

# **MHS PHOTOGRAPHY CURRICULUM**

PHOTOGRAPHIC IMAGING I

PHOTOGRAPHIC IMAGING II

PHOTOGRAPHIC IMAGING III: Advanced Study & Portfolio

Written & Revised by

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## **SUMMARY OF COURSES WRITING PROCESS: NEW COURSES AND REVISIONS:**

The development of these course submissions began from 5 photographic quarter courses: Photographic Imaging I, Photographic Imaging II, Photo Illustration, Photo Journalism and a Photographic Portfolio Class. The new Photographic Imaging I semester course is a combination of the current Photo Imaging I and II quarter courses. The New Photographic Imaging II semester course presents content from Photo Illustration and Journalism but represents a new course. Photographic Imaging 3: Advanced Study is a combination of the remaining three quarter classes: Photo Illustration, Photo Journalism and the Portfolio Class. The last is designed to be a course that can be adapted to include AP art students wishing to pursue college credit.

## **INTRODUCTION:**

All photographic Imaging courses are designed around the following principles: All courses are project based. All projects are rooted in design principles and engage students in a problem solving design loop with both evaluation and self evaluation. All projects attempt to draw content from other curriculum disciplines including art, math, science, career development and language arts. All courses will culminate in a portfolio and work towards computer certification in Adobe Software.

**Photographic Imaging I** will provide students with an overview of the tools needed. It will begin with an introduction to the 35mm film camera and lay a foundation in design principles. This tool allows students to learn about exposure and negative scanning. The course will then progress into the digital point and shoot camera, and a deeper understanding of Photoshop and layout. The culmination of the course will be a printed portfolio of images similar to that of a standard photographer. The course is focused on the technology standards in computers and design process.

**Photographic Imaging II** will push the boundaries of the different career options with projects that are diverse and personal. Students will use digital SLR cameras and learn to operate flash and studio lighting. The course is framed around a certification in Adobe Photoshop. Students are required to create a digital portfolio and are required to make a decision of which medium best suits their work. The course looks for curriculum parallels in reading and writing but remains focused on the technology standards in computers and design process.

**Photographic Imaging III** is designed for the advanced user. The course provides a solid curriculum for the student interested in perusing photography as a career. The ideal candidate may wish to peruse an internship or position as an assistant with a photographer. The course will also offer the flexibility for AP students seeking credit of a photography portfolio. Ultimately students are required to submit a proposal for a portfolio. In either case students are continuing to work for adobe certification in their suite of programs.

## COURSE SOFTWARE AND EQUIPMENT:

The software chart shows where in the curriculum software that has already purchased by the school is being used. This includes The Adobe Master Collection and Microsoft Family of Products. The chart is broken into primary and secondary. Primary software is taught, part of the curriculum and assessed accordingly. Secondary software is taught based on student needs and assessed by means of the projects and portfolio

### SOFTWARE

COURSE SOFTWARE	INTERNET	MS WORD	MS POWERPOINT	PHOTOSHOP	Adobe PDF	Adobe INDESIGN	Adobe Illustrator	Adobe PREMIERE PRO	Dreamweaver Or Flash (Portfolio)	Adobe Bridge	Adobe Version Cue
USAGE	PRIMARY					SECONDARY					
PHOTO IMAGING I	X	X	X	X	X						
PHOTO IMAGING II	X	X	X	X	X	X		X	X	X	
PHOTO IMAGING III	X	X	X	X	X	X	X	X	X	X	X

The second chart represents the equipment used across the three courses. Equipment needed to run all three courses will be priced out in Photo Imaging I. Equipment needed for Photo Imaging II and III will be priced out in Photo Imaging II. Note that equipment would also impact student organizations like Photo Club, Tricorn Literary Magazine and Yearbook. The Graphic Design Courses would also benefit from this equipment as we are working to share resources including a server and printing.

### PRIMARY EQUIPMENT

COURSE EQUIPMENT	COMPUTER	35MM SLR	DIGITAL POINT & SHOOT	DIGITAL SLR	WACOM TABLET	HOT LIGHT	MONO LIGHT	SCANNER (Multiple Media)
PHOTO IMAGING I	X	X	X			X		X
PHOTO IMAGING II	X		X	X	X		X	X
PHOTO IMAGING III	X			X	X		X	X

## PHOTO IMAGING II: PACING OR SUGGESTED TIME ALLOTMENT FOR UNITS

**90 total sessions. Including: 2 exam days, 2 exam review day**

Unit 1:	Photography Lab Technology	3 sessions
Unit 2:	Photographic Design Loop: Critique	5 sessions
Unit 3:	Contemporary Photography	3 sessions
Unit 4:	Design Principles and Composition	5 sessions
Unit 5:	Copyright and Ethics	2 sessions
Unit 6:	Image Capture Digital SLR Cameras	6 sessions
Unit 7:	Images in Motion	5 sessions
Unit 8:	Image Capture Scanners + Compositing	3 sessions
Unit 9:	Intermediate Adobe Photoshop Certification	6 sessions
Unit 10:	Advanced Studio Lighting:	5 sessions
Unit 11:	Photographic Careers	5 sessions
Unit 12:	Photos and the Web	5 sessions
Unit 13:	Photojournalism	5 sessions
Unit 14:	Photo Illustration	5 sessions
Unit 15:	Photographic Theme	10 sessions
Unit 16:	Composites	5 sessions
Unit 17:	On Location: Event Photograph	3 sessions
Unit 18:	Digital Photographic Portfolio	5 sessions
	Exam Days and Clean - up	4 sessions

