Digital Photography

Course of Study

Black Horse Pike Regional School District

Department: Fine Art

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Approved by: Glenn Smith

DIGITAL PHOTOGRAPHY 1
SYLLABI

Intro to PhotoShop and Camera Controls
Marking Period 1:

- Safety procedures
- Care of equipment
- Class procedures/school procedures
- Digital Storage
- Adobe PhotoShop
- Element and Principles of Design
- History of Photography
- Art History

Exposure, Emotion, Movement, Illustration, and Texture
Marking Period 2:

- Emotion in Portraiture
- Photo-Manipulation
- Principle of Movement
- Varying Exposure times to capture Movement and Lighting
- Macro
- Texture and Pattern
- Art History

Portraits, Landscapes, Panorama, Creative Compositions, and Photo-Journalism
Marking Period 3:

- Candid and Formal Portraiture
- Landscapes
- Panorama
- Letters in Nature
- Photo Storytelling and Photo-Journalism
- Art History

Still Life, Movie Still, Temporary Art
Marking Period 4:

- Still Life
- Props, Backdrops, Lighting
- Movie Still
- Temporary Art and Documentary Photography
- Art History

CORE SKILLS

Art in school is both a body of knowledge and a series of activities. Fundamentally, learning in art has four major components. The goal of art education is the development of these areas:

•**Art Design and Digital production** – The process of making and printing art.

•**Art criticism** - Responding to and making judgments about the properties and qualities that exist in visual forms.

•**Art history** - Acquiring knowledge about the contributions artists and art make to culture and society.

•**Aesthetics** - Understanding the nature, meaning, and value of art.

COURSE DESCRIPTION

Digital Photography – 5 Credits, Grade 10-12

Digital Photography 1 is a Fine Arts course. The Elements and Principles of Design and how they pertain to Photography is introduced and explored. Adobe Photoshop is introduced and used to enhance and manipulate original photographs. Digital cameras will be provided and settings, tools, and effects are explored and incorporated into projects. The History of Photography and the impact photography has had on the Arts is explored and discussed. This course allows students to create original photographs that convey meaning and visual communication, develop an understanding of composition, and incorporate a fine art quality that demonstrates an understanding of the Elements and Principles of Design.

GRADING SCALE

Projects	Classwork / Exercises	Critique/Evaluation	Homework/References/ Prep	Total
50%	30%	10%	10%	=100%
Total # of points earned on projects ——— # of assignments **The final grades for all Projects are worth 50% of total grade for the Marking Period.**	Each Week you will be given a possibility of 10 points a day. If you choose not to work 10 points a day will be deducted from your class work grade. **The final Class Work grade is worth 30% of total grade for the Marking Period.**	Total # of points earned on critiques/evaluations ——— # of assignments **The final Critique grade is worth 10% of total grade for the Marking Period.**	Total # of points earned on homework/references/prep ——— # of assignments **The final Homework Grade is worth 10% of total grade for the Marking Period.**	

Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Digital Photography MP 1 – Introduction to Photoshop & Camera Controls **Grade Level(s):** 10-12	**Unit Summary**: •Students will be introduced to digital camera controls and operation. Students will use their knowledge of smartphone camera operation to compare with traditional camera operation. •Students will be introduced to online educational software which provides cloud storage for in-class projects, links, and e-portfolios. •Students will be introduced to the software program Adobe Photoshop. Students' skills are accumulative and each lesson builds on the previous lesson. While keeping the Art Elements and Principles in mind; students will create projects in Photoshop based on Art History and current art trends.
Essential Question(s): -What is Photoshop's place in Fine Art and Art History? -How can Photoshop be used to create projects for Digital Photography: -How has Photoshop impacted Graphic Design, Computer Graphics and artistic editing processes?	•Navigation and tools usage- This lesson teaches students to familiarize themselves with the software program Adobe Photoshop. They will learn to navigate the system and use the tools provided to create art. Students will apply their skills to create new works of art as well as edit existing photos or images. • Technology fluency- This lesson is important to students continuing in the art field as well as those going into most other professions because of our rapidly evolving technology centered world. Students learn skills to teach themselves to adapt artistically to new tools and programs in a creative and explorative art form. • Creation- This unit will teach students how to navigate and use a new program and the ways they can apply these skills and tools to visual art.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Students will use the school provided computers, cameras and Adobe Photoshop to create original works of art.	1. 1.1.12.D.1
2. Students will be challenged to understand the tools and apply them to create their projects. They are required to remember each tool function and their keyboard shortcuts.	2. 1.1.12.D.2 3. 1.3.12.D.2
3. Students will use their art vocabulary and previous knowledge of the Art Elements and Principles to evaluate and analyze works of art created in class in guided critiques.	

