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# PISCATAWAY TOWNSHIP SCHOOLS

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**Teresa M. Rafferty**  
Superintendent of Schools

**Dr. Frank Ranelli**  
Assistant Superintendent



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# PISCATAWAY TOWNSHIP SCHOOLS

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**Dr. Frank Ranelli**  
Superintendent of Schools

**Dr. William Baskerville**  
Assistant Superintendent

# Photographic Design 1

**Content Area:** Visual Art  
**Grade Span:** Grades 9-12  
**Revised by:** Lisa Lentini-Pombrio  
**Presented by:**  
**Approval date:** August 2020

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## COURSE OVERVIEW

Description	
<p><b>Course Description:</b> This course is recommended for the beginning photography student and is a prerequisite to Photographic Design 2. The exploration of the design elements and principles will be studied through the photographic image. Classroom activities include picture taking, developing, and printing of images in a darkroom setting as well as the enhancement of the digital image via the computer. Students will be required to take photos for various assignments on their own time, outside of the school day. It is recommended that students have a camera to use for this class.</p>	
Goals	
<ul style="list-style-type: none"> <li>• An understanding of the design elements and principles</li> <li>• An understanding of the artistic process</li> <li>• The ability to compose a photograph using various devices</li> <li>• The skills to develop and print images in a darkroom</li> <li>• The skills to enhance a digital image using technology</li> <li>• The ability to create artwork that is personal, has meaning, and is influenced by history and society</li> <li>• An understanding of the process of critique: Describe, Analyze, Interpret, Judge</li> </ul>	
Scope and Sequence	
Unit	Topic
Unit 1	Visual Journaling
Unit 2	Darkroom Safety: Photogram
Unit 3	Value Portraits
Unit 4	The Camera and Composition
Unit 5	Photo Composite: Surreal Photomontage
Unit 6	The Photographic Portrait
Unit 7	Self Portrait: Bio Poem
Unit 8	Digital Imaging Basics: Pop Art
Unit 9	Digital Design: Mandala
Unit 10	Digital Manipulation: Mini Me, Joiners, Portraits, Tesselations
Unit 11	History of Photography
Unit 12	Critique: Describe, Analyze, Interpret, Judge
Resources	
<p><b>Suggested Resources:</b>            Varied art tools and materials            Teacher created projects/handouts            Teacher created digital presentations            Computer Hardware/Software            (Photoshop)</p>	

Darkroom Supplies and Equipment

## ALL UNITS: INSTRUCTIONAL FOCUS

<b>Summary and Rationale</b>	
<p>This course is recommended for the beginning photography student and is a prerequisite to Photographic Design 2. The exploration of the design elements and principles will be studied through the photographic image. Classroom activities include picture taking, developing, and printing of images in a darkroom setting as well as the enhancement of the digital image via the computer. Students will be required to take photos for various assignments on their own time, outside of the school day. It is recommended that students have a camera to use for this class.</p>	
<b>State Standards</b>	
<b>Anchor Standard 1</b>	
<b>Generating and Conceptualizing Ideas</b>	
Proficient	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Accomplished	
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced	
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
<b>Anchor Standard 2</b>	
<b>Organizing and Developing Ideas</b>	
Proficient	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
Accomplished	

1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
Advanced	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b:	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
<b>Anchor Standard 3</b>	
<b>Refining and Completing Products</b>	
Proficient	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Accomplished	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Advanced	
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
<b>Anchor Standard 4</b>	
<b>Selecting, Analyzing, and Interpreting Work</b>	
Proficient	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced	
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
<b>Anchor Standard 5</b>	
<b>Developing and Refining Techniques and Models or Steps Needed to Create Products.</b>	

Proficient	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
Accomplished	
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
Advanced	
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
<b>Anchor Standard 6 Conveying Meaning Through Art</b>	
Proficient	
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced	
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
<b>Anchor Standard 7 Perceiving and Analyzing Products</b>	
Proficient	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished	
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Advanced	
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