# PHOTOGRAPHIC IMAGING II CURRICULUM MAP

Time Frame	Unit #	Content/Topic	Objectives/Observable Proficiencies/Skills SWBAT	NJCCCS	Performance Benchmarks/Assessment Projects and Tutorials
<b>3 SESSIONS</b>	<b>UNIT 1</b>	<b>THE PHOTOGRAPHY LAB TECHNOLOGY</b>			
		Lab Technology	<b>SWBAT</b> 1. Lab Network Layout 2. Identify the computer components for Photo Imaging II 3. Discuss programs associated with Photo Imaging II 4. Login to Photographic Imaging Network 5. Discuss emerging technologies and software in the creation of images 6. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. 7. Use appropriate language when communicating with diverse audiences using computer and information literacy.	8.1A 8.1B 8.2A 8.2B 8.2C 9.1B 9.2A	1. Students will each enter passwords, and successfully login to the Network. Discuss and identify the computer components
		Production Tools	<b>SWBAT</b> 1. Operate Paper Cutter utilizing safety and cutting procedures 2. Use an X-acto tool following proper sharp edge procedures 3. Respect yellow safety caution tape allowing others a minimum safe distance when operating all machinery 4. Operate Light Table 5. Operate Matte Cutter 6. Operate Rota-trim paper cutter 7. Apply project planning and management skills in academic and/or occupational settings. 8. Compare and contrast methods for maximizing personal productivity. 9. Describe and demonstrate basic first aid and safety procedures. 10. Implement safety procedures in the classroom and workplace	9.2B 9.2F	1. Students will listen to demonstration and teach back what they have learned to another student. Students will have to pass a safety examination presented by the instructor. Students will demonstrate safety procedures at all times. 2. Students will take a safety quiz and demonstrate proper understanding of equipment.
		The Network and Internet	<b>SWBAT</b> 1. Save a file to their Home Directory 2. Open browser window 3. Open search Engine 4. Perform an image search using image database 5. Download files to a portable storage device	8.1A 8.1B 8.2A 8.2B 8.2C	1. Students will successfully locate and open the file that they had saved in their home directory or on a portable storage device.

		Digital Writing Tablets	<b>SWBAT:</b> 1. Use a stylus to interact with the computer to complete specific tasks within a design program 2. Explore different technologies that input information into the computer. 3. Discuss the pros and cons of using a pen to input information into the computer. Research other technologies that photographer/artist/designers use to speed up the production. 4. Provide various examples of how technological developments have shaped human ability to write and input information	8.1B 8.2A 8.2B	1. Visual check for understanding 2. Students will use tablet to complete specific activities associated with retouching an image 3. Worksheet describing the pros and cons to using this type of device.
		Computer GUI	<b>SWBAT</b> 1. Navigate the Interface of the computer 2. Access and organize File, folders and Projects 3. Access and organize Fonts Compare computer hardware and development 4. Merge information from one document to another 5. Make informed choices among technology systems, resources, and services in a variety of contexts.	8.1A 8.1B 8.2A 8.2B 8.2C	4. Understand and navigate a compute GUI 5. Personalize desktop and user account.
		Scanning & Peripherals	<b>SWBAT</b> 1. Connect the Scanner 2. Scan High resolution and compressed images 3. Distinguish Resolution: For Print/Web and Screen Viewing 4. Apply Unsharp Masking, Descreen & Moiré Effects on scanned material 5. Scan for reference image placement vs. photo-editing	8.1A 8.1B 8.2A 8.2B 8.2C	1. Students will perform downloading with a USB cable, saving it on their directory, and viewing it in digital imaging software. Periodic questioning of hardware and software. 2. Students will scan a sample image. Students will save that image, and apply any filters necessary to gain a clear file.
		Chemical Safety (Optional)	<b>SWBAT</b> 6. Explore color developing techniques 7. Demonstrate proper use of chemicals 8. Demonstrate proper disposal of chemicals 9. Demonstrate proper safety precautions when using chemicals 10. If they choose to explore avenues using film 11. Describe and demonstrate basic first aid and safety procedures. 12. Implement safety procedures in the classroom and workplace	9.2B 9.2F 5.6B	1. Develop a list of safety rules to be observed inside an outside of the class room 2. Students will take the Flinn Scientific safety Test. Students will work directly with the teacher on a one on one basis to explore color developing techniques
<b>5 SESSIONS</b>	<b>UNIT 2</b>	<b>PHOTOGRAPHY DESIGN LOOP: CRITIQUE</b>			
Ongoing		Defining Photography	<b>SWBAT</b> 1. Discuss why photography matters in American culture and the global culture? 2. Elaborate on the Ethics of Visual Communication 3. Describe their photographic imaging process & Strategy	8.2A 1.4B	1. Project based learning 2. Peer Critique 3. Rubric based assessment 4. Internet research

