

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 |

Photographic Imaging I: Pacing or Suggested Time Allotment for Units

90 total sessions. Including: 2 exam days, 2 exam review days and 2 miscellaneous days built in for clean up.

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| Unit 1: | Photography Lab | 4 sessions |
| Unit 2: | Photographic Design Loop: Critique | 5 sessions |
| Unit 3: | Photographic History | 4 sessions |
| Unit 4: | Design Principles of Photography | 5 sessions |
| Unit 5: | Image Capture: 35mm Cameras | 15 sessions |
| Unit 6: | Image Capture: Digital Cameras | 15 sessions |
| Unit 7: | Image Capture: Scanners | 3 sessions |
| Unit 8: | Image Storage | 3 sessions |
| Unit 9: | Photographic Image Enhancement & Editing | 3 sessions |
| Unit 10: | Adobe Photoshop Certification | 12 sessions |
| Unit 11: | Introduction Studio Lighting | 5 sessions |
| Unit 12: | Photographic Imaging Careers & Technology | 5 sessions |
| Unit 13: | Photo Graphic Portfolio | 5 sessions |
| | Exam Days and Clean - up | 6 sessions |

PHOTO IMAGING I CURRICULUM MAP

| Time Frame | Unit # | Content/Topic | Objectives/Observable Proficiencies/Skills SWBAT | NJCCCS | Performance Benchmarks/Assessment Projects and Tutorials |
|-------------------|---------------|-----------------------------|---|--|---|
| 4 SESSIONS | UNIT 1 | The Photography Lab | | | |
| | | Lab Technology | SWBAT 1. Describe Lab Network Layout 2. Discuss the differences between a Network computer and non-Network Computer 3. Describe the basic differences between different types of computers 4. Identify the computer components 5. Login to Photographic Imaging Network 6. Discuss technologies and software for the creation of images 7. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. 8. 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 and Safety | SWBAT 1. Use an X-acto tool following proper sharp edge procedures 2. Operate Light Table 3. Operate Matte Cutter 4. Operate Rota-trim paper cutter 5. Apply project planning and management skills in academic and/or occupational settings. 6. Compare and contrast methods for maximizing personal productivity. 7. Describe and demonstrate basic first aid and safety procedures. 8. 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 | SWBAT 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. |

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| | | Computer GUI | SWBAT 1. Navigate of the Interface 2. Access and organize File, folders and Projects 3. Font organization 4. Hardware Comparison 5. Merge information from one document to another 6. Make informed choices among technology systems, resources, and services in a variety of contexts. | 8.1A 8.1B 8.2A 8.2B 8.2C | 1. Understand and navigate a compute GUI 2. Personalize desktop and user account. |
| | | Peripherals and Cables | SWBAT 1. Connect the Camera to computer: Identification of different USB cable ends. 2. Import photos into the computer and save them in their home directory. 3. Connect Scanner and power cables 4. Make informed choices among technology systems, resources, and services in a variety of contexts. | 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. |
| | | Chemical Safety (Optional) | SWBAT 1. Demonstrate proper use of chemicals 2. Demonstrate proper disposal of chemicals 3. Demonstrate proper safety precautions when using chemicals 4. Describe and demonstrate basic first aid and safety procedures. 5. 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. |
| | | Scanning & Peripherals | SWBAT 1. Connect the Scanner 2. Identify a Powered Scanner vs. an USB powered Scanner 3. Scan High resolution and compressed images 4. Distinguish Resolution: For Print/Web and Screen Viewing 5. Apply Descreen & Moiré Effects on scanned Material 6. Scan for reference image placement vs. photo-editing | 8.1A 8.1B 8.2A 8.2B 8.2C | 1. Students will scan a sample image. Students will save that image, and apply any filters necessary to gain a clear file. |
| 5 SESSIONS | UNIT 2 | Photography Design Loop: Critique | | | |
| Ongoing | | Defining Photography | SWBAT 1. Why Photography Matters? 2. Ethics of Visual Communication 3. Photographic Imaging Process: Strategy 4. Provide various examples of how technological developments in Photography have shaped human history. | 8.2A 1.4B 3.1F 3.1G | 1. Internet Research 2. Project based learning 3. Worksheet: Developing a Critical Eye 4. Rubric based assessment 5. Photoshop Tutorial Assessments |
| Ongoing | | The Solution | SWBAT 1. What/how do you form an image? 2. What is a photographic concept 3. What does production mean? 4. How to critique and assess your process 5. Identify a problem in photography and formulate a strategy to solve the problem using brainstorming, and appropriate resources. | 8.1 B 8.2 A | 1. Project based learning 2. Peer Critique 3. Self Critique 4. Rubric based assessment 5. Chapter Worksheet: Developing a critical Eye |

