

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
{Photographic Design}

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Design 3 weeks	<p><u>Visual Arts Standards</u> <i>Analysis, Interpretation and Evaluation</i> Students will reflect upon, describe, analyze, interpret and evaluate their own and made others' work.</p> <p><u>Information and Technology Literacy Frameworks:</u> <i>Information Processing</i> Apply information from a variety of sources and formats using evaluative criteria to interpret, analyze, organize and synthesize both print and non-print material.</p> <ul style="list-style-type: none"> • Develop and use personal and established criteria for selecting materials of appropriate breadth and depth of detail, format, illustrations, special features, level, 	<ul style="list-style-type: none"> • Understand how to incorporate the elements of art and props to create meaning/mood in a composition. • Utilize composition styles as strategies for recording images that are aesthetically pleasing. • describe, analyze, judge and interpret the composition of photographs. 	<ul style="list-style-type: none"> • Props in a composition • Portfolio of the Elements of Art photographs that are recorded by the student. • Critique of the Elements of Art. • Revision of Elements of art that are not properly emphasized. • Portfolio of composition styles. 	<p>Teacher Examples/ Lecture</p> <p>Photoshop</p> <p>Props</p>

	content, purpose and intended audience.			
<p>Modern Photography</p> <p>2 weeks</p>	<p><u>Visual Arts Standards Connections</u> Students will make connections between the visual arts, other disciplines and daily life.</p> <p>Students will analyze and compare characteristics of the photography within a particular historical period or style with ideas, issues or themes of that period or style.</p> <p><u>Information and Technology Literacy Frameworks:</u> <i>Information Processing</i> Students will understand and demonstrate a command of information skills and strategies to locate and effectively use print, non-print resources to solve problems and conduct research.</p>	<ul style="list-style-type: none"> analyze and compare characteristics of the photography within a particular historical period or style with ideas, issues or themes of that period or style. Research and create a documentary presentation about a modern photographer <p>Presentation Includes:</p> <ul style="list-style-type: none"> Life and Professional History Major Accomplishments A critique about the work 10 Visuals in a video format 5 Photo Recreations 	<ul style="list-style-type: none"> Critique Essay Presentation Recreation photos 	<p>Internet</p> <p>Prior lessons on design</p> <p>Photoshop</p> <p>Presentation software</p>

<p>Safety One Day</p>	<p><u>Information and Technology Literacy Frameworks:</u> <i>Responsible Use</i> Students will demonstrate the responsible, legal and ethical use of information resources, computers and other technologies.</p>	<ul style="list-style-type: none"> • Wear z87's to protect their eyes from photo chemicals • Use the chemicals appropriately to reduce the risk of mixing chemicals that could be harmful. 	<p>Students will list the safety precautions in the classroom as they watch a video. There will also be a whole class discussion.</p>	<p>“In the Blink of an Eye” Video</p>
<p>Action Photography 2-3 Weeks</p>	<p><u>Visual Arts Standards Elements and Principles</u> Students will understand and apply elements and organizational principles of art.</p> <p>Students will discover the different components and functions of the 35mm camera.</p> <p><u>Information and Technology Literacy Frameworks:</u></p>	<ul style="list-style-type: none"> • Bracket F/Stops and Shutter Speeds in order to capture Motion/Action • Learn about different artists who are action photographers. 	<ul style="list-style-type: none"> • Test Strip • Final Work of Action Shots 	<p>Teacher visuals/lecture</p> <p>Teacher demonstrations</p>

	<p><i>Technology Use</i> Students will operate and use computers and other technologies as tools for productivity, problem solving and learning across the content areas.</p> <ul style="list-style-type: none"> Identify evaluative criteria for making informed decisions about computers, peripherals and other technology tools. 			
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<p>Portraits 3 Weeks</p>	<p><u>Visual Arts Standards</u> <i>Elements and Principles</i> Students will understand and apply elements and organizational principles of art.</p> <p>Students will discover the different components and functions of the 35mm camera.</p>	<ul style="list-style-type: none"> Record aesthetically pleasing compositions using prior knowledge of composition styles and the elements of art. Bracket f/stops and shutter speeds in order to record the optimum amount of light. Display the personal attributes of a person through the following compositions: 	<p>Portraits:</p> <p>Viewpoint Hands Eyes Mood Lighting Posture</p> <p>Collage</p>	<p>Portrait Studio</p> <p>Teacher Packet</p> <p>Internet</p> <p>Teacher questioning strategies and lecture</p> <p>Photoshop</p>

