

MHS PHOTOGRAPHY CURRICULUM

PHOTOGRAPHIC IMAGING I

PHOTOGRAPHIC IMAGING II

PHOTOGRAPHIC IMAGING III: Advanced Study & Portfolio

Written & Revised by

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April 1, 2008

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 III ADVANCED STUDY & PORTFOLIO: PACING OR SUGGESTED TIME ALLOTMENT FOR UNITS

90 Sessions. Including: 4 (exam) portfolio review day. Total 90 Sessions

Unit 1: Photography Lab	3 sessions
Unit 2: Image Capture: Camera	2 sessions
Unit 3: Inspiration & Research	2 sessions
Unit 4: Professional Portfolio	10 sessions
Unit 5: Photojournalism Career	10 sessions
Unit 6: Photograph with Caption	5 sessions
Unit 7: Photographic Essay	5 sessions
Unit 8: Photographic Illustration	1 session
Unit 9: Product Photography – Displaying a Product	5 sessions
Unit 10: Periodical Illustration and Layout	8 sessions
Unit 11: Food and Drink Illustration	5 sessions
Unit 12: Interiors and Exteriors	5 sessions
Unit 13: Advanced Portrait Techniques	5 sessions
Unit 14: Copyright and Ethics	2 sessions
Unit 15: Marketing and Promotion	1 session
Unit 16: The Creative Team-Working Relationships	5 sessions
Unit 17: Photography Career Exploration	2 sessions
Unit 18: Adobe Certification	10 sessions
Exam & Review Days	4 sessions

PHOTOGRAPHIC IMAGING III ADVANCED STUDY & PORTFOLIO CURRICULUM MAP

Time Frame	Unit #	Content/Topic	Objectives/Observable Proficiencies/Skills SWBAT	NJCCCS	Performance Benchmarks/Assessment Projects and Tutorials
3 SESSIONS	UNIT 1	THE PHOTOGRAPHY LAB			
			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.
		Digital Writing Tablets	SWBAT 1. Use a stylus to interact with the computer to complete specific tasks within a design program 2. Explore different technologies that input information into the computer.	8.1B 8.2A 8.2B	1. Visual check for understanding 2. Students will use tablet to complete specific activities associated with retouching an image 3. Worksheet describing the pros and cons to using this type of device.

			<p>3. Discuss the pros and cons of using a pen to input information into the computer. Research other technologies that photographer/artist/designers use to speed up the production.</p> <p>4. Provide various examples of how technological developments have shaped human ability to write and input information</p>		
2 SESSIONS	UNIT 2	IMAGE CAPTURE – CAMERA			
		Nikon D40 Flash Photography	<p>SWBAT</p> <ol style="list-style-type: none"> Proficiently use digital SLR and film SLR cameras. Explain how a digital camera works and explain why knowing this is important. Use digital camera interfaces, media connectivity and image file software. Utilize different lenses Utilize flash accessories 	8.1A 8.1B 8.2B 9.2B	<ol style="list-style-type: none"> Students will complete a series of teacher prepared technical assignments that will utilize features of SLR digital and/or film cameras. Students will be able to label and identify the workings of a digital camera. Students will be able to upload images from the camera to a computer for image processing. Students will engage in photographic projects that will assess their knowledge and use of specific camera features and controls.
2 SESSIONS	UNIT 3	INSPIRATION AND RESEARCH			
Ongoing			<p>SWBAT</p> <ol style="list-style-type: none"> Describe how photography is evolving and evaluate benefits vs. drawbacks of digital and chemistry photography. Study celebrated photographers work. Explore how they have influenced the photography and how their vision can relate to the student’s own vision and style. Students will examine celebrated photographers work, explore how they have influenced photography and how their vision can relate to the student’s own vision and style Students will provide a description of how at least one occupation of business that traditionally used chemistry photography now uses digital photography Students will evaluate the benefits vs. drawbacks of digital photography and chemistry photography. Students will determine what the future hold for the photography in the 21st century? 	8.1A 8.1B 8.2A 8.2B 9.1B 9.2A 9.2B 5.7 B 1.4B 3.2C 3.5A 3.5B 3.5C 4.2D	<ol style="list-style-type: none"> Using a worksheet, students will explore the bibliography and work of at least twelve eminent photographers. Students will submit a three-page report with a minimum score of 60 on a 100 point rubric. Students will submit a worksheet reporting on a minimum of twelve celebrated photographers. Students will be assessed by a percent score.
Ongoing		Visualizing Images – The Impact of Design: Source & Resource	<p>SWBAT</p> <ol style="list-style-type: none"> Consider ideas and modes of thinking that can influence the creation of illustrative photographs. Utilize the problem solving design-loop to research and develop ideas. Find facts, problem solve, overcome creative blocks and produce ideas to create illustrative photographs. Overcome visual and technical problems to produce photographs from the visualized image. Use elements of photographic composition to create 	8.1A 8.1B 8.2A 8.2B	<ol style="list-style-type: none"> Students will be provided a worksheet “Working From A Layout.” Creativity, design and photographic composition will be incorporate in all assigned photographic assignments.

