlight, electronic reproduction, drop shadow, camera-ready, graphics program</p>
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<p>GT Modifications: Further research and experimentation with Photoshop and photographing objects using the sun as a direct light source.</p>	<p>Evaluation Methods: Rubric stating goals and objectives based upon project completion, and class critique.</p>
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