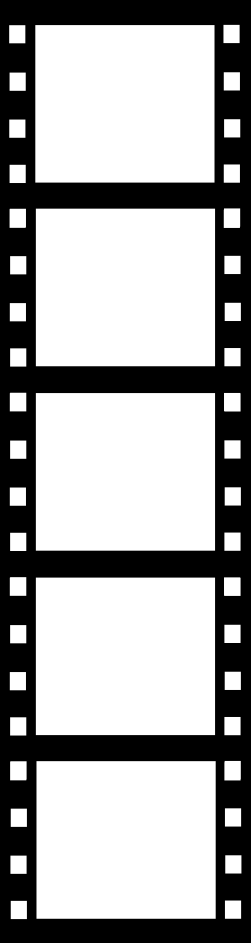
Photography



**Photography**

**Unit overview**

The unit will have students create a photographic journal consisting of 15 to 30 photographs. Accompanying the photographic journal will be a written journal. Students will choose a subject, prepare an outline and then spend 5-10 days documenting the subject. Students will write a brief synopsis for each photo taken and end the unit with a presentation (physical or digital) of their work.

**Outcomes** (1996 Visual Art 10, 20, 30 Curriculum Guide)

**Module One**  
The student will initiate and develop ideas for art-making, transpose these ideas into art forms using a variety of media, and reflect upon their processes and their completed works within the contexts of visual art.

**Vocabulary and Concepts**

* imagination and creative thinking in the work world
* creative processes and problem solving
* sources of inspiration
* art and artists
* stereotyping and conformity
* symbol and art
* elements of art, principles of design and expression of meaning
* a variety of art forms
* Surrealism, dadaism, fantasy art, illusionism, etc.

**Module Five**

The student will initiate and develop ideas for art-making, transpose these ideas into art forms using a variety of media, and reflect upon their processes and their completed works within the contexts of visual art.

**Vocabulary and Concepts**

* technology and its effects on art and society
* photography, film and photocopying. as
* art forms
* impressionism
* futurism, repetition and motion
* cubism
* curvilinear and angular forms
* influences of fine art on graphic art
* dadaism and controversy in art
* technology as it relates to architecture, installation, mass media, performance art, drawing, etc.

**Lessons** (time frames are subjective)

1. Discussion of photography and photographs (1-2 classes)
   * Student prior knowledge
   * Look at old yearbook photographs (hopefully the photographs will be of the students from earlier in their school days)
   * Revisit elements and principles or art and how they apply to photographs
   * Rule of thirds

<http://digital-photography-school.com/rule-of-thirds>

<http://www.ultimate-photo-tips.com/photography-rule-of-thirds.html>

<http://www.photographymad.com/pages/view/rule-of-thirds>

<http://www.photographymad.com/pages/view/10-top-photography-composition-rules>

1. Outline preparation (2 classes)
   * Students will choose subject
   * Outline prepared for the types of shots, locations, artistic elements and principles to be photographed are chosen, etc.
2. Photographs taken (5-10 days )
   * Time frame may be dependent on subject
3. Presentation preparation
   * Written synopsis are completed
   * Final preparations made for presentations; collection title, photograph order, narrative, layout, etc.
4. Presentations

**Assessment**

**Formative/Assessment For Learning**

1. Outline
   * Subject chosen
   * Artistic elements and principles chosen
   * Plan of action or timeline drawn up
   * Student must receive *stamp of approval* from teacher before student can progress to taking photographs
2. Photographs completed
   * Checklist
3. Photographs and synopsis writes
   * 5 minute interview with teacher to ensure:
     1. Artistic elements and principles have been identified and captured
     2. Variety in photographs and artistic elements and principles
     3. Unification of photographs. Is there a theme or narrative that ties the photographs together?
   * Checklist

**Summative/Assessment Of Learning**

1. Presentation
   * Criteria and rubric co-constructed with class with the following *Must Have:*
     1. Artistic elements and principles have been identified and captured
     2. Variety in photographs and artistic elements and principles
     3. Unification of photographs. Is there a theme or narrative that ties the photographs together?
2. Written journal
   * Criteria and rubric co-constructed with class with the following *Must Have:*
     1. Title
     2. Subject

Assessment templates from the curriculum guide are found on pages 54 – 62.

**Notes**

There may be a potential concern over internet plagiarism and using photographs found on the web.

