


Planned Course: Digital Photography		Course Number: 812	Department: Art	
Unit: Macro Photography		Grade Level: 9-12		
Estimated Time: 4 weeks		Level/Track: Elective	Date Approved: 8/8/2011	
PA Academic Standards	Core Concepts (in question format) • 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>E: Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p>H: Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p> <p>9.2.12:</p> <p>A: Explain the historical, cultural and social context of</p>	<p>► If a picture is worth 1,000 words what happens to an image that is unrecognizable? Is it still worth 1,000 words? What types of words?</p> <ul style="list-style-type: none"> • Consider textural complexity of the image • Consider creativity in the interpretation of what it could be • simple (recognizable) vs. complex (unrecognizable) <p>► What makes nature such a good subject for macro photography?</p> <ul style="list-style-type: none"> • Texture • Color • Perspective • Line • Shape <p>► Can unrecognizable images evoke emotional responses in the viewer?</p> <p>► Why does an artist choose to make a collage?</p> <ul style="list-style-type: none"> • Storytelling • Literal vs. figurative 	<ul style="list-style-type: none"> • Discuss macro photography and analyze a variety of photos taken with macro lenses. • Demonstrate and practice using the digital macro setting on the cameras. • Research and integrate (into their collages) literary quotes that match the theme or feeling of their collage. • Sign in/out still cameras as needed to complete assignment. • Download images each day as they are created. • Observe and practice using the quick mask and layer mask methods of creating collaged elements • Observe and practice using layer effects and working with layers in Photoshop. • Compare/Contrast raster vs. vector art and their appropriate uses. • Observe and practice how to appropriately and proportionally resize images in Photoshop. • Observe and practice the correct way to start a collage and utilize the transform tools. • Observe and practice manipulating the type tool, layer effects and transparent boxes in 	<ul style="list-style-type: none"> • Internet search results • Informal assessment regarding class participation level • Informal assessment regarding software knowledge retention and skill • Individual analysis: written constructive criticism of peer work • Project output and creation of presentation • Class presentation of finished project • Written self-evaluation and summary observation of project
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<p>an individual work in the arts.</p> <p>G: Relate works in the arts to geographic regions</p> <p>L: Identify, explain and analyze common themes, forms and techniques from works in the arts</p> <p>9.3.12:</p> <p>B: Determine and apply criteria to a person's work and works of others in the arts</p> <p>G: Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p>		<p>Photoshop.</p> <ul style="list-style-type: none"> • Conduct peer reviews and work in pairs as needed to brainstorm ideas. • Work on projects in class and garner instructor feedback periodically. • Observe and discuss all collages and write critical (both good and bad) statements regarding these collages. • Take constructive criticism and revise their projects before handing them in. • Present final project and explain procedures used to accomplish it. • Self-evaluate project in written form. 	
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