

Introduction Photography: From Darkroom to Digital

Quarter 1 UBD Unit Curriculum—NHS—Fall 2022

Time Frame: ten weeks	Unit Title: Course Continuation	Instructor: Annette Blake
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Stage 1 Desired Results			
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> Engage in the process of photography as a means of expression, developing an appreciation of photography by doing it. Develop visual literacy through recognizing the components of a picture – light, composition, color, moment, gesture, and mood. Learn how to view and talk about images. Understand the difference between genres of photography such as fine art, photojournalism, and editorial photography and be able to discuss the characteristics of each genre Become responsible image-makers as young citizens of the web, understanding the responsibility of the image-maker. Learn the use of applications (apps,)like Snapseed, through creative exploration. Learn how to prepare the image for publication (editing, toning, retouching.) Develop a style and story. Developing a narrative by helping students figure out what they want to say by looking at the environment around them. Engage with the developing photographic and social media environment to maintain 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #eee;"> <th style="text-align: center; padding: 5px;"><i>Transfer</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Make pictures that show an understanding of the elements of composition, light, moment, gesture, and color. Articulate the components of an image and give a critique of imagery using a visual vocabulary. Demonstrate an understanding of photo editing through applications. Demonstrate an understanding of different types of photography and image processing appropriate to each medium. Demonstrate thoughtfulness and independent thinking through articulately commenting on the images of their peers through social media. Process photographs that build a strong identity for each student as an artist. <p><i>What kinds of long-term independent accomplishments are desired?</i></p> <p>I would like the students to learn to become confident painters who challenge themselves to think outside the box. They will take the basic skills that they learn in class and challenge themselves to create a variety of pieces on their own. I would like the students to appreciate all of the unique painting mediums and find their own artistic style.</p> </td> </tr> </tbody> </table>	<i>Transfer</i>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Make pictures that show an understanding of the elements of composition, light, moment, gesture, and color. Articulate the components of an image and give a critique of imagery using a visual vocabulary. Demonstrate an understanding of photo editing through applications. Demonstrate an understanding of different types of photography and image processing appropriate to each medium. Demonstrate thoughtfulness and independent thinking through articulately commenting on the images of their peers through social media. Process photographs that build a strong identity for each student as an artist. <p><i>What kinds of long-term independent accomplishments are desired?</i></p> <p>I would like the students to learn to become confident painters who challenge themselves to think outside the box. They will take the basic skills that they learn in class and challenge themselves to create a variety of pieces on their own. I would like the students to appreciate all of the unique painting mediums and find their own artistic style.</p>
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<p>a meaningful connection with other social media savvy students.</p> <p>National Core Arts Anchor Standards</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>NH Frameworks for the Arts</p> <p>Standard 1— Understanding and applying media, technology, techniques and processes</p> <p>Standard 2— Identify and apply the elements of visual art and principles of design</p> <p>Standard 3— Select and apply a range of subject matter, symbols and ideas</p> <p>Standard 4— Analyze the visual arts in relation to history and culture</p> <p>Standard 5— Analyze, interpret and evaluate their own and others' artwork</p>	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Painting is a versatile medium with many styles.</p> <p>They will be able to take lessons learned and carry that knowledge forward with them in life.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>Where did painting originate?</p> <p>What cultures created it and why?</p> <p>What tools and techniques have artists used?</p> <p>What safety techniques need to be applied?</p> <p>How are different painting mediums viewed artistically and culturally prior to the 21st century?</p>
	Acquisition of knowledge and skill	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Students will have basic knowledge in multiple painting processes and techniques. ● They will know the proper use of these materials. ● They will know how to use these tools to design their own artistic pieces. ● Students will explore origins of styles of painting, taking a look at Mr. Blake's favorite painters and try to incorporate their style into their own work. ● Students will understand the different careers in painting, and have the 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● The use of painting supplies, including ● Safely setting up their workplace, ● How to begin their design process ● How to properly use thinning mediums and varnishes ● How to properly use their tools in a remote learning environment ● How to choose the proper brush for the right technique ● How to experiment with styles of painting from realism, to Impressionism, to abstract. ● How to identify important paintings throughout the ages.

<p>Standard 6—Students will make connections among the visual arts, and other disciplines, and daily life.</p> <p>Standard 7—Understand the range of careers in the field of visual arts and identify careers associated with this field.</p>	<p>opportunity to hear from different painters about their work.</p>	
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