			<p>photographs.</p> <p>5. Explore thinking methodology related to art, philosophy, and culture with the production of images for use in illustrative photography.</p>		
10 SESSIONS	UNIT 4	PROFESSIONAL PORTFOLIO			
Ongoing			<p>SWBAT</p> <ol style="list-style-type: none"> 1. Design a high quality portfolio of photographs that effectively communicates the student’s interest, feelings, attitudes, and/or ideas. 2. Demonstrate how the camera and photographic process can be used to create expression of feelings, attitudes, and learned photographic and perceptual skills. 3. Create a photograph or a group of photographs with technical and artistic qualities necessary to be displayed in exhibitions and competitions. 4. Analyze digital files, digital negatives or film negatives and photographs for quality of exposure, 5. Define a topic they wish to explore. A plan will then be developed to shoot photographs needed for the exploration of this topic. 6. Distinguish the qualities that make a good photograph and therefore be able to critique their own work as well as others. 7. Effectively employ tools and techniques of experimental photography. 8. Students will produce at least one exhibition caliper photograph. 	<p>8.1A</p> <p>8.1B</p> <p>8.2A</p> <p>8.2B</p> <p>8.2C</p> <p>9.1A</p> <p>9.2D</p> <p>9.2B</p> <p>9.2E</p>	<ol style="list-style-type: none"> 1. Students will research and develop a written plan for their portfolio. 2. Students will shoot, optimize and make prints. 3. Students will produce an exhibition caliper photograph(s). Students will use a self-evaluation form and be graded by a percent score. 4. Students will use a self-evaluation form and be graded by a percent score.
10 SESSIONS	UNIT 5	PHOTOJOURNALISM CAREER			
		<p>Photojournalist list Project Recreation</p> <p>600 Word Copyright Ethics Paper</p> <p>Photojournalist Photograph Event</p>	<p>SWBAT</p> <ol style="list-style-type: none"> 1. Examine the effects and affects that digital photography has had on photojournalism. 2. Design and provide a list of “Tools of the Profession” needed for a photojournalist. 3. Compare and evaluate the following components of a digital workstation. 4. Describe the workflow of a Photojournalist 5. Discuss how light to effect the emotions generated by a photograph. 6. Discuss how photoflash for color correction, fill light, enhance shadow, and freeze action. 7. Research celebrated historical photojournalist work. 8. Design photographs that emulate celebrated photographer’s work. 9. Explain who and what can be legally photographed. 10. Explain when consent is necessary in photographing. 11. Describe what copyright ownership, notice, fair usage, and free usage as it applies to photography. 	<p>8.1A</p> <p>8.1B</p> <p>8.2A</p> <p>8.2B</p> <p>9.1B</p> <p>9.2A</p> <p>9.2B</p> <p>5.7 B</p> <p>1.4B</p> <p>3.2C</p> <p>3.5A</p> <p>3.5B</p> <p>3.5C</p> <p>4.2D</p>	<ol style="list-style-type: none"> 1. Students will research equipment needed for a particular aspect of photojournalism. Students will compare the prices and performance of: digital cameras, scanners, computers and printers using the Internet. Students will be provided with teacher prepared worksheets. 2. Students will research a photojournalism and prepare a report on the affects and effects that digital photography has had. 3. Students will study photographic lighting from textbooks, technical journals, Internet sources and specialty photography books. 4. Students will research celebrated historical photographers via. Textbooks, specialty photographic books, photographic journals and the Internet. 5. Students will write a 600 word position paper on the ramifications and ethics of using copyrighted images for publication