<b>Anchor Standard 8</b>	
<b>Interpreting Intent and Meaning</b>	
Proficient	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Accomplished	
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
Advanced	
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
<b>Anchor Standard 9</b>	
<b>Applying Criteria to Evaluate Products</b>	
Proficient	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Accomplished	
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Advanced	
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
<b>Anchor Standard 10</b>	
<b>Synthesizing and Relating Knowledge and Personal Experiences to Create Products.</b>	
Proficient	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
Accomplished	
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Advanced	
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
<b>Anchor Standard 11</b>	
<b>Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
Proficient	



1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
Accomplished	
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
Advanced	
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

## UNIT 1: Visual Journaling

<b>Summary and Rationale</b>	
Students will create an artist’s journal that will be used throughout the year. They will understand why artists create and utilize journals.	
<b>State Standards</b>	
<b>Anchor Standard 1: Generating and Conceptualizing Ideas</b>	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
<b>Anchor Standard 9: Applying criteria to evaluate products.</b>	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Artists use visual journaling to deepen their insights of themselves and the world around them</li> <li>• Artists use journals to generate and conceptualize ideas</li> <li>• A journal is developed over time</li> <li>• Many artists use visual journals as a part of their creative process</li> <li>• An artist journal comes in different sizes, shapes and is constructed from different media</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do artists use journals?</li> <li>• Why is a journal an important part of your portfolio?</li> <li>• How is a journal similar to a dairy?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>• The elements of art can be used to create a visual journal</li> </ul>	

- Visual journaling is a creative way to express and record life experiences, feelings, emotional reactions, or our inner world -both visually and in words
- Many artists use visual journals as a part of their creative process
- An artist journal comes in different sizes, shapes and is constructed from different media
- A journal is developed over time
- Individual experiences will influence how they respond to a particular artwork
- Appropriate terminology for critiquing artwork

**Students will be able to:**

- Develop a visual journal using the elements of art
- Build a visual journal over a period of time that expresses ideas and information, both visually and in words
- Explore how artists use journals as a place of planning, reflection, reaction and response
- Create a personal artist journal using bookmaking techniques and available supplies
- Work in their journal using a variety of media throughout the year
- Offer constructive critique in evaluation of their own work and others
- Reflect on their personal visual journal

### Resources

**Suggested Resources:**

Teacher created samples/projects/pages  
 Various art supplies  
 Teacher created handouts/information

**Assessment Suggestions:**

Self-Assessment  
 Teacher Observation  
 Rubric/Checklist

## UNIT 2: Darkroom Safety: Photogram

<b>Summary and Rationale</b>	
Students will understand and practice appropriate safety procedures in the darkroom and create a photogram as part of this process.	
<b>State Standards</b>	
<b>Anchor Standard 1: Generating and Conceptualizing Ideas</b>	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Cr2a	Identify the styles and artistic processes used in the creation of culturally and historically diverse two-and three dimensional artworks and emulate those styles by creating an original body of work.
<b>Anchor Standard 3: Refining and Completing Products</b>	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
<b>Anchor Standard 9: Applying Criteria to Evaluate Products</b>	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
<b>Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products.</b>	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Artists must use equipment and materials in a safe way.</li> <li>• Creating images in the darkroom is a process.</li> <li>• Various methods and techniques are used in the production of works of art.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How are chemicals and materials used safely in the photo lab and darkroom?</li> <li>• Can you create a photograph without a negative?</li> </ul>	

- Is negative space important in a composition?
- What methods and techniques are used in producing a work of art?