			4. Provide various examples of how technological developments in Photography have shaped human history.		
Ongoing		The Solution	<b>SWBAT</b> 1. Describe the methods of how do you form an image with meaning? 2. Identify a problem in photography and formulate a strategy to solve the problem using brainstorming, and appropriate resources. 3. Brainstorm a photographic concept 4. Describe what the word production means? 5. Evaluate and Critique their process	8.1B 8.2A 1.4B	1. Project based learning 2. Peer Critique 3. Rubric based assessment 4. Internet research
Ongoing		Research & Idea Journal Photo Projects Critique Self Critique	<b>SWBAT</b> 1. Research existing photographs and reverse engineer how they were created 2. Visually Brainstorm Ideas and Photographs 3. Create photographic studio setups based on a sketch 4. Critique their work and the work of their peers.	8.2B 9.1B 1.4B	1. Students will use a journal to record the brainstorming of new ideas, and demonstrate their ability to express their new idea visually. 2. Students will use a self critique form to analyze their photographs 3. Internet research
<b>3 SESSIONS</b>	<b>UNIT 3</b>	<b>CONTEMPORARY PHOTOGRAPHY</b>			
		Photographic History	<b>SWBAT</b> 1. Identify photos that have brought about change in American social, political or economic viewpoint 2. Identify photos that have caused change in world opinion in the political, economic or social arena 3. Discuss what factors are responsible for the creation of that photograph	8.2 A 8.2 C	1. Students will watch: American Photography: A Century of Images 2. Answer questions designed around that video
		Contemporary Photographer Research Project  Photo Project: In the Style Of....	<b>SWBAT</b> 1. Identify contemporary photographic trends 2. Draw historic comparisons to modern photography 3. Evaluate the effect of mass production and marketing on the photographic industry 4. Research a contemporary photographer and be able to talk about his/her field, training, equipment and image. 5. Design photographs that emulate celebrated photographer's work.	8.2 A 8.2 C 9.1A 9.1B 9.2D 3.5A 3.5B 3.5C	1. Students will study various sources to explore contemporary photography. These will include textbooks, journal articles, videos, photography books, and the internet. 2. Student will complete research paper on a contemporary photographer. 3. Students will look to emulate this photographer's style in photograph.
<b>5 SESSIONS</b>	<b>UNIT 4</b>	<b>DESIGN PRINCIPLES AND COMPOSITION</b>			
Ongoing		Photographic Design Elements	<b>SWBAT</b> Identify the following design/compositional elements and apply them to their work: 1. Leading Lines in photography 2. Shape in photography 3. Contrast/Value in photography or High Contrast 4. Color/Saturation in photography 5. Texture in photography	8.2B 1.1A 1.1B 1.2D 1.3D 1.4A 1.4B	1. Student Journal of Photograph examples 2. Project based learning 3. Peer Critique 4. Rubric based assessment 5. Internet Research and process

Ongoing		Photographic Design Principles	<b>SWBAT</b> Identify the following design principles in photograph and apply them to their work: 1. Balance: Asymmetrical or Symmetrical 2. Emphasis through design 3. Rhythm 4. Unity/Harmony 5. Repetition/Pattern	8.2B 1.1A 1.1B 1.2D 1.3D 1.4A 1.4B	1. Student Journal of Photograph examples 2. Project based learning 3. Peer Critique 4. Rubric based assessment 5. Internet Research and process
Ongoing		Space relationships	<b>SWBAT</b> Identify the following special relationships: 1. Positive and Negative Space in a photograph 2. Illusion in a photograph 3. Use of lighting to determine/create depth	8.2B 1.1A 1.1B 1.2D 1.3D 1.4A 1.4B	1. Student Journal of Photograph examples 2. Project based learning 3. Peer Critique 4. Rubric based assessment 5. Internet Research and process.
Ongoing		Basic Typography	<b>SWBAT</b> 1. Develop use type to enhance a photograph 2. Understand nomenclature and function of text with a design program 3. To search and download a font that relates to a design.	8.2B 1.1A 1.1B	1. Student Journal of Photograph examples 2. Project based learning 3. Peer Critique 4. Rubric based assessment
Ongoing		Rule of Thirds	<b>SWBAT</b> Identify the following ways to divide an image 1. Principle of Unequal spacing 2. Line placement 3. Perspective 4. On demand grid lines	8.2B 1.1A 1.1B 1.2D 1.3D 1.4A 1.4B	1. Student Journal of Photograph examples 2. Project based learning 3. Peer Critique 4. Rubric based assessment
Ongoing		Center of Interest: Emphasis	<b>SWBAT</b> Identify the different ways to establish interest in a photograph including: 1. Visual hierarchy 2. Size relationships 3. presentation Techniques 4. Color and value accent vs. desaturation of elements 5. Directing the Eye 6. Softening contrast	8.2B 1.1A 1.1B 1.2D 1.3D 1.4A 1.4B	1. Student Journal of Photograph examples 2. Project based learning 3. Peer Critique 4. Rubric based assessment
<b>2 SESSIONS</b>	<b>UNIT 5</b>	<b>COPYRIGHT AND ETHICS</b>			
			<b>SWBAT</b> 1. Explain who and what can be legally photographed. 2. Explain when consent is necessary in photographing. 3. Describe what copyright ownership, notice, fair usage, and free usage as it applies to photography. 4. Describe at least 6 ramifications of copyright laws and ethics when using or creating digital images. 5. Discuss and evaluate internet resources for copyright law.	8.1A 8.1B 9.2E	1. Students will write a 300 word position paper on the ramifications and ethics of using copyrighted images for publication and personal use.
<b>6 SESSIONS</b>	<b>UNIT 6</b>	<b>IMAGE CAPTURE DIGITAL SLR CAMERAS</b>			