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| Ongoing | | Research & Idea Journal Projects Critique Self Critique | SWBAT 1. Research existing photographs and reverse engineer how they were created 2. Visually Brainstorm Ideas and Photographs 3. Students will be able to 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 |
| 4 SESSIONS | UNIT 3 | Photographic History | | | |
| | | Invention of Still Photography 20 th Century Photographer Research Project American Photography: A Century in Images | SWBAT 1. Discuss the historical roots of the modern day camera to Camera Obscura/Camera Lucida Camera and to fine art and painting 2. Discuss the technological impact photography has had on culture. 3. Discuss the process of invention by watching the video: Invention of Still Photography: which offers a case study of Niepce and Daguerre 4. Discuss the process of invention and discuss other inventions which have developed and improved over time through a design process 5. Discuss the impact Kodak has had on the mass production and marketing and marketing of photography 6. Brainstorm how the technology of photography impacted other fields. 7. Explain the life cycle of a Kodak Camera from initial design to reuse 8. Explain how technological development of photography was affected by competition t. 9. Discover the work of celebrated photographers who were important in the progress of modern photography. 10. Alternative Process: Polaroid film and instant cameras | 8.2A 8.2C 6.3E 6.3F 6.4H 6.4 I 3.1H 3.5A 3.5B 3.5C | 1. Students will study various sources of photographic history. These will include textbooks, journal articles, videos, photography books, and the Internet. 2. Students will study various sources of celebrated photographers. These will include textbooks, journal articles, videos, photographic bibliography books, and the Internet. 3. Students will complete teacher-developed worksheets and discussion on historical videos. (Worksheet will be graded on a percentage basis) 4. Student will complete 20th century research paper |
| 5 SESSIONS | UNIT 4 | DESIGN PRINCIPLES OF PHOTOGRAPHY | | | |
| Ongoing | | Photographic Design Elements | SWBAT Identify the following design/compositional elements: 1. Lines and direction in photography 2. Shape & Geometry in photography 3. Value & Contrast in photography 4. Color in photography 5. Texture in photography 6. Format and Layout in photography | 8.2 B 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 |
| Ongoing | | Photographic Design Principles | SWBAT Identify the following design principles in photography: 1. Balance 2. Emphasis 3. Rhythm 4. Unity & Harmony | 1.1A 1.1B 1.2D 1.3D 1.4A | 1. Student Journal of Photograph examples 2. Project based learning 3. Peer Critique 4. Rubric based assessment 5. Internet research |