**Rubric Samples**

**Thorncrag Photo Journal - Science Rubric**

Theme throughout the project is: *How are urban forests essential to the health of a city? (aesthetics, multi-use, environment and ecosystem)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | 4  Exceeds the Standard | 3  Meets the Standard | 2  Partially Meets the Standard | 1  Does Not Meet the Standard |
| Learned before trip | ☐ Students include info. from a variety of sources (at least 2 sources) which is relevant to the essential question. | ☐ Students include info. from one source which is relevant to the essential question. | ☐ Students include info. from one source, but it is not relelvant to the essential question. | ☐ Students do not include info. from any sources, but rather misconstrue the info.  OR students do not include info. learned before the trip. |
| Interview of Mrs. Hayward | ☐ Students include information about the management of Thorncrag as well as at least 2 other pertinent facts. | ☐ Students include information about the management of Thorncrag as well as at least 1 other pertinent facts. | ☐ Students include information from the interview, but do not address the management of Thorncrag. | ☐ Students to not include any information from the interview of Mrs. Hayward |
| Sustainability and Lumber Lumber Haines | ☐ Students include biltmore stick use / board feet / # trees to build 2,000 sq ft home;  ☐ Students include info. on sustainability. | ☐ Students include **two** of the following: biltmore stick use / board feet / # trees to build 2,000 sq ft home.  ☐ Students include info. on sustainability. | ☐ Students include **one** of the following: biltmore stick use / board feet / # trees to build 2,000 sq ft home **OR**  ☐ Students include info. on sustainability. | ☐ Students do not include info. on lumber or sustainability |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | 4  Exceeds the Standard | 3  Meets the Standard | 2  Partially Meets the Standard | 1  Does Not Meet the Standard |
| Qualitative Observations | ☐ Students include a variety of photos (at least 5) of plants / soil / rocks  ☐ Students write thorough and in-depth descriptions of the importance of the photos. | ☐ Students include a variety of photos (at least 3) of plants / soil / rocks  ☐ Students write adequate written descriptions of the importance of the photos. | ☐ Students include a variety of photos (at least 2) of plants / soil / rocks  ☐ Students write brief descriptions of the photos. | ☐ Students do not include photos of forest plants / soil / rocks OR  ☐ Students do not write descriptions of the photos. |
| Quantitative Observations | ☐ Students include a variety of photos (at lease 5) of measurements taken in the forest.  ☐ Students write thorough and in-depth descriptions of the importance of the photos. | ☐ Students include a variety of photos (at least 3) of measurements taken in the forest.  ☐ Students write adequate descriptions of the importance of the photos. | ☐ Students include photos (at least 2) of measurements taken in the forest.  ☐ Students write brief descriptions of the photos. | ☐ Students do not include any photos of measurements taken in the forest. OR  ☐ Students do not write descriptions of the photos. |
| Conclusion | ☐ Students thoroughly answer all parts of the essential question and display in-depth knowledge of the subject | ☐ Students thoroughly answer all parts of the essential question and display adequate knowledge of the subject | ☐ Students answer at least 2 parts of the essential question and display rudimentary knowledge of the subject | ☐ Students answer one part of the essential question briefly OR  Students do not answer the essential question. |
| Student Reflections  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ☐Each student includes a thorough and insightful reflection detailing their impressions before AND after the trip. | ☐Each student includes an adequate reflection detailing their impressions before AND after the trip. | ☐Each student includes a brief reflection detailing their impressions before AND after the trip. | ☐A student includes a reflection detailing their impressions before OR after the trip. **OR**  ☐A student does not include a reflection paragraph. |
| Organization | ☐The information is organized so that the categories flow logically.  ☐The project stands out | ☐The information is organized so that the categories flow logically.  ☐The project is neat | ☐The info. is organized but the categories do not flow logically.  ☐The project is a bit messy | ☐The info. is unorganized and does not flow logically.  ☐The project is sloppy |

**Grade yourself and your partners:** Here is your opportunity to grade the work that you did and that your partners did.

**Your name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
Grade you give yourself:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What you contributed to the project?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your work ethic: Hard worker Average worker Let others do most of the work Did not contribute

**Partner Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Grade you give him/her:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did he/she contribute to the project?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

His/Her work ethic:   
Hard worker Average Worker Let others do most of the work Did not contribute

**Partner Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade you give him/her:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did he/she contribute to the project?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

His/Her work ethic: Hard worker Average Worker Let others do most of the work Did not contribute

**Partner Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Grade you give him/her:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did he/she contribute to the project?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

His/Her work ethic:   
Hard worker Average Worker Let others do most of the work Did not contribute

