

Planned Course: Digital Photography		Course Number: 812	Department: Art
Unit: Basic Portraiture		Grade Level: 9-12	
Estimated Time: 3 weeks		Level/Track: Elective	Date Approved: 8/8/2011
PA Academic Standards	▶ Core Concepts (in question format) <ul style="list-style-type: none"> • Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>9.1.12:</p> <p>A: Know and use the elements and principles of each art form to create works in the arts and humanities</p> <p>B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>C: Integrate and apply advanced vocabulary to the arts forms.</p> <p>E: Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p>G: Analyze the effect of rehearsal and practice sessions.</p> <p>H: Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts</p>	<p>▶ What makes a picture a portrait?</p> <ul style="list-style-type: none"> • Mammals vs. objects as subjects • Consider complexity in the interpretation of the term portrait <p>▶ How can you use lighting to add emotion to a portrait?</p> <ul style="list-style-type: none"> • Identify/Analyze ways to depict various emotions • Examine the results of color, intensity and placement changes <p>▶ How can changing the camera angle/perspective alter a portrait?</p> <ul style="list-style-type: none"> • Consider creativity in the perspective/angle chosen • Exaggeration as a tool <p>▶ When you look at a portrait, where do your eyes go first and why? How does this impact the portrait itself?</p> <ul style="list-style-type: none"> • Consider human psychology • Analyze placement and composition of subject 	<ul style="list-style-type: none"> • Discuss Composition, balance and continuation as artistic elements/principles of photography. Observe examples. • Observe and practice navigating through the Macintosh interface. • Observe and practice navigating through the Adobe Photoshop interface. • Analyze common pitfalls new students make regarding computer basics. • Demonstrate single and multi-tool selections and basic leveling/color correcting of images. • Observe instructor demo regarding correct setup and use of equipment used in portraiture. • Practice setting up portrait shots within small groups. • Conduct peer reviews and work in pairs as needed to brainstorm ideas. • Sign in/out still cameras as needed to complete assignment. • Download images onto computer as they are created. • Observe instructor demos regarding patch tool, clone tool, redeye tool, unsharp mask filter, dodge and burn tools. • Level images in Photoshop. 	<ul style="list-style-type: none"> • Informally assess retention of basic Macintosh use (remembering log-ins, correctly saving files, file naming conventions, etc) • Observe student participation in various discussions (composition, lighting, camera angles, portraying emotions, etc) • Observe small group work when setting up shots • Formally grade project output and digital files • Casual class peer review/instructor review of work • Formally grade written self-evaluation and summary observation of project
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at work and performance spaces.		<ul style="list-style-type: none"> • Alter the copies of the images using filters and color adjustments as needed to meet the requirements of the project. • Present final project and explain procedures used to accomplish it. • Self-evaluate project in written form. 	
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