			<p>12. Describe at least 6 ramifications of copyright laws and ethics when using or creating digital images.</p> <p>13. Use the photojournalistic methodology of “EDFAT” to capture photographs.</p> <p>14. Fact find and problem solve to overcome creative blocks and produce ideas to create photographs.</p> <p>15. Implement theme, subject and message to create photographs.</p> <p>16. Use elements of photographic composition to create photographs.</p> <p>17. Capture “The Decisive moment” when photographing events.</p>		<p>and personal use</p> <p>6. Students will incorporate the visual awareness methodology of “EDFAT” (<i>Entire, Details, Frame, Angles, Time</i>) when photographing Students will incorporate creativity, design and photographic composition in all assigned photographic assignments.</p> <p>7. Students will use the methodology of “<i>anticipation</i>” to capture the decisive moment for the most effective photograph.</p>
		Adobe Photoshop Editing for Photojournalism	<p>SWBAT</p> <ol style="list-style-type: none"> 1. Use Adobe Photoshop to control tones and color. 2. Use correct file format for the stated purpose of a digital image. 3. Use Photoshop <i>file browser</i> to sort, identify, imprint, watermark, and copy write photographs. 4. Complete a project workflow and deliver prints to specified client 	8.1A 8.1B 8.2B 9.1B 9.2A 9.2B 9.2F	<ol style="list-style-type: none"> 1. Students will be given exercises in each of the student learning objectives. Students will demonstrate that they can perform each task by providing either prints or finished task saved on file for evaluation. 2. Students will save file with correct file format and compression 3. Students will analyze photographs taken for a photo assignment utilizing Photoshop browser.
5 SESSIONS	UNIT 6	PHOTOGRAPH WITH CAPTION			
		Create a Photograph with a caption Poster With Text	<p>SWBAT</p> <ol style="list-style-type: none"> 1. Research each of the types of single picture photojournalistic assignments via. Textbooks, specialty photographic books, photographic journals and the Internet. 2. Describe each of the examples: “Spot News”, “General News,” “Feature” picture,” “Sports News” and Editorial Illustration” 3. Write both a complete caption and a published caption for each single photograph. 4. Write a published caption using a lead-in, first sentence, and if needed, a second sentence. 	8.1A 8.1B 8.2B 9.1B 9.2A 9.2B 9.2F	<ol style="list-style-type: none"> 1. Student journal of photograph research in to digital composites, process & planning 2. Photographic Project with contact sheet of photographs. 3. Visual check on monitor or printed photograph 4. Peer Critique and/or self evaluation 5. Rubric based assessment of photograph 6. Portfolio Assessment of work
5 SESSIONS	UNIT 7	PHOTOGRAPHIC ESSAY			
		5 Photograph Essay	<p>SWBAT</p> <ol style="list-style-type: none"> 1. Design a photographic essay of news event. 2. Design a photographic essay of Social Interests-Commentary (Pollution, Recycling, Homelessness, etc.) 3. Write both a complete caption and a published caption for each photograph. 4. Design a multimedia presentation of an event or social interest commentary. 	8.1A 8.1B 8.2A 8.2B 9.1B 9.2A 9.2B 5.7 B 1.4B 3.2C 3.5A 3.5B	<ol style="list-style-type: none"> 1. Students will research each of the types of single picture photojournalistic assignments via textbooks, specialty photographic books, photographic journals and the internet. 2. Students will write complete captions using a form provided. 3. Students will also write a published caption using a lead-in, first sentence, and if needed, a second sentence. 4. Students will create a story-board of the presentation and photograph an event or social interest commentary using multiple images