	<p><u>Information and Technology Literacy Frameworks:</u> <i>Technology Use</i> Students will operate and use computers and other technologies as tools for productivity, problem solving and learning across the content areas.</p> <ul style="list-style-type: none"> Identify evaluative criteria for making informed decisions about computers, peripherals and other technology tools. 	<ul style="list-style-type: none"> - Posture - Hands - Lighting - Mood - Perspective 		
<p>Intermeditate Photoshop 1 week</p>	<p><u>Visual Arts Standards</u> <i>Media</i> Students will understand, select and apply media, techniques and processes.</p> <p><u>Information and Technology Literacy Frameworks:</u> <i>Assessment</i> Students will assess the effectiveness of their information and technology choices for problem-solving and communication.</p> <ul style="list-style-type: none"> Assess, independently, 	<ul style="list-style-type: none"> Use the Photoshop program to create digital arts using photographs and other media. 	<ul style="list-style-type: none"> Projects 	<p>Photoshop Multimedia</p>

	<p>whether their products meet established standards for process, product and presentation.</p>			
<p>Alternative Chemical Processes</p> <p>2 weeks</p>	<p><u>Visual Arts Standards Connections</u> Students will make connections between the visual arts, other disciplines and daily life. Students will compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines.</p> <p><u>Information and Technology Literacy Frameworks: Definition and Identification</u></p>	<ul style="list-style-type: none"> • Research a technique to apply to a photograph • Write down the steps and teach the technique to the class step by step. • Create a Cyanotype, Acetone Transfer, Polaroid transfer, Dark Room processes, Paint, etc. 	<p>Cyanotype</p> <p>Acetone Transfer</p> <p>Polaroid Transfer</p>	<p>Internet Photoshop Help Teacher</p>

	<p><i>of Information Needs</i></p> <ul style="list-style-type: none"> Determine a course of action that demonstrates the selection of appropriate strategies and resources for accomplishing a task, independently. 			
<p>Multimedia 1 Week</p>	<p><u>Unit 4: Multimedia Visual Arts Standards Media</u> Students will understand, select and apply media, techniques and processes.</p>	<ul style="list-style-type: none"> Scan and manipulate original photographs to create alternative digital images. <p>Incorporate a variety of</p> <ul style="list-style-type: none"> Utilize the elements of art 	Surrealism Project	<p>Scanned images</p> <p>Teacher demonstration</p>
<p>Graphic Design 2 Weeks</p>	<p><u>Visual Arts Standards Connections</u> Students will make connections between the visual arts, other disciplines and daily life. <u>Information and Technology Literacy Frameworks: Technology Use</u> Students will operate and use computers and other technologies as tools for productivity, problem solving and learning across the content areas.</p>	<ul style="list-style-type: none"> Incorporate Typography, Photographs, and information in to a Photoshop document to create a mood. 	Poster Design	Teacher examples/lecture

	<ul style="list-style-type: none"> • Produce a variety of products using advanced features of personal productivity software. 			
<p>Portfolio 2-3 Weeks</p>	<p><u>Visual Arts Standards</u> <i>Content</i> Students will consider, select and apply a range of subject matter, symbols, and ideas.</p> <ul style="list-style-type: none"> - Students will use, record, and develop ideas for content over time. 	<ul style="list-style-type: none"> • Create a video that incorporates an abstract and student work that relates to the abstract. • Plan a video that creates a mood using imagery and music using a story board. • Create a video using post production editing skills. 	<p>Video</p>	<p>Teacher Examples Teacher Demo Teacher Rubrics</p>