

## Unit 2: Introduction to Photography

### Media Arts I

17 Class Meetings

*Created July 2020*

#### Essential Questions

- How do photographers create works of art that effectively communicate?
- How has photography impacted our lives?

#### Enduring Understandings with Unit Goals

**EU 1:** People create and interact with objects and places through photography in ways that define and enhance their lives.

- Discover how to use digital equipment and devices to capture compelling images
- Apply knowledge of digital equipment to capture an image
- Critique and analyze images captured by others

**EU 2:** Photographs are effective ways to communicate stories and ideas.

- Analyze images to discover elements of high-quality photographs
- Apply understanding of shot types and elements when capturing images
- Create visual stories to deliver a message

#### Standards

##### National Media Arts Standards:

- MA:Cr1.1.6: Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.
- MA:Cr2.1.6: Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.
- MA:Cr3.1.6b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.
- MA:Pr5.1.6c: Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.
- MA:Pr6.1.6: a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
- b. Analyze results of and improvements for presenting media artworks.
- MA:Re7.1.6: a. Identify, describe, and analyze how message and meaning are created by components in media artworks.
- b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience. MA:Re8.1.6: Analyze the intent of a variety of media artworks, using given criteria.
- MA:Re9.1.6: Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.
- MA:Cn10.1.6: a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.

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- MA:Cn11.1.6: a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.

#### ISTE Standards

- Standard 1: Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
  - 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
  - 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
  - 1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- Standard 2: Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
  - 2b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
  - 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- Standard 3. Knowledge constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
  - 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
  - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
  - 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
  - 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
- Standard 6: Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
  - 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
  - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

## ISAAC Vision of the Graduate Competencies

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**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

- 1 Digital Photography Hardware & Software:
  - Set up and care for photography equipment
  - Capture compelling images
  - Modify images to enhance quality/ complement purpose
  - Manage & share files
- 2 Digital Photography Communication:
  - Analyze a variety of photographs
  - Compare & contrast elements of high quality images
  - Create a visual story to deliver a powerful message
- 3 Digital Citizenship:
  - Discover ownership rights
  - Cite sources to credit author and avoid plagiarism

### Daily Learning Objectives with *Do Now Activities*

**Students will be able to...**

- Compare and contrast photographs to discover elements of compelling, high quality photographs
  - What is photography?
- Analyze iconic images to discover meaning, message, and visual impact
- Assemble & analyze a collection of original photographs and reflect on their personal impact
- Evaluate and capture images that demonstrate a variety of shot positions from given list\*\*
- Evaluate and capture images that dramatically demonstrate the elements of framing, color, symmetry, leading lines, and the Rule of Thirds\*\*\*
- Develop an understanding of image editing software and tools\*
- Modify images using image editing software\*\*\*
- Create a collage using a variety of filters\*\*
- Create an online digital portfolio to share best image with including artist statement
- Critique & revise from peer feedback
- Present to share with an authentic audience

### Instructional Strategies/Differentiated Instruction

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- Whole group instruction
- Small group instruction
- Guided notes
- Instructional videos
- Paragraph frames and sentence starters
- Teacher/student modeling
- Written feedback – teacher and peer
- Think-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Electronic word walls with visuals - Padlet
- Anchor charts
- Conferencing
- Text and video chunking with guiding questions
- Individualized in-person/Zoom coaching
- Student collaboration in small in-person/Zoom groupings
- Assignment modification
- Speech to text

### Assessments

#### **FORMATIVE ASSESSMENTS:**

- Do Now
- Student discussions and responses
- CFU – Check for Understanding
- Exit Slips
- Accountable Talk Discussions
- Assignment completion
- Completed graphic organizers
- Homework

#### **SUMMATIVE ASSESSMENTS:**

- Quiz on EU #1
- Quiz on EU #2
- Performance Task – Digital Portfolio

### Unit Task

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**Unit Task Name:** “Digital Portfolio”

**Description:** Students will create a digital portfolio to present their best work, demonstrating their ability to effectively use digital photography hardware and software tools. (EU1) They will analyze and reflect on the images in their portfolio, explaining their message as an artist and how they used shot positions and photographic elements to create compelling images. (EU2) The final product will be shared with authentic audiences.

**Evaluation:** Summative assessment and future rubric in 2021-2022 school year.

### Unit Resources

- Chromebooks
- Cell phones, digital cameras, tripods
- <https://kids.nationalgeographic.com/>
- Pixlr
- Teacher computer
- Classroom monitor (TV)
- Zoom Pro
- Screencastify
- Padlet
- <https://sites.google.com/a/richland2.org/media-arts-example/artwork>