				3.5C 4.2D	presented using multimedia software. 5. Student journal of photograph research in to digital composites, process & planning 6. Photographic Project with contact sheet of photographs. 7. Visual check on monitor or printed photograph 8. Peer Critique and/or self evaluation 9. Rubric based assessment of photograph 10. Portfolio Assessment of work
1 SESSION	UNIT 8	PHOTOGRAPHIC ILLUSTRATION			
		Composite Project	SWBAT 1. Define and identify how photographic illustration is used. 2. Examine the effects and affects that digital photography has had on professional commercial photography. 3. Describe the many facets of photographic illustration. 4. Design and provide a list of “Tools of the Profession” needed for a professional photographic illustrator. 5. Students will research equipment needed for a particular aspect of photo illustration. Additionally students will provide a budget and time line for the purchase of equipment needed. The teacher will provide a worksheet.	8.1A 8.1B 8.2A 8.2B 9.1B 9.2A 9.2B 5.7 B 1.4B 3.2C 3.5A 3.5B 3.5C 4.2D	1. The affects and effects that digital photography has had on the industry. 2. A typical day of a photographic illustrator
		Adobe Photoshop for Illustration Advanced Image Editing Composite Project	SWBAT 1. Photograph in RAW or DWG and translate image to PSD to produce images with highest resolution possible. 2. Photograph in JPEG and translate to PSD for optimizing and manipulating images. 3. Use a scanner via <i>TWAIN</i> to input photographic images with optimum quality into Photoshop. 4. Translate bit dept, and dpi into image quality vs. size. 5. Batch scan and create a file of scanned images and create labeled, signed and watermarked photographs using Photoshop CS. 6. Construct an image with correct bit depth and resolution to produce high quality photographs that will be used in photographic illustration. 7. Manage images and files utilizing professional workflow techniques. 8. Use advanced selection and transforming capabilities of Photoshop to manipulate images as envisioned. 9. Compose composite photographs utilizing layers and masks. 10. To visualize and create photographs by blending modes, styles	8.1A 8.1B	1. Students will upload images from camera or scan entire roll of film using appropriate resolution required for a given assignment. Student will then make thumbnails of each savable file and label, sign, and watermark (when required) all usable images. 2. Student will scan photographs, negatives, and transparencies using appropriate scanner and resolution required for a given task. 3. Students will photograph in RAW then translate image to PSD using correct software. 4. Students will create assigned photographs utilizing the vast array of Photoshop editing tools and techniques. Images will be prepared that infuse multiple techniques.

