



Manhattan Center for Science and Math High School

Art Department Curriculum

Content/Discipline **Digital Photography**

<http://mcsmportal.net>

Marking Period 1

Topic and Essential Question

Art and its purposes

Poster making

How we define art? Why do people do art?

What are the different art related career that are available?

Unit/Topics

Unit I. What is Photography? What cameras are available today?

Unit II. What is art? What are the purposes of art?

Photos illustrating and explaining what is art and what are its purposes.

SWBAT/Objectives

Unit I. Basic Camera parts and operation.

Unit II. Define art in Photography.

Unit III. Elements and design principles of Art used by Photographers.

Different types of lighting used in Photography showing different values from light to dark.

Vocabulary/Key Terms

Definition of Photography, camera types, compact camera,

Value, color, shape, form, line, space, texture, emphasis, balance, unity, contrast, movement, rhythm, pattern, repetition.

Assessments:

Powerpoint presentations, Quiz on camera parts, Flickr album on the sample of elements and design principles of art. Project on hard life on still life.

Common Core Standards:

CCSS:ELA Literacy.RH.11 12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (ex., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Bench Marks:

Students gain an awareness of art is all around them; learn how to operate DSLR and create their own art with the DSLR camera.

Differentiated

<b>Instruction:</b>	Allow choices for ELL students. Give activities that will help assist learning. Their interest. Word walls with vocabulary, short videos, visuals and describe and explain new concepts in different ways. Let students rephrase and tell to check for comprehension.
<b>ELLs:</b>	
<b>SWDs:</b>	Allow choices for SWDs. Give activities that will assist learning. Their interest. Word wall with vocabulary, short videos visuals, and describe and explain new concepts in different ways. Let students rephrase and tell to check for comprehension.
<b>High-Achievers:</b>	High achievers: videos, hands on activities. Given projects to problem solve.
<b>Resources/Books</b>	Internet, Creating and Understanding drawings.

Class and homework: Powerpoint 1: different types of cameras  
Powerpoint 2: Element and design principle of art  
Powerpoint 3: Different types of lights  
Project #1: hard light on still life. (value of light) taken with DSLR.



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Marking Period 2

Topic and Essential Question

**Exposure Triangle**

**ISO manipulation how it affects lights and exposure**

**Aperture – Bokeh effect portraits**

**Shutter speed – light painting and capturing motion**

**Unit/Topics**

Lens- Different types photos taken with different types of lens. ( chapter 2)  
Exposure triangle – how it affect the outcome of your photographs. ( chapter 3)

**SWBAT/Objectives**

Unit IV: Identify and describe the component of exposure triangle.  
Know how to use them in different photography projects. Know the function and effect of each in the exposure.  
Depth of field (aperture)  
Identify tonal values in art and know how to shade showing these values.

Unit V: Photo story using the element and compositions of Art.

**Vocabulary/Key Terms**

Unit IV : ISO, exposure, light sensitivity, aperture, depth of fields, Bokeh effect, shutter speed, exposure time, motion, light painting  
Unit V :Balance, unity, emphasis, contrast, pattern, rhythm, movement, overlap, composition, layering, light ,shading, still life, intensity, color.

**Assessments:**

Homework / Projects to be given according to each topic introduced.  
Article reviews, chapter summaries.  
Participation in class activities. Quiz

**Common Core Standards:**

CCSS.ELA-literacy.RH.11-12.5 Analyze in detail how complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

<b>Bench Mark:</b>	Student will demonstrate their findings in the exploration of exposure triangle with project write ups. Students construct meanings about the world through art making; build upon experiences to express a personal vision; develop a global perspective and recognize the power of art to communicate beliefs and values.
<b>Differentiated Instruction:</b>	Give more time and one to one instruction on the manual settings on the camera so they can take the photos. Allow choices for ELL students. Give activities that will help assist learning. Their interest. Word walls with vocabulary, short videos, visuals, and describe and explain new concepts in different ways. Let students rephrase and tell to check for comprehension. Extended time to complete their projects.
<b>ELLs:</b>	
<b>SWDs:</b>	Allow choices for SWDs. Give activities that will assist learning. Their interest. Word wall with vocabulary, short videos visuals, and describe and explain new concepts in different ways. Let students rephrase and tell to check for comprehension. Extended time to complete their projects.
<b>High-Achievers:</b>	Gifted students are given more challenging work. They make sense of problems and persevere in solving them. They demonstrate independence.
<b>Resources/Books</b>	Online resources, Short course in Digital photography 2 <sup>nd</sup> edition – Barbara London and Jim Stone

