

Winslow Township School District
11-12 Digital Art Photography
Unit 3: Exposure Settings

Overview: In this unit, Students will be introduced to the various exposure settings on a camera.

Overview	Standards	Unit Focus	Essential Questions
<p><u>Unit 3</u> Exposure Settings</p>	<ul style="list-style-type: none"> • 1.2.12adv.Cr1a • 1.2.12adv.Cr1b • 1.2.12adv.Cr1c • 1.2.12adv.Cr3a • 1.2.12adv.Cr3b • 1.2.12adv.Pr5a • 1.2.12adv.Pr5c • 1.2.12adv.Re9a • 1.2.12adv.Cn10a 	<ul style="list-style-type: none"> • Students will be able to demonstrate an understanding of all factors that contribute to making a correct exposure. • Effectively communicate an idea, create a product or solve a problem through visualization and illustration. • Students will be able to demonstrate an understanding of Stopping Action through their creations of photographic images. • Students will be able to stitch together images and integrate effects into a three-dimensional design. • Alter the pressure of a stylus or mouse in order to simulate line thickness. 	<ul style="list-style-type: none"> • How does shutter speed, aperture size, ISO and white balance contribute to making an exposure?? • What methods are used to determine whether or not figures and objects are correctly proportioned? • What is equivalent exposure? • What settings and/or shooting techniques will allow me to stop action? • What is depth of field? • How can images be stitched together to form more of a 3D effect? • What is the difference between using a stylus vs. a mouse for drawing? • How does changing the zoom percentage often alter the visualization process?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Shutter speed, aperture, ISO and white balance work in conjunction with each other to ensure photos are not under or over exposed. • A digital artist/photographer uses proportion by placing and comparing objects in close proximity to each other. • The illusion of 3D is created through the use of perspective, shadow and texture. • Equivalent exposure is adjusting camera settings that still take in the same amount of light but alter effects such as blur versus sharpness. • Stop action is mostly controlled by using a fast shutter speed and eliminating camera shake. • The term depth of field refers to all that is in focus in a photograph. • A stylus allows for greater hand control because it simulates using a paintbrush. • Changing zoom perspective often allows the artist/photographer to change perspective. Zoom often; in for detail work and out for overall layouts. 		

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Curriculum Unit 3	Standards		Pacing	
			Days	Unit Days
Unit 3: Exposure Settings	1.2.12adv.Cr1a	Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.	3	48
	1.2.12adv.Cr1b	Fluently integrate a sophisticated personal aesthetic for media arts productions.	3	
	1.2.12adv.Cr1c	Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.	3	
	1.2.12adv.Cr3a	Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.	10	
	1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.	10	
	1.2.12adv.Pr5a	Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.	10	
	1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.	3	

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	1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.	2	
	1.2.12adv.Cn10a	Independently and proactively access relevant and qualitative resources to inform the creation of impactful media artworks.	2	
	Assessment, Re-teach and Extension		2	

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Unit 3 Grade 11-12		
Content Statement	Indicator #	Indicator
Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression	1.2.12adv.Cr1a	Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.
Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression	1.2.12adv.Cr1b	Fluently integrate a sophisticated personal aesthetic for media arts productions.
Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression	1.2.12adv.Cr1c	Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.
The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.	1.2.12adv.Cr3a	Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.
The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.	1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
Media artists require a range of skills and abilities to creatively solve problems.	1.2.12adv.Pr5a	Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.

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Media artists require a range of skills and abilities to creatively solve problems.	1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.	1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.
Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.	1.2.12adv.Cn10a	Independently and proactively access relevant and qualitative resources to inform the creation of impactful media artworks.

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Unit 3 Grade 11-12

Assessment Plan

Teacher Created Formative Assessments

- Shooting Assignments
- Terminology Quizzes.
- Design Projects.
- Tutorial exercises and packets
- Pre-planning thumbnail sketches

Teacher Created Summative Assessments

- End of Unit Exams.
- Mid-term Exams.
- Final Exams
- Portfolio Review

Alternative Assessments:

- Group Critiques of completed student work consisting of round robin style class discussions.
- Conduct short research projects on the cultural origins of photographic and graphic design including analysis and reflection.
- Use technology to create a slide show end of year portfolio presentation
- Observe online master videos of graphic and photographic methods and techniques followed by round robin style group discussion.
- Using a partner to intermittently review work and give feedback.

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Resources	Activities
<p>Textbooks:</p> <p>London, Stone, Upton, <i>Photography, 10th Edition, Pearson</i> Adobe, <i>Adobe Photoshop CC: Classroom in A Book, Adobe Press</i> Adobe, <i>Adobe Illustrator CC: Classroom in A Book, Adobe Press</i> Adobe, <i>Learn Adobe InDesign CC, Adobe Press</i></p> <p>Digital Imaging Software:</p> <ul style="list-style-type: none"> ○ Adobe Creative Cloud: Illustrator ○ Adobe Creative Cloud: Photoshop ○ Adobe Creative Cloud: InDesign <p>Other Software:</p> <ul style="list-style-type: none"> • G Suite (Classroom, Slides, Docs, Sheets) • Microsoft Office (Word, Power Point) • Internet Browsers (Chrome, Safari) • PC Browsers (Finder, Explorer) <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none"> • Students will be able to demonstrate an understanding of correct exposure by creating photographs throughout the course. • Students will be able to demonstrate the settings and techniques necessary to stop action during a sports photography assignment. • Students will research master photographers and graphic artists and create a digital presentation displaying their educational history and famous works as well as re-create their photographs/painting digitally. • Students will create a three dimensional collage inspired from the Cubist art movement • At the start of each new software, students are to complete tutorial “packets” demonstrating basic software tools and functions. • Students will select and embed typography into each design project by using the software to edit, enhance and integrate seamlessly into their art. • For all design projects, students will complete the following design process: sketch, compose, critique and revisit if necessary. • Students will create a web page of a retailer advertising holiday sales. • Students will create a digital portfolio at the end of the school year, which can be then be forwarded onto future universities and employers. This can be an extension of the Digital Imaging I portfolio.
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training, 9.3 21st Century Life and Careers & 9.4 Life Literacies and Key Skills

9.2.12.CAP.2:

Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment **programs**.

9.2.12.CAP.3:

Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.10:

Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.4.12.CI.1:

Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2:

Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.DC.3:

Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.

9.4.12.IML.1:

Compare search browsers and recognize features that allow for filtering of information.

9.4.12.TL.1:

Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction and demonstration
- Electronic, printed and verbal instruction
- One-on-one demonstration
- Leveled informational texts and videos via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Preferential seating
- Graphic organizers
- Study guides, study aids and re-teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Contact parents, guidance & child study if students are in danger of failing.
- Provide an assignment sheet with step-by-step instructions as well as specifications for each project.
- Provide design templates.
- Provide study guides.
- Provide extended time for written assessments.
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer to create, edit and store student work.
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in Digital Imaging studies in student’s home country • Use sentence/paragraph frames to assist with writing. • Work with a partner to develop and understand written and design projects • Provide extended time for written responses. • Assist with organization • Use of computer for quick translation • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

ELA

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

W.9-10.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

Integration of Computer Science and Design Thinking NJSL 8

8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.NT.2: Redesign an existing product to improve form or function.