## Objectives

### Students will know:

- The name of each chemical used in the darkroom and understand what the chemical does in the photographic process.
- The importance of safety in the darkroom/art studio
- The parts of the photographic enlarger
- The meaning of composition
- The definition of positive and negative space
- Qualities of a photogram, such as composition and use of space
- The method for exposing and processing photographic paper
- The artist, Man Ray, created the first photogram
- Individual experiences will influence how they respond to a particular artwork
- Appropriate terminology for critiquing artwork

### Students will be able to:

- Create a well-composed photogram using found objects
- Correctly expose and process a photogram
- Utilize positive and negative space in the composition of a photogram
- Explain what each chemical does in the photographic printing process
- Identify and explain the function of each part of the photographic enlarger
- Identify safety features of the darkroom/studio including emergency exits and eye wash stations
- Offer constructive critique in evaluation of their own artwork and others
- Evaluate the use of positive and negative space in a composition

## Resources

### Suggested Resources:

Teacher created handouts/samples  
 Darkroom Supplies  
 Objects

### Assessment Suggestions:

Teacher Observation  
 Quiz on the enlarger  
 Quiz on chemicals used in the darkroom  
 Quiz on Safety  
 Individual checks with students one on one  
 Group Discussion  
 Technique Practice  
 Questioning and dialog  
 Art Journal  
 Rubric to assess final project

Checklist for progress  
Critique

## UNIT 3: Value Portraits

<b>Summary and Rationale</b>	
Students will explore the element of value by recreating portrait photos.	
<b>State Standards</b>	
<b>Anchor Standard 1: Generating and Conceptualizing Ideas</b>	
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
<b>Anchor Standard 3: Refining and Completing Products</b>	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
<b>Anchor Standard 9: Applying Criteria to Evaluate Products</b>	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
<b>Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products.</b>	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Value is a key element of art</li> <li>• Artists and designers experiment with the elements of art</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Is it pleasing to look at a “washed out” image?</li> <li>• Why is value important in an image?</li> <li>• How do artists use the elements of art to visually communicate?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>• Value is an element of art that is the range of lightness and darkness in a hue</li> </ul>	

- Photographers, such as Richard Avedon, that utilize value in their photographs
- Successful photographic portraits can have uncomplicated backgrounds
- Value can be created using various media
- Individual experiences will influence how they respond to a particular artwork
- Vocabulary relevant for evaluating the use of value in a composition

**Students will be able to:**

- Create a value scale
- Recognize a portrait created by, or in the style of, Richard Avedon
- Use the digital camera to create a portrait with an uncomplicated background.
- Use Photoshop to modify their image-creating a grayscale image and apply a filter
- Interpret the value scale of an image using a variety of materials, such as color pencil
- Assess finished portraits to determine if the value was interpreted correctly
- Offer constructive critique in evaluation of their own work and others

## Resources

**Suggested Resources:**

Teacher created handouts/samples  
 Various art supplies

**Assessment Suggestions:**

Teacher Observation  
 Value Scale  
 Application of art materials  
 Individual checks with students one on one  
 Group Discussion  
 Technique Practice  
 Questioning and dialog  
 Art Journal  
 Rubric to assess final project  
 Checklist for progress  
 Critique



## UNIT 4: The Camera and Composition

<b>Summary and Rationale</b>	
Students will learn how to operate a traditional camera and create well composed photographs. They will understand how to develop film and photographs in a darkroom setting.	
<b>State Standards</b>	
<b>Anchor Standard 1: Generating and Conceptualizing Ideas</b>	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
<b>Anchor Standard 3: Refining and Completing Products</b>	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
<b>Anchor Standard 9: Applying Criteria to Evaluate Products</b>	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
<b>Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products.</b>	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	

- Composition is the placement of visual elements in an artwork.
- Light creates shadow.

- **Unit Essential Questions**

- How does light and shadow impact composition?
- How does a photographer determine composition in a photograph?

**Objectives**

**Students will be know:**

- Value is an element of art that shows light and dark in an image
- The importance of the “Straight Photography” movement and photographers such as Paul Strand
- The parts of the point and shoot film camera
- The process for developing film
- The process for exposing and developing a contact sheet and prints in the darkroom
- Individual experiences will influence how they respond to a particular artwork
- Appropriate terminology for critiquing artwork
- The guidelines of good composition including the following:
  - Lines
  - Framing
  - Balance
  - Mergers
  - Rule of Thirds
  - Simplicity