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| | | | 5. Dominance and Scale 6. Repetition & Pattern | 1.4B | |
| Ongoing | | Space relationships | SWBAT Identify the following special relationships: 1. Positive and Negative Space in a photograph 2. Illusion in a photograph | 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 |
| Ongoing | | Basic Typography | SWBAT 1. Develop an understanding of basic typographic nomenclature and function. 2. Install and search for fonts on the internet 3. Manage fonts and use within computer software | 8.2B 1.1A 1.1B | 1. Student Journal of Photograph examples 2. Project based learning 3. Peer Critique 4. Rubric based assessment 5. Internet research |
| Ongoing | | Rule of Thirds: Placement and Divisions | SWBAT Identify the following ways to divide an image 1. Principle of unequal spacing 2. Line placement 3. Perspective 4. Horizon Lines 5. Rule of Thirds/Rule of Nine 6. The golden Section : History Fibonacci series | 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 6. The Horizon line: Activity Horizon Line Variation Study. Class Discussion Point: Rules rule or Do they? How can we break the rules? |
| Ongoing | | Center of Interest: Emphasis | SWBAT Identify the different ways to establish interest in a photograph including: 1. Visual hierarchy of design elements 2. Relative position of objects 3. Size relationships of design elements 4. Color or value accent 5. Directing the Eye | 8.2 B 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 |
| 15 SESSIONS | UNIT 5 | IMAGE CAPTURE – 35 MM CAMERAS | | | |
| | | SINGLE LENS REFLEX CAMERA PROJECTS: POD CLOSE FRAMING PEOPLE IN THEIR ENVIRONMENT REFLECTIONS | SWBAT 1. Become proficient in the operation of Single Lens Reflex cameras to produce images. 2. Utilize aperture, shutter speed and ISO to achieve a balanced exposure 3. Demonstrate usage black & white film 4. Use the viewfinder to compose photographs based on photographic rules and principles of design 5. Assess the quality of an exposure and the characteristics of the medium on which an image has been captured to determine its potential for quality reproduction. 6. Determine the acceptable density range or tonal range and contrast for suitability for digital reproduction 7. Produce photos layouts in different formats using graphics | 8.1A 8.1B 8.2B 9.1B 9.2A 9.2B 1.4B 5.6B 3.1F 3.1G 3.1H 3.2C 3.2D | 1. Using a teacher designed worksheet; students will compare four types of film cameras and three types of digital cameras. Students will complete teacher or textbook worksheets (Minimum score of 60 of 100 points.) 2. Students will be given 3-5 assignments that will require them to develop black and white negative film to proper density. 3. Students will show proficiency in using a Single Lens Reflex film camera by scanning negatives and showing images to the teacher on the computer monitor using Photoshop. |

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| | | INDEPENDENT STUDY | <p>software.</p> <p>8. Identify a photographic problem and formulate a strategy to solve the problem using brainstorming and appropriate resources.</p> <p>9. Evaluate the function, value, and appearance of photographs</p> <p>10. Re-evaluate abilities, and skills through various measures including self-assessments.</p> <p><i>**If black and white chemical become obsolete or pricing becomes too expensive SWBAT explore alternatives either with Polaroid Film, pinhole camera, or photographic film assignments will be reduced to three and will be done in digital.</i></p> | | <p>4. Students will show proficiency by printing their photos to be compiled in a portfolio</p> <p>5. Students will be assessed on photographic composition, design concept and craftsmanship by using a self-critique worksheet and a teacher evaluation sheet. (Minimum score of 60 on a 100 point rubric)</p> <p>6. Students will indicate on a worksheet negatives which are suitable and which are not for reproduction. (Minimum score of 60%)</p> |
| 15 SESSIONS | UNIT 6 | IMAGE CAPTURE: DIGITAL CAMERAS: POINT AND SHOOT | | | |
| | | <p>Digital point and shoot cameras</p> <p>Projects:</p> <p>Digital camera controls</p> <p>Macro</p> <p>Point of view</p> <p>Studio portrait color</p> <p>Studio portrait color</p> | <p>SWBAT</p> <p>1. Become proficient in the operation of point and shoot digital camera and equipment</p> <p>2. Utilize aperture, shutter speed and ISO to achieve a balanced exposure</p> <p>3. Demonstrate camera mode usage</p> <p>4. Use the viewfinder to compose photographs based on photographic rules and principles of design</p> <p>5. Describe how digital photography has impacted photography</p> <p>6. Describe how digital has impacted other technologies.</p> <p>7. Explain how digital photography has changed the photographic industry. Evaluate the benefits verses the drawbacks of digital photography.</p> <p>8. Describe how digital photograph has impacted photography.</p> <p>9. Explain how digital photography has changed the photographic industry. Evaluate the benefits verses the drawbacks of digital photography.</p> <p>10. Examine a histogram to determine exposure, color balance, clipping and pixel values across the tonal range.</p> <p>11. Describe and identify at least 3 anomalies that a digital photograph can exhibit.</p> | <p>8.1A</p> <p>8.1B</p> <p>8.2B</p> <p>9.1B</p> <p>9.2A</p> <p>9.2B</p> <p>1.4B</p> <p>3.2C</p> | <p>1. Students will show proficiency in using a digital camera by downloading and showing images to the teacher on the computer monitor using Photoshop</p> <p>2. Students will create a PowerPoint presentation that demonstrates proper use of manual digital camera controls</p> <p>3. Students will show proficiency by maintaining a portfolio of their images</p> <p>4. Students will respond to the following statement: “How has digital impacted the world of photography and other technologies</p> <p>5. Students will show their ability to determine anomalies and read histograms by looking at photographs (provided by the teacher) displayed on a computer monitor and evaluate images based on the histogram. (Minimum score of 60% on a worksheet)</p> |
| 3 SESSIONS | UNIT 7 | IMAGE CAPTURE: SCANNERS | | | |
| | | <p>Scanning & Peripherals</p> <p>USB Devices</p> <p>USB Ports</p> | <p>SWBAT</p> <p>1. Connect the Scanner</p> <p>2. Identify a Powered Scanner vs. an USB powered Scanner</p> <p>3. Scan High resolution and compressed images</p> <p>4. Distinguish Resolution: For Print/Web and Screen Viewing</p> <p>5. Apply Descreen & Moiré Effects on scanned Material</p> <p>6. Scan for reference image placement vs. photo-editing</p> <p>7. Scan film and import into Photoshop.</p> <p>8. Scan images and import into Photoshop</p> <p>9. Compare and contrast the effectiveness of various digital</p> | <p>8.1A</p> <p>8.1B</p> <p>8.2A</p> <p>8.2B</p> <p>8.2C</p> | <p>1. Students will scan a sample image. Students will save that image, and apply any filters necessary to gain a clear file.</p> <p>2. Student will scan photographs, negatives, and transparencies using appropriate scanner and resolution required for a given task. (Students will be graded on whether scanned at the required resolution. (100% compliance is required.)</p> <p>3. Students will complete film projects that</p> |