			and effects. 11. Use advanced selection and filter techniques.		
5 SESSIONS	UNIT 9	PRODUCT PHOTOGRAPHY – DISPLAYING A PRODUCT			
		Product Photograph Electronic Posting Demonstration	SWBAT 1. Photograph products in such a way that is desirable to purchase for given clientele. 2. Photograph a group of objects in such a way that is desirable to purchase for a given clientele.	8.1A 8.1B 8.2B 9.1B 9.2A 9.2B 9.2F	1. Students will be given at least three products to be photographed for an advertisement in a magazine, (Clientele appropriate) catalog, EBay, etc. 1. Student journal of photograph research in to digital composites, process & planning 2. Photographic Project with contact sheet of photographs. 3. Visual check on monitor or printed photograph 4. Peer Critique and/or self evaluation 5. Rubric based assessment of photograph 6. Portfolio Assessment of work
8 SESSIONS	UNIT 10	PERIODICAL PHOTOGRAPH AND LAYOUT			
		TRICORN Publication	SWBAT 1. Photograph Illustrations for any given visual media that will provide understanding for a concept. 2. Create a layout that requires a specific illustration 3. Participate in the creation of a publication 4. Experience the role of an illustrative photographer 5. Research alternative ways to obtain photographs for books including stock photography and picture collections	8.1A 8.1B 8.2A 8.2B 9.1B 9.2A 9.2B 5.7 B 1.4B 3.2C 3.5A 3.5B 3.5C 4.2D	1. Students will be given a group of objects to photograph to be used for and advertisement in a magazine, (Clientele appropriate) catalog, EBay 2. Student journal of photograph research in to digital composites, process & planning 3. Photographic Project with contact sheet of photographs. 4. Visual check on monitor or printed photograph 5. Peer Critique and/or self evaluation 6. Rubric based assessment of photograph 7. Portfolio Assessment of work
5 SESSIONS	UNIT 11	FOOD AND DRINK ILLUSTRATION			
		Food and Drink Photograph Pin Light Demonstration	SWBAT 1. Photograph food and drink to be used as either an ad or illustration in a cookbook. 2. Discuss color balance as it relates to food photography 3. Discuss methodologies of making food look edible 4. Discuss the impact of shine objects or “wet photography”	8.1A 8.1B 8.2A 8.2B 9.1B 9.2A 9.2B 5.7 B 1.4B 3.2C 3.5A 3.5B 3.5C	1. Students will photograph an illustration for a textbook, other books, magazines, web design, etc. Tools and techniques will be explored and applied to create useful photo illustrations. 2. Students will photograph food and drink in such a way as to create a desire to eat or drink, that which has been photographed. Tools and techniques will be explored and applied to create use food illustrations. 3. Student journal of photograph research in to digital composites, process & planning 4. Photographic Project with contact sheet of

				4.2D	<p>photographs.</p> <ol style="list-style-type: none"> Visual check on monitor or printed photograph Peer Critique and/or self evaluation Rubric based assessment of photograph Portfolio Assessment of work
5 SESSIONS	UNIT 12	INTERIORS AND EXTERIORS			
		<p>Photo Project Interior and Exterior</p> <p>School Atrium Demonstration</p>	<p>SWBAT</p> <ol style="list-style-type: none"> Photograph an interior of a building to be use for photographic illustration. Photograph an exterior of a building to be used for photographic illustration. Utilize studio lighting and studio remote slaves. Utilize colored gels for special effects Students will discuss the pros vs. cons of setting up a Photograph or simply using Photoshop 	<p>8.1A 8.1B 8.2A 8.2B 9.1B 9.2A 9.2B 5.7 B 1.4B 3.2C 3.5A 3.5B 3.5C 4.2D</p>	<ol style="list-style-type: none"> Students will research various methodologies for photographing architecture via. Textbooks, specialty photographic books, photographic journals and the Internet. Methodology of how photographs of interiors and exteriors of buildings will be given in writing. Photographs will then be taken and processed. Student journal of photograph research in to digital composites, process & planning Photographic Project with contact sheet of photographs. Visual check on monitor or printed photograph Peer Critique and/or self evaluation Rubric based assessment of photograph Portfolio Assessment of work
5 SESSIONS	UNIT 13	ADVANCED PORTRAIT TECHNIQUES			
		<p>Photograph People 30</p> <p>Photograph: Portrait</p>	<p>SWBAT</p> <ol style="list-style-type: none"> Experience the different ways we illustrate people in photography Explore the use of makeup and special effects. Research photographic illustrations of people Photograph a person to illustrate fashion. Discuss the needs when creating portrait on location. Create a photograph that has both people with a product. 	<p>8.1A 8.1B 8.2A 8.2B 9.1B 9.2A 9.2B 5.7 B 1.4B 3.2C 3.5A 3.5B 3.5C 4.2D</p>	<ol style="list-style-type: none"> Students will research various methodologies for photographing people via. Textbooks, specialty photographic books, photographic journals and the Internet. Methodology of how to photograph people for fashion, portraits, product illustration, or location. will be given in writing. Student journal of photograph research in to digital composites, process & planning Photographic Project with contact sheet of photographs. Visual check on monitor or printed photograph Peer Critique and/or self evaluation Rubric based assessment of photograph Portfolio Assessment of work
2 SESSIONS	UNIT 14	COPYRIGHT AND ETHICS			
		<p>Position Paper</p>	<p>SWBAT</p> <ol style="list-style-type: none"> Explain who and what can be legally photographed. Explain when consent is necessary in photographing. Describe what copyright ownership, notice, fair usage, and free 	<p>8.1A 8.1B 9.2E</p>	<ol style="list-style-type: none"> Students will write a 300 word position paper on the ramifications and ethics of using copyrighted images for publication and personal use.