		Nikon D40 Aperture Priority Shutter Priority Film Speed Flash Photography Natural Lighting PowerPoint: SLR Function & Tools Project: 36 Faces	<b>SWBAT</b> 1. Proficiently use a digital SLR 2. Employ the use of Digital SLR 3. Utilize different lenses 4. Utilize flash accessories 5. Explain how a digital camera works 6. Identify camera components 7. Identify camera connections 8. Identify different media types 9. Identify different lens and accessory option 10. Talk about equipment and trends in photography 11. Use digital camera interfaces, media connectivity and image file software. 12. Utilize digital SLR accessories: External Flash and diffusers 13. Understand how to delete photos on a camera. 14. Use both artificial and natural lighting to create photographs that exhibit excellent exposure, shadow and highlight. 15. Use Basic Daylight Exposure (BDE) for correct exposure. 16. Use photoflash for color correction, fill light, enhance shadow, and freeze action.	8.1A 8.1B 8.2B 9.1B 9.2A 9.2B 1.4B 3.2C 3.5A 3.5B 3.5C 4.2 D	1. Students will complete a series of teacher prepared technical assignment that will utilize the features of a SLR digital and film cameras. 2. Students will be able to label and identify the workings of a digital SLR camera. Students will be able to download images from the camera to a computer for image processing. (Students will engage in photographic projects that will assess their knowledge and use of specific camera features and controls.
<b>5 SESSIONS</b>	<b>UNIT 7</b>	<b>IMAGES IN MOTION</b>			
		Digital Point and Shoot Camera	<b>SWBAT</b> 1. Explore different ways to make images move 2. Explore different ways to create photos more interactive 3. Identify different file formats associated with moving images: mpg, avi, jpg 4. Using digital point and shoot record and Utilize digital cameras to take and record a basic movie 5. Research Lighting for motion vs. still 6. Explore techniques that would attain a 360 degree image.	8.1A 8.1B 8.2B 9.1B 9.2A 9.2B 1.4B	1. Periodic questioning 2. Periodic visual check of work and questioning for understanding 3. Project based assessment graded by rubric or percentage grade 4. Portfolio based assessment graded by rubric
<b>3 SESSIONS</b>	<b>UNIT 8</b>	<b>IMAGE CAPTURE SCANNERS AND COMPOSITING</b>			
		Advanced Scanning Techniques for Compositing	<b>SWBAT</b> 1. Use a scanner via <i>TWAIN</i> to input photographic images into Photoshop. 2. Use batch scan features to be able to create a file of scanned images.	8.1A 8.1B 8.2A 8.2B 8.2C	1. Student will scan photographs, negatives, and transparencies using appropriate scanner and resolution required for a given task.
<b>6 SESSIONS</b>	<b>UNIT 9</b>	<b>INTERMEDIATE : ADOBE CERTIFIED ASSOCIATE, VISUAL COMMUNICATION OBJECTIVES: ADOBE PHOTOSHOP CS3 EXTENDED</b>			
		Intermediate Image Editing for Photographs  Photo Project: Color, Color, Color	<b>SWBAT</b> 1. Use curves and color channels to control tones and color. 2. Manage and adjust layers to design creative photographs. 3. Use layers and layer masks (Alpha Channels) to combine images and harmonize elements of a photograph.	8.1A 8.1B 8.2B 9.1B 9.2A	1. Students will be given exercises in each of the student learning objectives. Students will demonstrate that they can perform each task by providing either