**Students will be able to:**

- Create photographs of light and shadow that demonstrate value
- Use the guidelines of composition to create photographs
- Properly develop a roll of film
- Properly expose and develop a contact sheet
- Create test strips and properly exposed prints
- Point out parallels between their own work and that of photographers, such as Paul Strand
- Utilize a point and shoot film camera
- Evaluate the composition and value in the completed photographs
- Offer constructive critique in evaluation of their own work and others

**Resources**

**Suggested Resources:**

Teacher created handouts/samples  
Darkroom Supplies

**Assessment Suggestions:**

Teacher Observation  
Quiz on guidelines for composition

Individual checks with students one on one  
Group Discussion  
Technique Practice  
Contact Sheet  
Test Strips  
Questioning and dialog  
Art Journal  
Rubric to assess final project  
Checklist for progress  
Critique

## UNIT 5: Photomontage Surrealism

<b>Summary and Rationale</b>	
Students will explore the art movement, Surrealism, through the technique of Photomontage.	
<b>State Standards</b>	
<b>Anchor Standard 1: Generating and Conceptualizing Ideas</b>	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
<b>Anchor Standard 3: Refining and Completing Products</b>	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
<b>Anchor Standard 9: Applying Criteria to Evaluate Products</b>	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
<b>Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products.</b>	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
<b>Instructional Focus</b>	

<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• Artists can use many diverse media to create a composition.</li> <li>• Artists sometimes use life experiences as the subject of their work.</li> <li>• Artists can use dreams, or their imagination as a subject of their artwork.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• Can a nightmare or dream be translated into a work of art?</li> <li>• What life experiences did Salvador Dali use in his work?</li> <li>• What is Surrealism?</li> </ul>
<b>Objectives</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Surrealism is an art movement that combined real elements in an unreal way, similar to a dream or nightmare</li> <li>• Salvador Dali pioneered the Surrealist movement in the 1920s</li> <li>• A photomontage is the process and result of making a composite photograph by cutting and joining a number of images</li> <li>• Emphasis is a principle of design that refers to drawing the viewer's eye to a point of interest in a composition</li> <li>• Individual experiences will influence how they respond to a particular artwork</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create a surreal montage using photographs, magazine clippings, and other sources.</li> <li>• Cut, arrange, and assemble a montage with extreme care, and quality craftsmanship.</li> <li>• Emphasize a subject/point of interest by constructing a simple or uncomplicated background within their photomontage</li> <li>• Describe and recognize the qualities of a surreal image</li> <li>• Identify the qualities of a surrealist image.</li> <li>• Offer constructive critique in evaluation of their own work and others</li> </ul>
<b>Resources</b>
<p><b>Suggested Resources:</b>  Teacher created handouts/samples  Various art materials</p> <p><b>Assessment Suggestions:</b>  Teacher Observation  Quiz on Surrealism  Individual checks with students one on one  Group Discussion  Questioning and dialog  Art Journal  Rubric to assess final project  Checklist for progress  Critique</p>

## UNIT 6: The Photographic Portrait

<b>Summary and Rationale</b>	
Students will understand the photographic portrait by exploring the three main types; Candid, Posed, and Environmental. Students will then create their own portraits using the traditional film camera.	
<b>State Standards</b>	
<b>Anchor Standard 1: Generating and Conceptualizing Ideas</b>	
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
<b>Anchor Standard 3: Refining and Completing Products</b>	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
<b>Anchor Standard 9: Applying Criteria to Evaluate Products</b>	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
<b>Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products.</b>	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Portraits are a genre of photography</li> <li>• Visual cues provide information</li> <li>• A portrait conveys the likeness of a person</li> </ul>	
<b>Unit Essential Questions</b>	

- How does an artist choose his or her subject?