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| | | | imaging products | | require them to create prescans, final negatives scans and contact sheet scans. |
| 3 SESSIONS | UNIT 8 | IMAGE STORAGE | | | |
| | | CD/DVD Flash Drives Hard disk storage | SWBAT 1. Identify storage media used in digital photography. 2. Identify and correctly use digital photography file formats 3. Use correct file format for the stated purpose of a digital image 4. Correctly burn a CD 5. Use and identify a flash drive to move files. 6. Use and understand mathematical storage abbreviations and nomenclature including the difference between bytes, megabytes, gigabytes, terabytes 7. Research new storage technologies and discuss ways to minimize file size including and compression | 8.1A 8.1B 8.2A 8.2B 8.2C | 1. Students will use correct storage media for a given assignment. (Students will be graded their use of correct media for a given assignment. (100% compliance is required.) 2. Students will save file with correct file format and compression according to a given assignment. (100% compliance is required) 3. Students will complete an activity where they research emerging technologies. |
| 3 SESSIONS | UNIT 9 | PHOTOGRAPHIC IMAGE ENHANCEMENT AND EDITING | | | |
| | | Importing Images Photoshop File Browser Photoshop Image Adjustment Automation tools | SWBAT show proficiency in enhancing images by: 1. Utilize Photoshop commands to acquire images via TWAIN source. 2. Utilize Photoshop commands to set-up and effective work environment. 3. Utilize Photoshop commands to set the canvas and image sizes. 4. Utilize Photoshop Toolbox and commands to perform adjustments to images: 5. Brightness & Contrast, Levels, Unsharp Mask, and Dust and Scratch Correction, Burn & Dodge Tools correction. 6. Utilize Photoshop commands to produce enhanced prints 7. Compare and contrast different import methods | 8.1A 8.1B 8.2B 8.2C | 1. 5 Students will be given projects that require them to perform each of the student learning objectives. Students will demonstrate to the teacher that they can perform each task by providing either prints or finished task on disk for evaluation. (Minimum score of 60 on a 100 point evaluation rubric) 2. Projects will be evaluated both by rubric and included in a portfolio |
| 12 SESSIONS | UNIT 10 | ADOBE PHOTOSHOP: CERTIFICATION | | | |
| | | Adobe Photoshop GUI Navigation Photoshop: Interface Essentials | SWBAT 1. Navigate in Photoshop. 2. Manipulate Palettes, Set Preferences, Work with views, and convert images. 3. Resize an image: Use guides and grids, crop and image, change an image size, adjust resolution and modify the canvas size 4. Make selections of the image using tools or color; move, copy, cut and paste selection and manipulate a section. | 8.1A 8.1B 8.2B 8.2C | 1. Teacher led Tutorial: Students will utilize Adobe Classroom in a book tutorials, Adobe curriculum or similar content to first 5 chapters to assess their understanding. 2. Student directed project/activity to reinforce tutorial. 3. Students will be periodically questioned to gauge students' level of understanding. |