			<ol style="list-style-type: none"> <li>4. Create collage and composite photographs utilizing layers and layer masks.</li> <li>5. Use advanced selection techniques.</li> <li>6. Use digital filters for special effects.</li> <li>7. Use correct file format for the stated purpose of a digital image.</li> <li>8. Compare and contrast different masking techniques</li> </ol>	9.2B 1.4B	<ol style="list-style-type: none"> <li>prints or finished task saved on file for evaluation.</li> <li>2. Students will save file with correct file format and compression according to a given assignment.</li> </ol>
		Photographic Advanced Restoration and Retouching Quiz	<b>SWBAT</b> <ol style="list-style-type: none"> <li>1. Correct tone, exposure and color.</li> <li>2. Restore, repair and rebuild damaged photographs which can include the following: Dust, mold, and texture removal, Eliminate scratches, unwanted elements, Repair tears, rips and cracks, Match density to minimize staining</li> <li>3. Compare and contrast different methods of workflow in digital imaging.</li> </ol>	8.1A 8.1B 8.2B 8.2C	<ol style="list-style-type: none"> <li>1. Students will restore an old and/or damaged photograph.</li> <li>2. Students will be given a quiz on photographic retouching</li> </ol>
		Setting project requirements	<b>SWBAT</b> <ol style="list-style-type: none"> <li>1. Identify the purpose, audience, and audience needs for preparing images.</li> <li>2. Demonstrate knowledge of standard copyright rules for images and image use.</li> <li>3. Demonstrate knowledge of project management tasks and responsibilities.</li> <li>4. Communicate with others (such as peers and clients) about design plans.</li> </ol>	8.1A 8.1B 8.2B 8.2C	<ol style="list-style-type: none"> <li>1. Adobe curriculum based tutorials</li> <li>2. Presenter notes and worksheets</li> <li>3. Individual and group photographic projects graded by rubric.</li> <li>4. Computer based assessment for certification given at end of semester.</li> </ol>
		Identifying design elements when preparing images	<b>SWBAT</b> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of image resolution, image size, and image file format for web, video, and print.</li> <li>2. Demonstrate knowledge of design principles and image composition.</li> <li>3. Demonstrate knowledge of typography.</li> <li>4. Demonstrate knowledge of color correction.</li> <li>5. Demonstrate knowledge of image generating devices and their resulting image types.</li> </ol>	8.1A 8.1B 8.2B 8.2C	<ol style="list-style-type: none"> <li>1. Adobe curriculum based tutorials</li> <li>2. Presenter notes and worksheets</li> <li>3. Individual and group photographic projects graded by rubric.</li> <li>4. Computer based assessment for certification given at end of semester.</li> </ol>
		Understanding Adobe Photoshop CS3 Extended	<b>SWBAT</b> <ol style="list-style-type: none"> <li>1. Identify elements of the Photoshop CS3 user interface and demonstrate knowledge of their functions.</li> <li>2. Understand key terminology of digital images.</li> <li>3. Demonstrate knowledge of layers and masks.</li> <li>4. Demonstrate knowledge of importing, exporting, organizing, and saving.</li> <li>5. Demonstrate knowledge of producing and reusing images.</li> <li>6. Demonstrate an understanding of and select the appropriate features and options required to implement a color management workflow.</li> </ol>	8.1A 8.1B 8.2B	<ol style="list-style-type: none"> <li>1. Adobe curriculum based tutorials</li> <li>2. Presenter notes and worksheets</li> <li>3. Individual and group photographic projects graded by rubric.</li> <li>4. Computer based assessment for certification given at end of semester.</li> </ol>
		Manipulating images	<b>SWBAT</b>	8.1A	<ol style="list-style-type: none"> <li>1. Adobe curriculum based tutorials</li> </ol>

			<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of working with selections and measurement.</li> <li>2. Use Photoshop guides and rulers.</li> <li>3. Transform images</li> <li>4. Adjust the tonal range and correct the color of an image.</li> <li>5. Demonstrate knowledge of retouching and blending images.</li> <li>6. Demonstrate knowledge of drawing and painting.</li> <li>7. Demonstrate knowledge of type.</li> <li>8. Demonstrate knowledge of filters</li> </ol>	<p>8.1B 8.2B 3.5A</p>	<ol style="list-style-type: none"> <li>2. Presenter notes and worksheets</li> <li>3. Individual and group photographic projects graded by rubric.</li> <li>4. Computer based assessment for certification given at end of semester.</li> </ol>
		Evaluating digital images	<p><b>SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of preparing images for web, print, and video.</li> </ol>	<p>8.1A 8.1B 8.2B 8.2C 3.5A 3.5B 3.5C</p>	<ol style="list-style-type: none"> <li>1. Portfolio and self promotional materials</li> <li>2. Computer based assessment for certification given at end of semester.</li> </ol>
<b>5 SESSIONS</b>	<b>UNIT 10</b>	<b>ADVANCED STUDIO LIGHTING</b>			
		<p>Portrait Photography Project</p> <p>Product Photography Project</p> <p>Advanced Lighting Systems</p> <p>Additive and Subtractive Color and Light</p> <p>Temperature of Light</p> <p>Natural Light vs. Man made light</p>	<p><b>SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Use both artificial and natural lighting to create photographs that exhibit excellent exposure, shadow and highlight.</li> <li>2. Use Basic Daylight Exposure (BDE) for correct exposure.</li> <li>3. Use photoflash for color correction, fill light, enhance shadow, and freeze action.</li> <li>4. Use studio lighting for both still life and portrait photography.</li> <li>5. Evaluate the function, value, and appearance of lighting systems products &amp; systems, from the perspective of the user</li> <li>6. Discuss the full costs, benefits and trade-offs, and risks related to the use of lighting technologies</li> <li>7. Develop methods for creating possible solutions, modeling and testing lighting solutions, and modifying proposed design in the solution of a technological problem using hands-on activities with the studio lights</li> <li>8. Explain how the various forms of light move through diffusion materials and identify the factors that affect that movement.</li> <li>9. Describe color temperature and balance and why they are important when photographing with color film.</li> <li>10. Explain how color is created by both additive and subtractive methods.</li> </ol>	<p>8.1A 8.1B 8.2A 8.2B 9.1B 9.2A 9.2B 5.7 B 1.4B 3.2C 3.5A 3.5B 3.5C 4.2D</p>	<ol style="list-style-type: none"> <li>1. Students will study photographic lighting from textbooks, technical journals, Internet sources and specialty photography books.</li> <li>2. Students will view video on Basic Daylight Exposure (BDE) and use BDE to produce a technical photographic assignment.</li> <li>3. Students will use a photoflash to produce photographs.</li> <li>4. Students will use studio lighting to produce still life and portrait photographs.</li> <li>5. Students will read chapter in textbook on color photography and complete textbook worksheets.</li> </ol>
		Unit 2: Lighting	<p><b>SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Utilize “Three-Step” Lighting for box-shaped subjects.</li> <li>2. Preserve the effect of roundness in spherical subjects.</li> </ol>	<p>8.2A 8.2C</p>	<ol style="list-style-type: none"> <li>1. Students will be given a technical problem to light a box with three lights: a spotlight from left rear and</li> </ol>