			<p>usage as it applies to photography.</p> <ol style="list-style-type: none"> Rights and Usage: A. Copyright, B. Stock photography, C. Licensing contracts, D. Work for hire Describe at least 6 ramifications of copyright laws and ethics when using or creating digital images. Explain who and what can be legally photographed. Explain when consent is necessary in photographing. Describe what copyright ownership, notice, fair usage, and free usage as it applies to photography. Describe at least 6 ramifications of copyright laws and ethics when using or creating digital images. 		<ol style="list-style-type: none"> Student journal of photograph research in to digital composites, process & planning Peer Critique and/or self evaluation Teacher rubric component in project
		Business Ethics	<p>SWBAT</p> <ol style="list-style-type: none"> Responsibilities to your client Responsibilities to your employer Responsibilities to the consumer Loyalty Discretion Solicitation Relationships with competitors Special ethical considerations for members of the press Relationship with galleries and collectors Relationship with suppliers and support personnel Proprietary information 	8.1A 8.1B 9.2E	
1 SESSION	UNIT 15	MARKETING AND PROMOTION			
		Portfolio	<p>SWBAT</p> <ol style="list-style-type: none"> Demonstrate effective sales interview skills. Show a well-edited and professionally presented portfolio. Develop an effective introductory letter for new clients. Demonstrate methods used to solicit clients. Name the resources available to identify clients. Resume and other documents Interviewing: Portfolio Review Promotional materials Portfolio presentation Establishing clientele Maintaining your client base 	8.1A 8.1B 8.2A 8.2B 9.1A 9.2D 9.2B 9.2E	<ol style="list-style-type: none"> Student journal of photograph research in to digital composites, process & planning Peer Critique and/or self evaluation Teacher rubric component in project
5 SESSIONS	UNIT 16	THE CREATIVE TEAM - WORKING RELATIONSHIPS			
			<p>SWBAT</p> <ol style="list-style-type: none"> Create a group project to be used within the High School, or at some other selected location. Students will prepare a written analytical description of the body of work they plan on exhibiting. Each take on a specified task so that the project will be completed in a timely manner. Students will be able to work in a peer group on a project in a 	8.1A 8.1B 8.2A 8.2B 8.2C 9.1A 9.2D 9.2B	<ol style="list-style-type: none"> Students will be evaluated by their peers and will consider their participation as a group member. Additionally each piece of work will be evaluated by the teacher using A prepared critique worksheet will be used. Class will critique the display.

