

# Photo 2 Curriculum

**Disciplinary transfer goals aligned with mission/vision:**

- Takes risks in order to learn and grow, along with using feedback to refine thinking or actions when creating/developing pieces of work.
- Use foundational knowledge to develop a deeper understanding while communicating ideas visually to an audience.
- Use skills and knowledge gained to solve problems, think creatively and critically while creating works of art.

**Number of units in the pacing guide below may vary:**

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Review elements Close-up and nature photography  (Holograph tiles)  Look at photographs	In the style of...  Box with artist style.  Look at photographs	Visual communication  Text with imagery (Barbara kruger) Love letter with photos.  Looks at photographs	Formal or environmental portraits  (Book characters) (advanced Photoshop) transparencies, dream work  Look at photographs	Story/series (books, scavenger hunt ex: find friendship) triptych  Look at photographs	Stop action photography  Look at photographs				

Unit 1	Understand that.....	Essential Questions:
<b>Elements and nature</b>	A fine art photograph has more thought and planning behind it than a snapshot.  Within nature you can find the elements of art and using composition techniques learned, can be used as a fine art photograph.	What is the difference between a snapshot photograph and a fine art photograph? Where can I find the elements of art within nature and document it in a fine art photo using photography?
<p><b>Performance Task:</b> The students will recall compositional concepts within photography and what the 7 elements of art are. Students will discuss and identify patterns (make connections) where elements of art can be found within photography and nature, specifically looking at artist Andy Goldsworthy.</p> <p>Students analyze the work of Andy Goldsworthy and discuss what is successful about his work and not. They will find patterns (of elements of art) he uses in his work and within nature and apply that to their own work. Students will pair up and work together to assemble elements within nature and document it with their cameras. Students will focus on balance and layering. When documenting their assembled</p>		

piece, the students will use compositional techniques to make sure their image is not just a snapshot. The students will also take photographs of individual objects (leaves, stones, flowers) to create a digital assemblage using the gained knowledge. In the end students will have created a digital mandala demonstrating patterns and balance using photos of objects in nature and photos documenting their hands on approach formatted in Photoshop (holograph tiles).

Assemblage  
 Tiles  
 mandala

**Criteria for success:**

Compositional concepts-Layers, assemblage, collaboration, craftsmanship, radial-balance, pattern, line, shape, color, texture,

<p><b>Unit 2</b>          In the style of...</p>	<p><b>Understand that...</b>          Artists have different styles when creating art because each artist has an intention behind the choices in their artwork.</p> <p>Art is not created in a vacuum and contemporary artists rely on other artists to influence them.</p>	<p><b>Essential Questions:</b>          How does artist choice impact style?           Why is knowing art history important?          Why is it important to know about the contemporary art world?</p>
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**Performance Task:**

The students will research photography artists, focusing on style and intention of the artist's work. Students will take own photos that Create a 3D box that uses photos taken in the style of a chosen artist.

**Criteria for success:**

Composition, craftsmanship, clear visual statement, format, editing, research questions and response, final 3D construction

<p><b>Unit 3</b>          Visual communication</p>	<p><b>Understand that...</b>          That messages can be communicated using images.</p> <p>Imagery can be a powerful way to communicate.</p> <p>Images can be interpreted differently based on the viewers perception.</p>	<p><b>Essential Questions:</b>          How can images communicate a message to an audience with and without words?           why is it important to know your audience?           How can your life experiences affect perception?</p>
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**Performance Task:**

Students will be analyzing how words communicate a message. Then they will be make the connection of words with imagery and how images can reinforce a message. They will be responsible for researching artist Barbara Krueger and how she uses text inside of her photographs to communicate a message. Students will analyze and discuss the connection between the choice of words and chosen image. (why did the artist pick the specific picture with the image?) Students will create their own photograph that includes text. The image and text should have a connection that both reinforce each other. Students will then use this gained knowledge of communicating visually with an audience to write a “love letter” about an object or person. After learning how imagery and text can communicate, students will create a photo collage that communicates their “love” of an object.

**Criteria for success:**

Composition, clear photo, messages understood and connect to text/imagery, placement of text on smaller project, craftsmanship,

<p><b>Unit 4</b> Portraiture</p>	<p><b>Understand that...</b> The objects around a person can inform the viewer about the environment the subject is in.</p>	<p><b>Essential Questions:</b> How does the environment around a subject inform the viewer?</p>
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**Performance Task:**

**In Progress...**

Look at artist Andy Warhol and how he posterizes images. Students will practice the tools in Photoshop with a guided demo. Students will then take these skills and apply it to their self-portrait. The self-portrait will be printed on a transparency and students will used mixed media to create a background for their portrait. Color choices will help set a mood for the piece of art work and help students understand different color families.

Students will look at example photos of portraits of people in an environment. They will dissect and find visual clues that inform them about the person in the photo (mood, setting, from, work). Each student will be responsible for taking a print that captures a person within their environment (book characters)

Transparency Mixed Media  
Environment & props → book characters

**Criteria for success:**

Color theory, craftsmanship, quality of photo, final transparency mixed media self-portrait, final book characters. Clear message behind the work

<p><b>Unit 5</b> Story/series</p>	<p><b>Understand that...</b></p>	<p><b>Essential Questions:</b></p>
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	<p>The order of images can help a viewer understand what is happening in a story.</p> <p>Sequencing is important because it helps the audience understand the order and the topic.</p>	<p>How does the order of images help the viewer understand the sequence of a story?</p> <p>Why is sequencing important to a series/story?</p>
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**Performance Task:**

Students will present a self-created series using 3-5 photos that communicate a theme and/or storyline to an audience. Students will use skills and knowledge gained about photography, art principles and Photoshop to create their series. Students will also have to design how the pieces will be presented to the audience as a final series.

**Criteria for success:**

Craftsmanship, 3-5 photos on final format, mounted, communicates idea clearly, composition, different angles/views, perception, critique participation

<p><b>Unit 6</b> Stop action</p>	<p><b>Understand that...</b> Order is essential to stop action film.</p> <p>Having a clear story is important for stop action because the viewer needs to understand the story without words.</p>	<p><b>Essential Questions:</b> Why is sequencing important to a stop action production?</p> <p>Why is it important to have a clear story when creating a stop action piece?</p>
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**Performance Task:**

Students will understand the importance of sequencing while communicating an idea to an audience. Students will create a teacher lead GIF and then independently create a gif.

Students will research stop action films and how they are created. Students will work in groups to take photos that communicate a story and will be used to show motion when put together for a stop/action film.

gif tutorial  
gif independently  
stop action

**Criteria for success:**

Clear message, sequencing, gif, final stop action, collaboration, craftsmanship,