			<ol style="list-style-type: none"> <li>3. Use visualization approach to basic lighting.</li> <li>4. Establish placement of lighting.</li> <li>5. Determine light ratio verses subject brilliance.</li> <li>6. Establish lighting based on subject surface.</li> <li>7. Photograph the invisible and eliminate unwanted visible objects.</li> <li>8. Students will be given various objects to photograph. Students will then:</li> <li>9. Visualize: What will it look like by sketching and/or writing a description.</li> <li>10. Decide: What kind of lighting should be used?</li> <li>11. Establish lighting based on subject surface.</li> <li>12. Choose Equipment needed.</li> <li>13. Determine where and how much highlight and shadow are best suited for visualize photograph.</li> <li>14. Check lighting for transparent items to be photographed, (i.e. glass, water etc.) correct as necessary.</li> <li>15. Check for unwanted reflections. (I.e. camera reflected in metallic object.)</li> <li>16. Final Checks and correction if needed and determine exposure</li> </ol>		<p>two floods from each side of the camera. Students will photograph the box-shaped object from four different angles, gradually moving the lights to illuminate the box-shaped object to look three-dimensional.</p> <ol style="list-style-type: none"> <li>2. Students will be given a technical problem to light spherical object with three lights: a spotlight from left rear and two floods from each side of the camera. Students will photograph the spherical object from four different angles, gradually moving the lights to illuminate the spherical object to look three-dimensional.</li> </ol>
<b>5 SESSIONS</b>	<b>UNIT 11</b>	<b>PHOTOGRAPHIC CAREERS</b>			
		Resume and Career Building	<b>SWBAT</b> <ol style="list-style-type: none"> <li>1. Create a resume and promotional materials</li> <li>2. Produce a multimedia project</li> <li>3. Merge information from one document to another</li> </ol>	8.1A 8.1B 9.1A 9.1B 9.2D	<ol style="list-style-type: none"> <li>1. Student will create a digital resume and promotional materials for their online portfolio.</li> <li>2. Students will self asses components of resume.</li> </ol>
		Career Exploration	<b>SWBAT</b> <ol style="list-style-type: none"> <li>1. Describe 6 careers associated with photographic imaging.</li> <li>2. Provide career assessment of one career were photographic imaging is used. To include: A description of a career associated with photographic imaging. An assessment of job opportunities. Synapses of educational requirements.</li> </ol>	8.1A 8.1B 9.1A 9.1B 9.2D	Students will prepare a career profile to include a description of at least 6 careers associated with photographic imaging an assessment of job opportunities of one career field and synapses of educational requirements of that career.
		Emerging Technology	<b>SWBAT</b> <ol style="list-style-type: none"> <li>1. Examine the effects and affects that digital photography has had on consumer and professional photography.</li> <li>2. Design and provide a list of equipment needed for a professional and a consumer digital workstation.</li> <li>3. Compare and evaluate the following components of a digital workstation. Including Digital cameras (Consumer, Prosumer, and Professional), Scanners – (film and photograph), Printers – (dye-sub, ink-jet,), Computer (MAC or PC?). This lesson will answer the question “How have you seen the digital world change in your lifetime?”</li> </ol>	8.1A 8.1B 9.1A 9.2B	<ol style="list-style-type: none"> <li>1. Students will research a photographic profession and prepare a report on the affects and effects that digital photography has had. Students will also research the affects and effects digital photography has had on consumer photography.</li> <li>2. Students will design a professional and a consumer workstation and provide a list of equipment needed for each. Additionally students will provide a</li> </ol>

