

Class: Block 2(AB) and Block 4B-Watauga Virtual Academy, Digital Art & Photography

Dates: Week 4, Feb 1 - Feb 5 *This is a major project and may take multiple weeks to complete.

Lesson 1: Photo Composition		
Stage 1 Desired Results		
<p>ESTABLISHED GOALS *There are no essential state standards for photography. Essential state standards for Intermediate Visual Art will be applied.</p> <p>I.V.2 Apply creative and critical thinking skills to artistic expression.</p> <ul style="list-style-type: none"> ● I.V.2.1 Generate innovative solutions to artistic problems. ● I.V.2.2 Use experiences and observations to create content for art ● I.V.2.3 Understand the role of emotion, imagination, and creativity ● in producing content for original art. 	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i> apply their understanding of art elements and composition types to plan, contemplate, or prepare and compose or arrange a miniseries of fine art, photojournalism, or commercial photography with a theme or big idea that links them together as a set.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The arrangement and relationship of the subject and environment can affect how the viewer reads into a photograph. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How does composition affect photography? ● What part do the elements of art play in photo compositions?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The elements of art ● The principles of design ● The top 10 composition types 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Drawing to plan compositions ● Creating a process board ● Taking thoughtful photographs 	
Language Demands		
<p><i>Language Function:</i> Students will learn to create, present, and respond to the visual art of digital photography by incorporating the language function Explain. Students will explain how and why their photo compositions were arranged and prepared.</p>		
<p><i>Content/Academic Vocabulary or Key Phrases:</i></p> <p>General academic vocabulary phrases used across disciplines:</p> <ul style="list-style-type: none"> ● Describing elements in a work of art. ● Comparing two works of art from a similar genre. ● Explaining how a certain way of applying a technique makes it more effective. ● Analyze what makes elements effective or not effective in communicating meaning. ● Evaluating the extent to which elements work together to create an impact or convey an intended message. ● Interpreting symbols. ● Critiquing a peer's work. 		
<p>Subject-specific words defined for use in the discipline:</p> <ul style="list-style-type: none"> ● Composition: Organization of elements in space. ● Balance: Parts of a picture arranged symmetrically or asymmetrically so that areas seem to have equal visual weight. <ul style="list-style-type: none"> ○ Asymmetrical: A type of balance where elements are arranged differently on each side of an imaginary midline. 		

- **Symmetrical/Symmetry:** A type of balance in which elements are arranged the same on each side of an imaginary line.
- **Foreground:** The area that appears to be nearest and in front of the other objects.
- **Middle Ground:** The area that appears between the foreground and background.
- **Background:** The area that appears to be farthest away or behind the other objects.
- **Concept:** An abstract general notion; an idea.
- **Content:** In visual arts, the meaning of an image, beyond its overt subject matter, including the emotional, intellectual, symbolic, thematic, and narrative connotations.
- **Context:** A set of interrelated conditions (such as social, economic, political) in visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts, and that define specific cultures and eras.
- **Criticism:** The art, process, or principles used to analyze and judge literary or artistic works.
- **Design:** To create a work of art by combining elements of art into a planned whole.
 - **Elements of Art:** Those components that make up a composition: line, value, space, texture, shape/form and color.
 - **Line:** The path of a moving point that is made by a tool, instrument, or medium as it moves across an area.
 - **Color:** An element of art defined as the effect of light reflecting from an object onto the eye.
 - **Primary Colors:** The basic colors that can't be reduced into component colors and can be used to mix all other colors.
 - **Secondary Colors:** Colors made by mixing two primary colors. When red, yellow and blue are used as primary colors, the secondary colors are orange, green and violet.
 - **Analogous Colors:** Colors that are closely related to each other because a common color can be found; for example: blue, blue-violet, violet colors.
 - **Shade:** A dark color achieved by changing the value of a color by adding black.
 - **Tint:** A light color achieved by changing the value of a color by adding white.
 - **Tone:** A color mixed with black and white, a grayed color.
 - **Space:** An element of art that is the area in and around objects in a composition.
 - **Texture:** An element of art that is the way an object feels or looks like it feels.
 - **Value:** An element of art that describes the relative lightness or darkness of a color.
 - **Principles of Design:** The way the elements of art such as balance, movement, pattern/repetition, unity/variety and emphasis are used to create a composition.
 - **Pattern:** A principle of design where an element or combination of elements are repeated in a planned way.
 - **Repetition:** A principle of design, where an element is used more than once.
 - **Symmetrical/Symmetry:** A type of balance in which elements are arranged the same on each side of an imaginary line.
 - **Unity:** A principle of design which is the quality of having all parts look as if they belong together; achieved by proximity or repetition.
 - **Movement:** In visual arts, the direction or flow in artwork.
- **Expression:** In visual arts, a process of conveying ideas, feelings, and meanings, through selective use of communicative possibilities.
- **Perception:** Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images and feelings.