- Powerpoint of chapters summaries- Chapter 2: Lens- Different types photos taken with different types of lens.  
Chapter 3: Exposure triangle – how it affect the outcome of your photographs.
- Projects 2: Effects of various ISO and focal length.
- Projects 3: Effects of various Aperture resulting in different depth of fields to create a Bokeh effect portraits.
- Projects 4: Effects of various shutter speed - Capturing motion with light painting practices.



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Marking Period 3

Topic and Essential Question

**1. History of Photography**

**2. Mimicking the Master Photographers**

**3. Presentations – sharing works and techniques**

**4. Photo stories – capturing moments to tell a story through photographs.**

**Unit/Topics**

Unit VI: Photography history as depicted from the text book. Find samples of photos from the internet that relates to the history of photography.

Unit VII: Photography criticism- purpose of art criticism. Use the components of art criticism. Appreciation of a work of art. Know what to look for when judging functional objects. Judging one's own work, their peers and works of other artists. And try to imitate other photographer's work by critiquing the lighting and composition of the photos.

Unit VIII: Photo stories – using sets of photographs to communicate a story. Aside from maintain the principles of art in all photographs taken. Student need to communicate with the viewer their story telling through photographs.

**SWBAT/Objectives**

Unit VI: briefly describe the evolution of the camera used throughout the history of photography. And how the style and techniques has evolved to what it is today.

Unit VII: Photography criticism-Identify four components in criticizing art.

Describe (the work)-What do you see?

Analyze the photograph (what is the lighting and composition used by the master photographer?)

Interpret (How do you think the photographer feels, thinks about the photo? What was the photographer trying to say?)

Evaluate (What do you think about the art work? )

Unit VIII: Techniques for photo story telling. Using the composition rules to capture photographs.

**Vocabulary/Key Terms**

Unit VI: Daguerre type, calotype, collodion wet plate, film, types of photography. Digital photography.

Unit VII: hard/soft/transmitted/reflected lights, Balance, unity, emphasis, contrast, pattern, rhythm, movement, composition,

light, value, color.

### Unit VIII: techniques, design and composition

#### Assessments:

Flickr albums: Collections of work over a period of time.

Teacher expectations including guidelines, rubrics,

Class notes / power points

Completed homework/ projects

Participation in class discussion and critiques

\*\*Going to the Museum and write a research paper by critiquing a piece of photograph.

Examination: Quizzes on art vocabulary, materials ,techniques ,process in art .Elements of art and principles of design .Questions on Egyptian art

#### Common Core Standards:

Unit VI: CCSS.ELA- literacy. WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Benchmark: Through close observation and sustained investigation, students develop individual and global perspectives on art; utilize the principles of design, solve design problems, and explore perspectives, scale and point of view.

Unit VII:CCSS. ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textural evidence ,acknowledging where the text leaves matters uncertain.

Benchmark: Reading , analyzing and understanding Egyptian art in relation to history and culture. Understanding relationship between art history and other arts.

Unit VII: CCSS. ELA- literacy. RH. 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media( ex. visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Benchmark: Through close observation and sustained investigation, students develop individual and global perspectives on art; utilize the elements of art, principles of design, solve design problems, and explore perspective, scale, and point of view.

#### Differentiated Instruction:

#### ELLs:

Allow choices for ELL students. Give activities that will help assist learning. Their interest. Word walls with vocabulary , short videos, visuals and describe and explain new concepts in different ways. Let students rephrase and tell to check for comprehension.

#### SWDs:

Allow choices for SWDs. Give activities that will assist learning. Their interest. Word wall with vocabulary, short videos

visuals, and describe and explain new concepts in different ways. Let students rephrase and tell to check for comprehension.

**High-Achievers:**

High achievers : videos, hands on activities . Given projects to problem solve.

**Resources/Books**

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Powerpoint 6 on Ch 10: History of Photography from text book.

Project 5: Mimicking the masters

Photo story – 4 sets