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| | | | <ol style="list-style-type: none"> 5. Choose selected colors to enhance photograph. 6. Use the toolbox to work with brushes, use painting tools, create/add a file, and edit an image. 7. Compare and contrast different ways to interface Photoshop and the effectiveness | | |
| | | Photoshop: Digital Image Essentials | <p>SWBAT</p> <ol style="list-style-type: none"> 1. Save files in different File formats and the implications of choosing specific formats 2. Adjust resolution and color mode 3. Choose correct resolution for output 4. Adjust an Image's size: Resize vs. Resample 5. Crop images 6. Preview & print accurately sized photographs 7. Add a border to an image by extending the canvas to a specific size requirement 8. Compare and contrast different adjust an image and the tradeoffs with each | <p>8.1A 8.1B 8.2B 8.2C</p> | <ol style="list-style-type: none"> 1. Teacher led Tutorial: Students will utilize Adobe Classroom in a book tutorials, Adobe curriculum or similar content to first 5 chapters to assess their understanding. 2. Students will be periodically questioned to gauge students' level of understanding. 3. Students will engage in Mr. Potato Head activity, a moving shapes lesson. 4. Photographic Projects reinforce Tutorials |
| | | Photoshop: Undo and History and Palette | <p>SWBAT</p> <ol style="list-style-type: none"> 1. Discuss the design of a computer program and the use of palettes and icons 2. Utilize History Palette & options 3. Paint with History States and Snapshots 4. Create a History Log 5. Compare and contrast the effectiveness of "going back" | <p>8.1A 8.1B 8.2B 8.2C</p> | <ol style="list-style-type: none"> 1. Teacher led Tutorial: Students will utilize Adobe Classroom in a book tutorials, Adobe curriculum or similar content to first 5 chapters to assess their understanding. 2. Students will be periodically questioned to gauge students' level of understanding. 3. Photographic Projects reinforce Tutorials |
| | | Photoshop: Transformations and Perspective | <p>SWBAT</p> <ol style="list-style-type: none"> 1. Rotate and flip an image 2. Straighten crooked images 3. Crop and straighten photos automatically 4. Correct perspective with the Crop tool 5. Scale, skew and rotate images 6. Warp an image 7. Compare and contrast the effectiveness of transformations | <p>8.1A 8.1B 8.2B 8.2C</p> | <ol style="list-style-type: none"> 1. Teacher led Tutorial: Students will utilize Adobe Classroom in a book tutorials, Adobe curriculum or similar content to first 5 chapters to assess their understanding. 2. Students will be periodically questioned to gauge students' level of understanding. 3. Photographic Projects reinforce Tutorials |
| | | Photoshop: Selection Tools | <p>SWBAT</p> <ol style="list-style-type: none"> 1. Use the Marquee and Lasso tools 2. Use the Magic Wand tool Using the Magnetic Lasso tool 3. Save and reuse selections 4. Compare and contrast the effectiveness of "Selection tools" in graphic programs as a means of evaluating the program" | <p>8.1A 8.1B 8.2B 8.2C</p> | <ol style="list-style-type: none"> 1. Teacher led Tutorial: Students will utilize Adobe Classroom in a book tutorials, Adobe curriculum or similar content to first 5 chapters to assess their understanding. 2. Students will be periodically questioned to gauge students' level of understanding. 3. Students will engage in Vegetable Selection activity, a moving shapes lesson. 4. Photographic Projects reinforce Tutorials |
| | | Photoshop: Picking Colors | <p>SWBAT</p> <ol style="list-style-type: none"> 1. Utilize the Color Picker & the Color palette | <p>8.1A 8.1B</p> | <ol style="list-style-type: none"> 1. Teacher led Tutorial: Students will utilize Adobe Classroom in a book tutorials, |