Discourse: The discourse that will provide useful ways for the digital photography content to be communicated will be through a discussion board/forum through the Canvas platform or a discussion in the classroom.

Syntax: The language demands will be met by using subject-specific vocabulary and language within proper context both verbally in a critique and in the discussion board/forum as well as a photography/shoot log which is a table that keeps record of descriptions regarding lighting, placement, f-stop/aperture (depth of field),etc.

Language Supports: The planned instructional supports during and/or prior to the learning task to help students understand, develop, and use the language demands of Explain are: (function, vocabulary and/or key phrases, and syntax or discourse)

- Types of Compositions handout from The Art of Education University at theartofeducation.edu.
- List/Document with vocabulary definitions on Canvas/Google Slides.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ol style="list-style-type: none"> 1. Thumbnails page should include notes on the art elements within the image, as well as the type of photography. 2. The shoot log should include all items and conditions (lighting, time of day, etc.) needed to capture the shot. 3. The three final images should have an overarching theme/idea that connects them <ol style="list-style-type: none"> a. The process board should convey an idea of how the final work was achieved, including different angles of the shot, and/or different item use/position if needed. 4. The Final Critique Doc should include a title page (student name, theme title, type of photography), and three final images. <ol style="list-style-type: none"> a. During critique feedback is encouraged by classmates. 	<p>PERFORMANCE TASK(S):</p> <ol style="list-style-type: none"> 1. Sketchbook Thumbnails x9 2. A Photography Shoot Log Table 3. Capture a set of three final images <ol style="list-style-type: none"> a. Make a process board in a grid format of all images no more than 4 pages long. 4. Final Critique Presentation (Google Slides/Doc) <ol style="list-style-type: none"> a. Feedback from classmates is encouraged as part of participation.
Notes on use of art elements and ideas for composition and materials/props to be used.	<p>OTHER EVIDENCE: Student Sketchbooks with thumbnail page(s).</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Plan of Action:

1. Opening:
 - a. Getting Oriented to cameras: Explain basic use of cell phone (point-and-shoot) cameras.
 - b. Review the Elements of Art and Principles of Design as listed on Canvas/Document.
 - c. Review the four types of photography.
 - d. Go over the basic composition types.
2. Brainstorming:
 - a. How does composition affect photography?
 - b. What part do the elements of art play in photo compositions?
3. Guided Practice
 - a. Show examples of each type of photography and discuss how the elements of art are used in each image.
4. Activity:
 - a. In your sketchbook choose Fine Art Photography, Photojournalism, or Commercial Photography and make **9 thumbnail sketches** of compositions implementing at least three elements of art in a 3x3 table format on one page.
 - b. In reviewing your thumbnails, choose one you feel is the strongest and list items and parameters you would need to follow to capture that image in a **shoot log table**.
 - c. Capture a set of three images with an overarching theme that ties them all together.
 - i. You will make a **process board** of all images taken to show how you got to your final chosen images in a table. No more than 4 pages.
5. Closing/Assessment:
 - a. A class review (critique) of final works. Students will present a digital document which will include a title page with their name, class, title for the series/project, and type of photography as a subtitle. The three final images may be presented in a Google Doc or Google Slides with one image per page.

Adaptations to meet individual needs

- Gifted: Gifted students will be permitted to work on more than 9 required thumbnail sketches to explore deeper possibilities of outcome.
- ADHD: Providing Prompts, Preferred Seating, Printed copy of teacher notes upon student request
- Other Health Impairments (OHI): Printed copy of teacher notes upon student request, Instructional Resources and Materials

Instructional Resources:

- Google Slides presentation with examples of photography, a listing of the elements of art and definitions, an example of a photography shoot log table, and a description of the assignment.

Materials List:

- Personal Cell Phone
- Sketchbook and drawing utensils, including colored pencils if you intend to emphasize the element of color in your composition

- Any props from home you will need to compose your scene. (*Due to the restrictions of Covid-19 no materials will be shared*)

References

- 9-12 North Carolina Essential State Standards for Visual Arts
(<https://www.dpi.nc.gov/documents/curriculum/artsed/scos/new-standards/arts/visual/essential-standards-visual-arts-9-12>)
- Glossary Visual Arts from North Carolina Department of Public Instruction
(<https://www.dpi.nc.gov/documents/curriculum/artsed/scos/support-tools/glossary/glossary-visual-arts>)
- Top Compositions handout from The Art of Education University at theartofeducation.edu.
- All images are royalty-free and copyright free from Pixabay.com.