					budget for each workstation. Students will be provided with teacher prepared worksheets. 3. Students will compare the prices and performance of: digital cameras, scanners, computers and printers using the Internet
<b>5 SESSIONS</b>	<b>UNIT 12</b>	<b>PHOTOGRAPHY AND THE WEB</b>			
		Online Stock Photography Online Image Production Online Galleries	<b>SWBAT:</b> 1. Create a digital album on the web with promotional and supporting documents 2. Search for stock Photography 3. Create an online gallery of their photographs 4. Explore ways to print their photographs 5. Explore album creation.	8.1A 8.1B 9.1A 9.2B 3.5A 3.5B 3.5C	1. Students will create an online portfolio with promotional and supporting documents 2. Students will use stock photography sites to enhance their layout. 3. Student will compile a list of websites in a web log that would be useful to photographers in
<b>5 SESSIONS</b>	<b>UNIT 13</b>	<b>PHOTOJOURNALISM</b>			
		Photojournalist Equipment Flash Photography  Photojournalist Photograph Event	<b>SWBAT:</b> 1. Create a photograph that matches a story 2. Write a story for a photograph. 3. Optional. 4. Team with journalism student or paper to find a story to photograph 5. Download Retouch and optimize photograph 6. Describe the workflow that a photojournalist needs to take to complete assignment 7. Submit to client, to client's specifications for print or web use. 8. Use the photojournalistic methodology of "EDFAT" to capture photographs. 9. Fact find and problem solve to overcome creative blocks and produce ideas to create photographs. 10. Implement theme, subject and message to create photographs. 11. Use elements of photographic composition to create photographs. 12. Capture "The Decisive moment" when photographing events.	8.1A 8.1B 8.2A 8.2B 8.2C 9.1A 9.1B 9.2B 9.2E 3.5A 3.5B 3.5C	1. Student journal of photograph research, process & planning 2. Photographic Project with contact sheet of photographs. 3. Visual check on monitor or printed photograph 4. Peer Critique and/or self evaluation 5. Rubric based assessment of photograph
<b>5 SESSIONS</b>	<b>UNIT 14</b>	<b>PHOTO ILLUSTRATION</b>			
		Product Photography Techniques and Equipment	<b>SWBAT</b> 1. Bring in a product to photograph 2. Create a lighting diagram & determine the best lighting setup to shoot the product 3. Use the studio lights and diffusion box to take a product	8.1A 8.1B 8.2A 8.2B 8.2C	1. Student journal of photograph research, lighting diagrams, process & planning 2. Photographic Project with contact sheet of photographs. 3. Visual check on monitor or printed

			<p>shot</p> <ol style="list-style-type: none"> <li>4. Create a photography that would appear in a magazines</li> <li>5. Download Retouch and optimize photograph</li> <li>6. Describe the workflow that a photojournalist needs to take to complete assignment</li> <li>7. Submit to client, to client's specifications for print or web use.</li> </ol>	<p>9.1A 9.1B 9.2B 9.2E 1.4B 3.2C 3.5A 3.5B 3.5C 4.2 D</p>	<p>photograph</p> <ol style="list-style-type: none"> <li>4. Peer Critique and/or self evaluation</li> <li>5. Rubric based assessment of photograph</li> </ol>
<b>10 SESSIONS</b>	<b>UNIT 15</b>	<b>PHOTOGRAPHIC THEME</b>			
			<p><b>SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Define and implement photograph creativity</li> <li>2. Find facts, problem solve, overcome creative blocks and produce ideas to create photographs.</li> <li>3. Implement theme, subject and message to create photographs.</li> <li>4. Use elements of photographic composition to create photographs.</li> </ol>	<p>8.1A 8.1B 8.2A 8.2B 8.2C 9.1A 9.1B 9.2B 9.2E 1.4B 3.2C 3.5A 3.5B 3.5C 4.2 D</p>	<ol style="list-style-type: none"> <li>1. 1 – 4 Students will incorporate creativity, design and photographic composition in all assigned photographic assignments.</li> <li>2. <i>(Students will be graded on creativity and design as part of a photographic assignment rubric)</i></li> </ol>
Ongoing		Visual Icons , Theme and Visual Language	<p><b>SWBAT:</b> Discuss visual themes in photography</p> <ol style="list-style-type: none"> <li>1. Visual Image and Icons</li> <li>2. Warmth, welcome</li> <li>3. Shock value/</li> <li>4. Mischief/Mystery/Whimsical</li> <li>5. Human element/Nature/</li> <li>6. Contrast/Impact</li> <li>7. Caprice/Moment</li> <li>8. Nostalgia/History/Time</li> <li>9. Variety-within-variety</li> <li>10. Dark Images</li> </ol>	<p>8.1A 8.1B 8.2A 8.2B 1.1A 1.1B 1.2D 1.3D 1.4A 1.4B 3.5A 3.5B 3.5C</p>	<ol style="list-style-type: none"> <li>1. Student journal of photograph research, process &amp; planning</li> <li>2. Photographic Project with contact sheet of photographs.</li> <li>3. Visual check on monitor or printed photograph</li> <li>4. Peer Critique and/or self evaluation</li> <li>5. Rubric based assessment of photograph</li> </ol>
<b>5 SESSIONS</b>	<b>UNIT 16</b>	<b>COMPOSITES</b>			
		Composite : Scale Project Composite: Self Portrait Composite: Text	<p><b>SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Create digital composites using Adobe Photoshop</li> <li>2. Employ design principles in their designs</li> </ol>	<p>8.1A 8.1B 8.2A 8.2B</p>	<ol style="list-style-type: none"> <li>1. Student journal of photograph research in to digital composites, process &amp; planning</li> <li>2. Photographic Project with contact sheet of photographs.</li> </ol>