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| | | | <ol style="list-style-type: none"> 2. Save custom colors as Swatches 3. Sample colors with the Eyedropper tool 4. Analyze the design of the tool interface and the “swapping of colors” | 8.2B 8.2C | <p>Adobe curriculum or similar content to first 5 chapters to assess their understanding.</p> <ol style="list-style-type: none"> 2. Students will be periodically questioned to gauge students’ level of understanding. |
| | | Photoshop: Basic Color Correction | <p>SWBAT</p> <ol style="list-style-type: none"> 1. Remove a color cast with Auto Color 2. Adjust the Auto Color settings 3. Adjust the Levels eyedroppers 4. Adjust color balance 5. Adjust the saturation to desaturation an image 6. Use Hue/Saturation tool to saturate an image 7. Match color across multiple images | 8.1B 8.2 B | <ol style="list-style-type: none"> 1. Teacher led Tutorial: Students will utilize Adobe Classroom in a book tutorials, Adobe curriculum or similar content to first 5 chapters to assess their understanding. 2. Students will be periodically questioned to gauge students’ level of understanding. |
| | | Photoshop: Layers Essentials | <p>SWBAT</p> <ol style="list-style-type: none"> 1. Lock and unlock to format the Background layer 2. Work with layers 3. Change the opacity of a layer 4. Utilize a Clipping Mask | 8.1 A 8.1 B 8.2 B | <ol style="list-style-type: none"> 1. Teacher led Tutorial: Students will utilize Adobe Classroom in a book tutorials, Adobe curriculum or similar content to first 5 chapters to assess their understanding. 2. Students will be periodically questioned to gauge students’ level of understanding. 3. Students will engage in Mr. Potato Head activity, a moving shapes lesson. |
| | | Photoshop: Layer Masks | <p>SWBAT</p> <ol style="list-style-type: none"> 1. Create a Layer Mask 2. Add a gradient to a Layer Mask to isolate corrections 3. Discuss the difference between Photoshop and other popular image editing programs and the use of layers and masks | 8.1 A 8.1 B 8.2 B | <ol style="list-style-type: none"> 1. Teacher led Tutorial: Students will utilize Adobe Classroom in a book tutorials, Adobe curriculum or similar content to first 5 chapters to assess their understanding. 2. Students will be periodically questioned to gauge students’ level of understanding. 3. Students will explore image editing tools, and combine 5 photos into a collage. Ex) swap heads in a family portrait, & flowers of Hawaii composition project |
| | | Photoshop: Retouching Comparison to I Photo | <p>SWBAT</p> <ol style="list-style-type: none"> 1. Fix Red Eye 2. Remove unwanted objects 3. Remove blemishes with the Healing Brush 4. Utilize the Spot Healing Brush and Patch tools 5. De-emphasize wrinkles in an image 6. Brighten teeth in an image 7. Enhance eyes in an image 8. Push and pull aspects of an image with Liquefy | 8.1 A 8.1 B 8.2 B | <ol style="list-style-type: none"> 1. Teacher led Tutorial: Students will utilize Adobe Classroom in a book tutorials, Adobe curriculum or similar content to first 5 chapters to assess their understanding. 2. Students will be periodically questioned to gauge students’ level of understanding. 3. Students will use basic editing functions to quickly improve upon basic imperfections in an image. |