			way that each individual will participate as an integral member of a group to successfully complete a project.	9.2E	
			SWBAT 1. Identify and provide brief job descriptions for creative team positions. 2. Identify which team members customarily have decision-making authority or collaborative input at the conceptual level, during the shoot, in post-production, and in eventual publication or display of photography. 3. Name and describe the support services commonly used by professional photographers. 4. Describe the differences between ad agencies, graphic design studios, public relations firms, and corporate or in-house creative services. 5. Create a flow chart indicating the origin of a photographic project or assignment and then follow it through the creative process to publication, performance, or display.	8.1A 8.1B 8.2A 8.2B 8.2C 9.1A 9.2D 9.2B 9.2E	1. Interview a creative team member in order to explore the responsibilities of that person's job, and then produce a written analysis or oral report. 2. Report back to the class with their findings and conclusions, either individually or in groups. 3. Team Rubric and/or self evaluation 4. Teacher rubric component in project
2 SESSIONS	UNIT 17	PHOTOGRAPHY CAREER EXPLORATION			
			SWBAT 1. Describe 6 careers associated with photography 2. Provide career profile for one career where photography is used. 3. Prepare an assessment of job opportunities in a given career area 4. Students will include a synopsis of educational requirements in a chosen career area 5. Provide brief descriptions of the types of jobs and the nature of the work in each of the photographic areas covered in the course. 6. Define job requirements for different photographic specialties. 7. Advertising photography (freelance or staff) 8. Fine art photography 9. Photojournalism and editorial (freelance or staff) 10. Wedding, portrait photography 11. Corporate photography (freelance or staff) 12. Industrial photography (freelance or staff) 13. Multi-media production 14. Technical, medical photography 15. Stock photography 16. Photo finishing industry 17. Assistant (freelance or staff) 18. Stylist (prop, hair and makeup, food etc.) 19. Photo librarian/archivist 20. Set builder/model maker 21. Art directors & Galleries 22. Graphic designers. Editors	8.1A 8.1B 8.2A 8.2B 8.2C 9.1A 9.2D 9.2B 9.2E	1. Interview practitioners in a particular field of special interest. This will help the 2. Student understands the roles and responsibilities of that job, its entry requirements and its growth potential. 3. Complete a written analysis or oral report; and report back to the class with findings and conclusions either individually or in small groups. 4. Shadow a professional throughout his or her day. 5. Students will prepare a career profile to include a description of at least 6-careers associated with photographic imaging an assessment of job opportunities of one career field and synopses of educational requirements of that career.
10 SESSIONS	UNIT 18	ADOBE CERTIFICATION			
		Communication	SWBAT	8.1A	1. Students will be assessed by an outside

		objectives Adobe Photoshop CS3 Extended	<ol style="list-style-type: none"> 1. Take a test to certify them in Adobe Photoshop 2. Apply knowledge to Adobe Certified Associate, Visual 	<p>8.1B 8.2B 8.2C</p>	company for adobe certification
		Setting project requirements	<p>SWBAT</p> <ol style="list-style-type: none"> 1. Identify the purpose, audience, and audience needs for preparing images 2. Demonstrate knowledge of standard copyright rules for images and image use. 3. Demonstrate knowledge of project management tasks and responsibilities. 4. Communicate with others (such as peers and clients) about design plans. 	<p>8.1A 8.1B 8.2B 8.2C</p>	<ol style="list-style-type: none"> 1. Preparation tutorials & Projects 2. Students will be assessed by an outside company for adobe certification
		Identifying design elements when preparing images	<p>SWBAT</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of image resolution, image size, and image file format for web, video, and print. 2. Demonstrate knowledge of design principles and image composition. 3. Demonstrate knowledge of typography. 4. Demonstrate knowledge of color correction. 5. Demonstrate knowledge of image generating devices and their resulting image types. 	<p>8.1A 8.1B 8.2B 8.2C</p>	<ol style="list-style-type: none"> 1. Preparation tutorials & Projects 2. Students will be assessed by an outside company for adobe certification
		Understanding Adobe Photoshop CS3 Extended	<p>SWBAT</p> <ol style="list-style-type: none"> 1. Identify elements of the Photoshop CS3 user interface and demonstrate knowledge of their functions. 2. Understand key terminology of digital images. 3. Demonstrate knowledge of layers and masks. 4. Demonstrate knowledge of importing, exporting, organizing, and saving. 5. Demonstrate knowledge of producing and reusing images. 6. Demonstrate an understanding of and select the appropriate features and options required to implement a color management workflow. 	<p>8.1A 8.1B 8.2B 8.2C</p>	<ol style="list-style-type: none"> 1. Preparation tutorials & Projects 2. Students will be assessed by an outside company for adobe certification
		Manipulating images	<p>SWBAT</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of working with selections and measurement. 2. Use Photoshop guides and rulers. 3. Transform images 4. Adjust the tonal range and correct the color of an image. 5. Demonstrate knowledge of retouching and blending images. 6. Demonstrate knowledge of drawing and painting. 7. Demonstrate knowledge of type. 8. Demonstrate knowledge of filters. 	<p>8.1A 8.1B 8.2B 8.2C</p>	<ol style="list-style-type: none"> 1. Preparation tutorials & Projects 2. Students will be assessed by an outside company for adobe certification