### Objectives

#### Students will know:

- The three main types of portraits; Candid, Posed, Environmental
- Visual cues give the viewer more information about the subject
- Arnold Newman is the originator of environmental portraits
- The flash on the camera provides addition light for a good exposure in a low light situation
- The process for developing film
- The process for exposing and developing a contact sheet and prints in the darkroom
- Individual experiences will influence how they respond to a particular artwork
- Appropriate terminology for critiquing artwork

#### Students will be able to:

- Create a photographic portrait
- Create photographs that use visual cues
- Identify and analyze portrait photographs
- Utilize a point and shoot film camera
- Decide if a flash is needed for a good exposure
- Properly develop a roll of film
- Properly expose and develop a contact sheet
- Make test strips and two properly exposed prints
- Offer constructive critique in evaluation of their own work and others
- Evaluate the use of visual cues in a photograph

### Resources

#### Suggested Resources:

Teacher created handouts/samples  
Darkroom equipment and materials

#### Assessment Suggestions:

Teacher Observation  
Quiz on Portraits  
Individual checks with students one on one  
Group Discussion  
Questioning and dialog  
Art Journal  
Rubric to assess final project  
Checklist for progress  
Critique

## UNIT 7: Self-Portrait: Bio Poem

<b>Summary and Rationale</b>	
Students will create a unified self-portrait using both images and words.	
<b>State Standards</b>	
<b>Anchor Standard 1: Generating and Conceptualizing Ideas</b>	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
<b>Anchor Standard 3: Refining and Completing Products</b>	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
<b>Anchor Standard 5: Developing and Refining Techniques and Models or Steps Needed to Create Products.</b>	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
<b>Anchor Standard 9: Applying Criteria to Evaluate Products</b>	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
<b>Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products.</b>	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Artists throughout history have created self-portraits.</li> <li>• There are many reasons artists create self-portraits.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Is it easier to describe yourself with words or pictures?</li> <li>• Why do artists create self-portraits?</li> <li>• What is visual unity?</li> </ul>	



## Objectives

### Students will know:

- Images and words can work together to create a strong composition.
- Color scheme will provide harmony and unity throughout the work.
- The work of Cindy Sherman and examine the artists' theatrical self portraits
- Examine and understand the idea of self-portrait, and theatrical self-portrait by viewing the work of Cindy Sherman.
- There are 6 major categories, or types of self-portraits
- Artists such as Cindy Sherman, Rembrandt, and others have created a series of self-portraits as part of their life works
- Words, such as a poem, can be a self-portrait
- Images, such as photographs, can be a self-portrait
- Individual experiences will influence how they respond to a particular artwork
- Appropriate terminology for evaluating a self-portrait

### Students will be able to:

- Complete a biography poem and incorporate it into their final composition, paying close attention to font style, size, and color
- Determine if the color and font style of the words in the composition work in harmony with the images used
- Categorize a self-portrait when viewing it
- Discuss the quality of the craftsmanship in their work, and the work of others
- Offer constructive critique in evaluation of their own work and others
- Communicate a response to an artwork that combines images and words

## Resources

### Suggested Resources:

Teacher created handouts/samples

Various art supplies

### Assessment Suggestions:

Teacher Observation

Quiz on Types of Self-Portraits

Individual checks with students one on one

Group Discussion

Questioning and dialog

Art Journal

Rubric to assess final project

Checklist for progress

Critique

## UNIT 8: Digital Imaging Basics: Pop Art

<b>Summary and Rationale</b>	
Students will be introduced to beginning skills in manipulating digital images and explore Pop Art.	
<b>State Standards</b>	
<b>Anchor Standard 1: Generating and Conceptualizing Ideas</b>	
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
<b>Anchor Standard 5: Developing and Refining Techniques and Models or Steps Needed to Create Products.</b>	
1.5.12acc.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
<b>Anchor Standard 9: Applying Criteria to Evaluate Products</b>	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
<b>Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products.</b>	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Pop art drew its inspiration from popular culture.</li> <li>• Artists' use computer software as a tool to create art.</li> </ul>	

