

Pine Hill Public Schools Curriculum

Content Area:	Visual and Performing Arts		
Course Title/ Grade Level:	Intro to Digital Photography - ½ Year Class 1 MP of Photo, 1 MP Video		
Unit 1:	What is Photoshop?	Duration:	1 Week
Unit 2:	How does digital photography differ from film? How does a digital camera work?	Duration::	1 Week
Unit 3:	How would you add text to a photo in Photoshop?	Duration:	1 Week
Unit 4:	What is the difference between a good and bad portrait?	Duration:	1 Week
Unit 5:	How is close-up photography different from macro Photography?	Duration:	1 Week
Unit 6:	How do advertisers use photos in ad campaigns?	Duration:	1 Week
Unit 7:	Special effect photography	Duration:	1 Week
Unit 8:	Long exposure photography	Duration:	1 Week
Unit 9:	Portfolio review, Benchmark review	Duration:	1 Week
Date Created or Revised:	August 21, 2018		
BOE Approval Date:			

Pine Hill Public Schools
Curriculum

Unit Title Digital Photography/Photoshop		Unit #: 1-9
Course or Grade Level: Intro to Digital Photography		Length of Time: 9 Weeks
Pacing	Weeks - One week per topic	
Essential Questions	<p>How does Photoshop work. Pixel vs vector</p> <p>What is a layer? How to control layers</p> <p>What are the basic editing tools in Photoshop</p> <p>How does digital photography differ from film? How does a digital camera work?</p> <p>How would you add a special effect to a photo in Photoshop?</p> <p>What is the difference between a good and bad portrait?</p> <p>How is close-up photography different from macro Photography?</p> <p>How do advertisers use photos in ad campaigns?</p> <p>What is long exposure photography?</p>	
Content Statement(s)	<ul style="list-style-type: none"> ● Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory. ● Stimuli for the creation of artworks can come from many places, including other arts disciplines. ● Cultural and historical events impact art-making as well as how audiences respond to works of art. ● Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship. ● Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies. ● How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. ● Identify and define authentic problems and significant questions for investigation ● Plan and manage activities to develop a solution or complete a project. ● Collect and analyze data to identify solutions and/or make informed decisions. ● Use multiple processes and diverse perspectives to explore alternative solutions. ● The attributes of design. ● The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. ● Use and maintain technological products and systems. 	
Skills	<ul style="list-style-type: none"> ● Describe what is a pixel ● Create a new file in Photoshop ● Work from existing files ● Create and modify layers in Photoshop ● Brief history of photography. Explain how a digital camera operates. ● Exposure Triangle-How it applies to a camera and taking photos. ● Explain Shutter Priority and how to shoot in various brightness. ● Explain how to add a neon light effect to a photo. ● Demo how to add text and blend a photo into text. ● Decide on a theme for your portrait. Formal vs casual ● How to pose someone ● Light set up inside vs outside ● Adjust lights for skin tone ● Post editing and workflow. ● Set up a close up and macro scene. Props and lights ● What lens to use for close up and how to focus. 	

	<ul style="list-style-type: none"> ● Select a product to advertise. ● Develop an advertising concept ● Take photos and create an advertisement. ● Presentations to class ● Night/Low light photography
Assessments	<ul style="list-style-type: none"> ●Teacher assigned projects ●Written assignments ●Quizzes
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Note taking, graphic organizers ● Use of note takers if necessary ● Notes shared through Google Classroom
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● Writing proposals ● Math - Measuring photos, exposure settings, how to set photos in pixel measurements ● Measurements for printing
Lesson resources / Activities	<ul style="list-style-type: none"> ● Teacher made lectures/notes ● Youtube videos ● Related websites

New Jersey Student Learning Standards 2009

Standard(s):

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Strand(s):

- The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.
- Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.
- Design: The design process is a systematic approach to solving problems.
- Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

CPI # / CPI(s):

1.1.2.A.2
1.1.2.D.1
1.1.2.D.2
1.1.5.D.1
1.1.5.D.2
1.1.12.D.2
8.1.2.F.1

8.1.12.F.1
 8.2.12.C.1
 8.2.12.C.7

ELA/Literacy Companion Standards:

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	--	---	--	----------------	--	-----------------

21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand:	Content Statement:	Indicator:
----------------	---------------------------	-------------------