PROJECT SEQUENCE: PHOTOGRAPHIC IMAGING III ADVANCED STUDY & PORTFOLIO

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	5 Photo Essay	<ul style="list-style-type: none"> • Student who wish to continue this theme for a Photographic portfolio can discuss the options with the teacher, • Students will explore creating a small body of work that relates 	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
2	Product Shot	<ul style="list-style-type: none"> • With the mass marketing of product and the proliferation of internet auction cited the need to shoot desirable product shoots. Students will create a layout with a product Illustration. 	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
3	Food Shot	<ul style="list-style-type: none"> • Students are to explore the creative potential of food Photography. Students will explore the impact and the importance of photography of food. Students will explore and control the temperature of light to create a truly edible photograph. 	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
4	Photo Illustration	<ul style="list-style-type: none"> • Tricorn or other publication layout, Students are asked to write as well as create a photograph that aligns with a piece of writing., 	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	
5	Fashion Shoot	<ul style="list-style-type: none"> • Students are to explore the texture and the whimsical nature of fashion photography. Students who are interested in taking this project further can team up and explore makeup and 	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 3.2B	1 Week
6	Poster Large Format Dissent	<ul style="list-style-type: none"> • Students will explore combining text, caption and photo in a large format poster. Students will research messages and propaganda photography. 	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
7	Extreme Lighting Situation Night Shoot	<ul style="list-style-type: none"> • Students will explore extreme lighting situations. They will have to create timed exposures of at least 30 seconds. 	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
8	Adobe Certification	<ul style="list-style-type: none"> • Students will work on becoming certified in Adobe Photoshop. This accreditation is from an outside company and fulfills a career based requirement of the course. 	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	
9	In the Style of...	<ul style="list-style-type: none"> • Student will research a Photographer and analyze his/her body of work and choose a representative photograph in which they wish to emulate in a photograph of their own. Students are to focus on reverse engineering the photograph and planning out the photo shoot from start to finish 	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	Interior and Exterior	<ul style="list-style-type: none"> • Students are to tackle a large scale photograph of an interior or exterior. Lighting is the primary consideration in this project and students are encouraged to use the studio lights on location and include an element of color in their designs. Students are also required to shoot the product different situations to explore the creative potential of lighting a scene Stagecraft and lighting for theater are discussed as well as multiple flash 	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

		photography		
11	Composite 1 of 3	<ul style="list-style-type: none"> Photographic Illustration project which focuses on different ways of blending or combining images using Adobe Photoshop. Students at this stage are required to complete a process either in sketch or suitable composite form to preconceive an idea before combing components 	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
12	Composite 2 of 3	<ul style="list-style-type: none"> Photographic Illustration project which focuses on different ways of blending or combining images using Adobe Photoshop. Students at this stage are required to complete a process either in sketch or suitable composite form to preconceive an idea before combing components 	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
13	Composite 3 of 3	<ul style="list-style-type: none"> Photographic Illustration project which focuses on different ways of blending or combining images using Adobe Photoshop. Students at this stage are required to complete a process either in sketch or suitable composite form to preconceive an idea before combing components 	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
14	Portfolio	<ul style="list-style-type: none"> Student will create either a digital portfolio or a printed portfolio based on a self directed proposal developed in the beginning of the semester 	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