<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• What is Popular Culture?</li> <li>• Where do we see digitally enhanced/manipulated images?</li> </ul>
<b>Objectives</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Repetition is a principle of design that works with pattern in order to make an artwork seem active</li> <li>• Pop Art is an art movement that utilizes popular culture as a theme or subject</li> <li>• Andy Warhol was a leading force in the Pop Art movement</li> <li>• Selection tools in Photoshop will isolate an area of an image</li> <li>• Various tools in Photoshop can change or alter an image</li> <li>• Individual experiences will influence how they respond to a particular artwork</li> <li>• Appropriate terminology for evaluating artwork</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create an artwork, using Photoshop, that demonstrates repetition</li> <li>• Explain Pop Art and describe the characteristics of the style</li> <li>• Identify the artwork of Andy Warhol, and other Pop artists</li> <li>• Use selection tools in Photoshop such as, quick select, magic wand, and layer selection</li> <li>• Modify an image using a variety of tools and filters in Photoshop</li> <li>• Offer constructive critique in evaluation of their own work and others</li> <li>• Evaluate the use of repetition in an artwork</li> </ul>
<b>Resources</b>
<p><b>Suggested Resources:</b>  Teacher created handouts/samples  Computer hardware/software  (Photoshop)</p> <p><b>Assessment Suggestions:</b>  Teacher Observation  Quiz on Pop Art  Photoshop practice activities  Individual checks with students one on one  Group Discussion  Questioning and dialog  Art Journal  Rubric to assess final project  Checklist for progress  Critique</p>

## UNIT 9: Digital Design: Mandala

<b>Summary and Rationale</b>	
Students will create a mandala design that is symmetrical, balanced and personal. They will use Photoshop to design, refine, and create the mandala image.	
<b>State Standards</b>	
<b>Anchor Standard 1: Generating and Conceptualizing Ideas</b>	
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
<b>Anchor Standard 3: Refining and Completing Products</b>	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
<b>Anchor Standard 6: Conveying Meaning Through Art</b>	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
<b>Anchor Standard 9: Applying Criteria to Evaluate Products</b>	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Media and technology heavily influence the art process in digital photography.</li> <li>• Personal/Cultural background influences the way in which art is created.</li> </ul>	

**Unit Essential Questions**

- How can personal/cultural background influence the choices made in created an artwork?
- Does Peter Max's artwork reflect his personal/cultural background?

**Objectives****Students will know:**

- Mandalas are symbols of the universe and can represent a personal path
- Rhythm and pattern can work together to create a unified artwork
- A brief history of Peter Max and und how his personal/cultural background influences his art
- How to resize, transform, and copy images using Photoshop
- A symmetrical design is the same on both sides, like a mirror image
- Individual experiences will influence how they respond to a particular artwork
- Appropriate terminology for evaluating artwork

**Students will be able to:**

- Create a personal mandala using photographs that demonstrates rhythm and pattern
- Draw on Peter Max's artwork as inspiration for their personal mandalas
- Explain the origin and function of a mandala
- Resize, transform and copy digital images
- Create a symmetrical mandala that is balanced
- Offer constructive critique in evaluation of their own work and others
- Evaluate the use of symmetry in an artwork

**Resources****Suggested Resources:**

Teacher created handouts/samples  
Computer hardware/software  
(Photoshop)

**Assessment Suggestions:**

Teacher Observation  
Photoshop practice activities  
Individual checks with students one on one  
Group Discussion  
Questioning and dialog  
Art Journal  
Rubric to assess final project  
Checklist for progress  
Critique

## UNIT 10: Digital Manipulation: Mini Me, Joiners, Portraits, Tessellations

<b>Summary and Rationale</b>	
Students will explore digital manipulation using Photoshop. Emphasis will be placed on design, as well as manipulating size and scale. Students will use Photoshop to seamlessly combine multiple images.	
<b>State Standards</b>	
<b>Anchor Standard 1: Generating and Conceptualizing Ideas</b>	
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
<b>Anchor Standard 3: Refining and Completing Products</b>	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
<b>Anchor Standard 6: Conveying Meaning Through Art</b>	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
<b>Anchor Standard 9: Applying Criteria to Evaluate Products</b>	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Media and technology influence the genre of digital photography/imaging.</li> <li>• Creativity and innovative thinking are essential life skills.</li> </ul>	