			<ol style="list-style-type: none"> <li>3. Explore contemporary compositing problems and solutions</li> <li>4. Create their own designs that solve a compositing problem</li> </ol>	8.2C 9.1A 9.1B 9.2B 9.2E 1.4B 3.2C 3.5A 3.5B 3.5C 4.2 D	<ol style="list-style-type: none"> <li>3. Visual check on monitor or printed photograph</li> <li>4. Peer Critique and/or self evaluation</li> <li>5. Rubric based assessment of photograph</li> </ol>
<b>3 SESSIONS</b>	<b>UNIT 17</b>	<b>ON LOCATION: EVENT PHOTOGRAPHY</b>			
			<b>SWBAT</b> <ol style="list-style-type: none"> <li>1. Plan the necessary equipment needed for the shoot</li> <li>2. Sign out equipment and return equipment</li> <li>3. Plan a workflow strategy to compete</li> <li>4. Complete the necessary workflow</li> </ol>	8.1A 8.1B 8.2A 8.2B 8.2C 9.1A 9.1B 9.2B 9.2E 1.4B 3.2C 3.5A 3.5B 3.5C 4.2 D	<ol style="list-style-type: none"> <li>1. Student journal of photograph research into event photography, process &amp; planning</li> <li>2. Photographic Project with contact sheet of photographs.</li> <li>3. Visual check on monitor or printed photograph</li> <li>4. Peer Critique and/or self evaluation</li> <li>5. Rubric based assessment of photograph</li> </ol>
<b>5 SESSIONS</b>	<b>UNIT 18</b>	<b>DIGITAL PHOTOGRAPHIC PORTFOLIO</b>			
Ongoing		Adobe Photoshop Automation Tools  Basic Web gallery creation	<b>SWBAT:</b> <ol style="list-style-type: none"> <li>1. Organize files to be uploaded</li> <li>2. Resize images</li> <li>3. Create a Digital portfolio that documents their photography</li> <li>4. Crete a digital portfolio that shows their process</li> <li>5. Create a digital portfolio that shows their growth</li> <li>6. Include supporting documents</li> </ol>	8.1A 8.1B 8.2A 8.2B 3.1H 9.1 A 9.1B	<ol style="list-style-type: none"> <li>1. Student journal of website research, process &amp; planning</li> <li>2. Visual check on monitor or digital submission of website</li> <li>3. Peer Critique and/or self evaluation</li> <li>4. Rubric based assessment of portfolio</li> </ol>

## PROJECT SEQUENCE: PHOTOGRAPHIC IMAGING II

The sequence below quickly outlines the list of projects in order of delivery in PHOTOGRAPHIC IMAGING I. A brief description is included along with the applicable NJCCCS reference numbers. The timeline is a guideline that includes the instruction and skill development. Note that all projects include a writing component, critique component typically in the form of a self evaluation, as well as a math layout component.

ORDER	PROJECT NAME	PROJECT DESCRIPTION	NJCCCS	TIMELINE
1	36 Faces	<ul style="list-style-type: none"> <li>Students will explore the connection between repetition and the photography of faces. Students will use advanced framing and compositional techniques and their own style to photographic people and to make a statement. Alternate 36 of something</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week
2	Advanced Color Portrait	<ul style="list-style-type: none"> <li>Students will create a color portrait that builds upon their knowledge in Photo I. Students will be required to use three lights and to create an unusual portrait that uses the nature of color.</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week
3	Advanced Black and White Portrait	<ul style="list-style-type: none"> <li>Students will create a black and white portrait that builds upon their knowledge in Photo I. Students will be required to use three lights and to create a portrait about texture.</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week
4	Color /Color/Color	<ul style="list-style-type: none"> <li>Students will use the studio lights to create a photograph that identifies and uses all the colors found in the spectrum.</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week
5	Photojournalism: School Event	<ul style="list-style-type: none"> <li>Students will be required to find a school event that needs to be documented and to shoot and deliver the photos via email or CD.</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week
6	Triptych 2: Tell a Story Visual Theme	<ul style="list-style-type: none"> <li>Students are to tell a story using three photos</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week
7	In the Style of... Contemporary photographer research project	<ul style="list-style-type: none"> <li>Students are to research a photographer. Once examples of the photographers work have been found students are to shoot a project in the style of that photographer</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week
8	Composite: Text	<ul style="list-style-type: none"> <li>Students will create a Digital Composite using Text and Image.</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week
9	Composite: Self Portrait	<ul style="list-style-type: none"> <li>Students are to utilize a piece of art work and to place their image into a painting in multiple locations. Students are to shoot these photographs using the studio setup.</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week
10	Composite: Scale Objects in Motion	<ul style="list-style-type: none"> <li>Students are to create an extreme scale relationship by adding the element of motion to their photographs.</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week
11	Self Portrait Photo	<ul style="list-style-type: none"> <li>Students are to create a self portrait. They will have the choice to either use color or black and white</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week

12	Tell a Story Photo Journalism	<ul style="list-style-type: none"> <li>Students are to write a story and to document it with a photo. Student may community service, events or write a fictional story.</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week
13	Product Photograph	<ul style="list-style-type: none"> <li>Students are to create a product photograph with a description of the product</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week
14	Portfolio	<ul style="list-style-type: none"> <li>Students are to create a digital portfolio documenting their photo work and activities. Students will explore different programs to complete this task.</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week Ongoing
15	Adobe Certification	<ul style="list-style-type: none"> <li>Students will engage in examination for certification in Adobe Photoshop. Students will perform tutorials and review for this activity</li> </ul>	8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2 D	1 Week