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| | | Photoshop: Essential Filters Additional Plug-ins: Technology as a Open Platform for third party companies | SWBAT 1. Utilize Gaussian, Surface and Lens Blur Filters 2. Utilize Radial Blur Filter 3. Simulate film grain with Add Noise 4. Reduce noise 5. Smooth skin with Median 6. Utilize the Smart sharpen and Unsharp Mask filters 7. Compare and contrast the effectiveness of various filters and what they communicate | 8.1 A 8.1 B 8.2 B 8.2 C 1.1B 1.3D | 1. Teacher led Tutorial: Students will utilize Adobe Classroom in a book tutorials, Adobe curriculum or similar content to first 5 chapters to assess their understanding. 2. Students will be periodically questioned to gauge students' level of understanding. |
| 5 SESSIONS | UNIT 11 | INTRODUCTION STUDIO LIGHTING | | | |
| | | Studio Lighting Hot Lights Monolights Power Packs Kelvin: Color Temperature | SWBAT 1. Identify which light is the main light, the fill light and the highlight light. 2. Connect camera and cables to fire strobe lights 3. Discuss the technological difference between strobe lights and modeling lights. 4. Identify different types of photographic lighting including strobe, tungsten, florescent and HDMI and the pros/cons as well as the best application of each 5. Discuss the use of lighting in Photography vs. motion pictures and other industry applications 6. Use the studio lights to create a black and white portrait 7. Use the studio lights to create a color portrait 8. Learn about color temperature and be able to identify a photograph temperature in regards to the given lighting systems products & systems, from the perspective of the user 9. Evaluate the function, value, and appearance of lighting systems products & systems, from the perspective of the user 10. discuss the full costs, benefits and trade-offs, and risks related to the use of lighting technologies 11. 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 12. Explain how the various forms of light move through diffusion materials and identify the factors that affect that movement. | 8.2A 8.2B 9.1B 9.2A 9.2B 5.7 B | 1. Students will complete a project using the studio lights. 2. Students will show proficiency by printing their photos to be compiled in a portfolio 3. Students will be assessed on photographic composition, design concept and craftsmanship by using a self-critique worksheet and a teacher evaluation sheet. (Minimum score of 60 on a 100 point rubric) 4. Internet research on Lighting technology and types of lights |
| 5 SESSIONS | UNIT 12 | PHOTOGRAPHIC IMAGING CAREERS & TECHNOLOGY | | | |
| | | Career impacted by photography Technology trends | SWBAT 1. Relate current projects to the appropriate photographic profession 2. Identify fields that utilize Photographic Imaging Technology 3. Identify projects from different photography fields 4. Discuss how technology has impacted the following professions: Graphic Design, Package Design, Animator, Web Design, CG Artist, Motion Pictures, Photographer 5. Discuss Software & Technological trends in the Industry | 9.1A 9.1B 9.2D 6.3H | 1. A description of how at least two photographic occupations or businesses that had traditionally used chemistry photography now use digital photography. 2. Provide an evaluation of at least three pros and three cons of digital photography in an occupation of business. 3. Students will engage in a discussion of different careers that can be influenced by |

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| | | | 6. Recognize trends in technology throughout the history of Photographic Imaging Technology 7. Describe 6 careers associated with Photographic Imaging I. 8. Provide career assessment of one career where Photographic Imaging is used. To include: A description of a career associated with Photographic Imaging. An assessment of job opportunities. Synopses of educational requirements. | | Photography. Presentation on the historical development of Photography, with emphasis on the technology. . 4. 1 & 2 Students will prepare a career profile to include a description of at least 6 careers associated with Photographic Imaging I, an assessment of job opportunities of one career field, and a synopsis of educational requirements of that career. (Minimum score of 60 on a 100 point report rubric) |
| 5 SESSIONS | UNIT 13 | PHOTO GRAPHIC PORTFOLIO | | | |
| Ongoing | | Portfolio Project | SWBAT 1. Students will create an organize a printed portfolio of their work 2. Students will look at printed photographic portfolios from photographers 3. Students will discuss self-presentation techniques. | 8.1A 8.1B 3.1H 9.1 A 9.1B 3.5A 3.5B 3.5C | 1. Students will be graded by a rubric on content, quality and presentation of work. 2. Portfolio will asses students growth during Photo Imaging I and is necessary for them to take Photo Imaging II |