<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• Why do artists manipulate images?</li> <li>• What factors prevent or encourage people to take creative risks?</li> </ul>
<b>Objectives</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The elements of art can be applied and manipulated when creating art with Photoshop</li> <li>• How to capture digital images using a variety of devices</li> <li>• How to resize, save, and print images using Photoshop</li> <li>• Many images can be placed together to create one composition</li> <li>• Individual experiences will influence how they respond to a particular artwork</li> <li>• Appropriate terminology for evaluating artwork</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create an artwork that shows a unique application of the elements of art and design</li> <li>• Use a digital device to take well composed and well exposed images</li> <li>• Resize, save, and print digital images</li> <li>• Offer constructive critique in evaluation of their own work and others</li> <li>• Evaluate the use of manipulation in finished artwork</li> </ul>
<b>Resources</b>
<p><b>Suggested Resources:</b>  Teacher created handouts/samples  Computer hardware/software  (Photoshop)</p> <p><b>Assessment Suggestions:</b>  Teacher Observation  Photoshop practice activities  Individual checks with students one on one  Group Discussion  Questioning and dialog  Art Journal  Rubric to assess final project  Checklist for progress  Critique</p>

## UNIT 11: History of Photography

<b>Summary and Rationale</b>	
Students will explore the sequential history of photography.	
<b>State Standards</b>	
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
<b>Anchor Standard 6: Conveying Meaning Through Art</b>	
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
<b>Anchor Standard 9: Applying Criteria to Evaluate Products</b>	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>The history of photography is sequential.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>When was photography invented?</li> <li>When was the first color photo taken?</li> <li>What are some advances or changes that have happened in photography?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>Key points in the history of photography</li> </ul>	



- Various periods in the history of photography are connected to several political, social, cultural, and historical events occurring at the time
- A brief and accurate history of a particular topic as it relates to the history of photography

**Students will be able to:**

- Summarize important highlights of the history of photography
- Recognize the change in the aesthetics of photography through the years.
- Connect a point in photographic history to a political, social, cultural, or historical event occurring at the time
- Share information about their topic in a understandable and concise manner
- Evaluate the information collected and shared on a particular topic of the history of photography

## Resources

**Suggested Resources:**

Teacher created handouts/samples  
Video Resource

**Assessment Suggestions:**

Teacher Observation  
Quiz on The History of Photography  
Individual checks with students one on one  
Group Discussion  
Questioning and dialog  
Art Journal  
Rubric to assess final project  
Checklist for progress  
Critique

## UNIT 12: Critique: Describe, Analyze, Interpret, Judge

<b>Summary and Rationale</b>	
Students will learn and apply the 4 steps of a formal art critique. They will be able to describe artwork both verbally and written, as well as, analyze and interpret its meaning. Additionally, they will be able to judge an artwork, or decide if it is successful.	
<b>State Standards</b>	
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
<b>Anchor Standard 6: Conveying Meaning Through Art</b>	
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
<b>Anchor Standard 9: Applying Criteria to Evaluate Products</b>	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.

1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• A critique is a method of organizing facts and thoughts</li> <li>• A critique is a multi-step process</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does one judge an artwork?</li> <li>• Why is it important to critique art?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Elements of art and principles of design are used as reference when critiquing an artwork</li> <li>• Artwork has been discussed and criticized throughout history</li> <li>• The 4 step critique process; describe, analyze, interpret, judge</li> <li>• Individual experiences will influence how they respond to a particular artwork</li> <li>• Appropriate terminology for critiquing artwork</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Determine what elements of art and principles of design are used in an artwork</li> <li>• Explain why people critique artwork, now and in the past</li> <li>• Utilize the 4-step critique process to conduct a critique of a specific artwork</li> <li>• Offer constructive critique in evaluation of their own work and others</li> <li>• Reflect on their personal critique</li> </ul>	
<b>Resources</b>	
<p><b>Suggested Resources:</b>  Teacher created handouts/samples  Critique Process</p> <p><b>Assessment Suggestions:</b>  Teacher Observation  Individual checks with students one on one  Group Discussion  Questioning and dialog  Art Journal  Rubric to assess final project  Checklist for progress  Formal Critique</p>	