PROJECT SEQUENCE: PHOTOGRAPHIC IMAGING I

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 | Point of Departure | <ul style="list-style-type: none"> Group film project designed to introduce students to camera parts, film developing process, and to obtaining a correct exposure as well as scanning and printing techniques. Team unity is stressed in this project. | 8.1A ,8.1B, 8.2B 9.1B, 9.2A, 9.2B 1.4B , 5.6B, 3.1F 3.1G, 3.1H, 3.2C 3.2D, 4.2D | 1 Week |
| 2 | Close Framing | <ul style="list-style-type: none"> Film project designed to introduce students to the viewfinder as well reinforce correct exposure settings. Student's goal is to fill the frame with their subject taking into consideration what is in the frame as well as what is cut out of the shot. Balance and design principles are discussed as well as entering and exiting a piece of work. | 8.1A ,8.1B, 8.2B 9.1B, 9.2A, 9.2B 1.4B , 5.6B, 3.1F 3.1G, 3.1H, 3.2C 3.2D, 4.2D | 1 Week |
| 3 | People in their Environment | <ul style="list-style-type: none"> Film project designed to introduce students to photographing people. Students are instructed to find a balance between subject foreground and background. | 8.1A ,8.1B, 8.2B 9.1B, 9.2A, 9.2B 1.4B , 5.6B, 3.1F 3.1G, 3.1H, 3.2C 3.2D, 4.2D | 1 Week |
| 4 | Reflections | <ul style="list-style-type: none"> Film project designed to explore aperture and depth of field. Students are required to photograph different reflections and to find balance depth of field. Multiple messages are discussed as well as interpreting images. | 8.1A ,8.1B, 8.2B 9.1B, 9.2A, 9.2B 1.4B , 5.6B, 3.1F 3.1G, 3.1H, 3.2C 3.2D 3.5A, 3.5B, 3.5C, 4.2D | 1 Week |
| 5 | Independent Study in Film | <ul style="list-style-type: none"> Film project that allows students creative freedom. This will be the last project in the film series and is designed as an assessment tool of their work with film and the chemical process. | 8.1A ,8.1B, 8.2B 9.1B, 9.2A, 9.2B 1.4B , 5.6B, 3.1F 3.1G, 3.1H, 3.2C 3.2D , 4.2D | 1 Week |
| 6 | Macro | <ul style="list-style-type: none"> Digital project designed to introduce students to macro setting available on most digital cameras. Science applications is discussed as we as micro photography. | 8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2CD | 1 Week |
| 7 | Point of View | <ul style="list-style-type: none"> Digital project designed to allow students to change their point of view. Students explore different angles uncommon from a normal walking or seated position. Students explore angles like: worm's eye view or bird's eye view to create their compositions. | 8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C, 4.2D | 1 Week |
| 8 | Extreme Emotion | <ul style="list-style-type: none"> Designed to familiarize student with engaging their subject and exploring facial expressions and the emotional impact of portrait photography. | 8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C, 4.2D | 1 Week |
| 9 | Composite: Animal | <ul style="list-style-type: none"> Application of adobe Photoshop to create digital composites of different images. Designed to allow students to blend layers and explore their creative potential. Students will include a written description and name of their creation. | 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: Repetition | <ul style="list-style-type: none"> Application of adobe Photoshop to explore repetition in design as a tool of impact. As well as a design principle. | 8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C, 4.2D 3.5A, 3.5B, 3.5C | 1 Week |

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| 11 | Composite: Scale | <ul style="list-style-type: none"> Application of adobe Photoshop and application of design principles as well as visual relationships. | 8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2D | 1 Week |
| 12 | Triptych: Story | <ul style="list-style-type: none"> Triptych: Designed to introduce students to theme and story and how to create a small series of photos that relate. Students are asked to write a piece that will go along with photographs. | 8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2D | 1 Week |
| 13 | Event Photo | <ul style="list-style-type: none"> Students will be required to photograph an event outside of the classroom. Students will analyze events and brainstorm possible project idea. | 8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2D | 1 Week |
| 14 | Studio Portraits | <ul style="list-style-type: none"> Students will engage in Portrait photography using the studio lighting. Students will create a black and white portrait and color portrait. One portrait must have an object. | 8.1A, 8.1B 8.2B 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2D | 1 Week |
| 15 | Portfolio | <ul style="list-style-type: none"> This is a printed culmination of the students work. It should highlight all of their photos and be arranged in a sequence. | 8.1A, 8.1B 8.2B ,9.1A, 9.1B, 9.1B, 9.2A, 9.2B 1.4B, 3.2C 3.5A, 3.5B, 3.5C, 4.2D, 3.1H | 1 Week Ongoing |