Inter-Disciplinary Connections:

- Math- Rulers, measurement, layout sizing, percentages.
- English- Font, Typography, vocabulary, artist statements, and project summaries.
- History- Art history in chronological reference to World History events.
- Science- Evolution of artistic processes. Example- Dodge & Burn tool understanding requires knowledge of Wet Film development, light sensitive paper and chemicals needs to process film.
- Technology- Students learn digital organization, keystrokes, printing and computer processes and saving and submitting digital work.
- Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using Photoshop.

Students will engage with the following:

Students will be exposed to different artists and art styles through various teacher guided Power points, Online tutorials, and smartphone apps, which provide the most up to date digital art.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to "Do Now" or "Warm up" activities reinforcing concepts and vocabulary.
"Do Now" or "Warm up" examples:
-What are some differences between Adobe Illustrator and Adobe Photoshop?
-Who are examples of Artists who greatly influenced Graphic Art?
-Who from Art History do you think would enjoy Photoshop had it been invented during their lifetime?
Student Writing Assignment examples:
-Student self-critiques
-Artist statements
-Written Critiques
-Project Summaries

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

<u>How</u> will students uncover content and build skills.

•Student skills demonstrated, applied and assessed:
Exposure
Focal Length
Toolbars
Craftsmanship
Navigation
Photoshop:
Levels
Dodging and Burning
Cropping
Repairing
Filter
Brushes
Selection Tools
Healing Brush
Shortcuts
Layer Blending

• Lessons:
Zoetrope Project/Camera Obscura-Show history of photography through primitive viewing methods
Leading Lines
20 pictures of one object
Rule of thirds: Golden Mean
Lighting Eggs: Front, Back, Side photos of an egg
Dia De Los Muertos: Use layer blending in photoshop to overlay a skull over deceased celebrity

• Materials:
Digital Cameras
Tungsten Lights
Computers
Smartboard
Printer
Adobe Photoshop
Paper

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

 Students will be evaluated based on the completion of the projects, time management, skill, exercises and activities.

Critiques will take place during the creation of projects to gage the students' choices in developing the elements and principles of design

Accommodations/Modifications:

- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Use of visual aids, such as whiteboard, overhead, Smartboard, computers and project samples
- Read the directions and/ or writing prompt aloud
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/ binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Grade content and mechanics separately for writing assignments
- Reinforce positive behaviors for following class rules
- Provide activities for students during free time
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Summative Assessments:

 At the end of each Major Assessment a critique will be held in the classroom where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

Accommodations/Modifications:

- Use of visual aides, such as whiteboard, projector, Smartboard, project samples
- Read the directions and/or writing prompt aloud
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- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Performance Assessments:

Project Grade – completion of projects by deadlines
Each project graded on the following **Project Rubric:**
Creativity/Originality-20%
Craftsmanship/Neatness-20%
Work Ethic/Cooperation-20%
Use of tools and Materials-20%
Effort and Ability-20%
Critique Grade – Analyzing and evaluating artwork through written and verbal responses.
Homework Grade – completing materials that reinforce concepts
Classwork Grade – working consistently and using time wisely in class

Accommodations/Modifications:

- Use of visual aides, such as whiteboard, projector, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
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Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Digital Photography MP 2 – Exposure, Emotion, Movement, Illustration, Texture	**Unit Summary**: **Students will be introduced to various computer aided techniques, tools, and applications of the elements of photography. First introducing tools in Photoshop to create textures and progressing to incorporate light and movement within various projects. Art History is introduced with a focus on lighting, emotion and movement.**
Grade Level(s): 10-12	
Essential Question(s): -How can emotion affect the aesthetics of a photograph? -How can Photoshop be used to create illustrations using photographs? -How is exposure used in conjunction with lighting and motion to create dynamic interest in artwork? -In what ways can the element of texture enrich artwork aesthetically?	•Emotion in portraiture allows an artist to connect with the viewer • Photoshop is used with various techniques to create conceptual works of art with photography. • Movement and lighting help to create a dynamic interest within a work of art. •Use macro feature on camera to capture texture and pattern

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
	1. 1.1.12.D.1
1. Create portraits using lighting to enhance and capture detail and emotion.	
2. Identify focal lengths to understand the variations of lens size and portrait success.	2. 1.1.12.D.2
3. Explore camera settings to create or capture motion while interpreting a concept.	3. 1.3.12.D.2

Inter-Disciplinary Connections:

- Math- Rulers, measurement, layout sizing, percentages.
- English- Font, Typography, vocabulary, artist statements, and project summaries. Military Postcards.
- History- Art history in chronological reference to World History events.
- Science- Evolution of artistic processes. Example- Dodge & Burn tool understanding requires knowledge of Wet Film development, light sensitive paper and chemicals needs to process film.
- Technology- Students learn digital organization, keystrokes, printing and computer processes and saving and submitting digital work.
- Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using Photoshop.

Students will engage with the following:

Students will be exposed to different artists and art styles through various teacher guided Power points, Online tutorials, and smartphone apps, which provide the most up to date digital art.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to "Do Now" or "Warm up" activities reinforcing concepts and vocabulary.
"Do Now" or "Warm up" examples:

-Spot the difference between two photoshopped images?
List 2 different ways to incorporate motion into a photograph?
Burning House: What would you take with you if your house was burning down?
Find texture on a piece of clothing you are wearing? Take a photo with your smartphone.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
<u>How</u> will students uncover content and build skills.

•Student skills demonstrated, applied and assessed:
Focal length (digital camera & smartphone) Optical and Digital Zoom
Macro Photography- how to shoot close-ups
Surrealism-Photoshop layers and Masking
Retouching-Healing brush, clone tool
Emotions
Painting with Light
Texture/Pattern

• Lessons:
Portraits with correct lens length
Surreal Photo based on a dream – Use masking to cut out different photo elements
Spot the difference-Use healing tools to change or eliminate a duplicated photograph
Quiet-How to take a photograph of a concept instead of a thing
Computer Wallpaper-Use Macro camera feature to shoot closeup photograph

• Materials:
Digital Cameras
Tungsten Lights
Computers
Smartboard
Printer
Adobe Photoshop
Paper

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

 Students will be evaluated based on the completion of the projects, time management, skill, exercises and activities.

Critiques will take place during the creation of projects to gage the students' choices in developing the elements and principles of design

Accommodations/Modifications:

- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Use of visual aids, such as whiteboard, overhead, Smartboard, computers and project samples
- Read the directions and/ or writing prompt aloud
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/ binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Grade content and mechanics separately for writing assignments
- Reinforce positive behaviors for following class rules
- Provide activities for students during free time
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Summative Assessments:

 At the end of each Major Assessment a critique will be held in the classroom where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher basis.

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Performance Assessments:

Project Grade – completion of projects by deadlines
    Each project graded on the following   **Project Rubric:**
        Creativity/Originality-20%
        Craftsmanship/Neatness-20%
        Work Ethic/Cooperation-20%
        Use of tools and Materials-20%
        Effort and Ability-20%
Critique Grade – Analyzing and evaluating artwork through written and verbal responses.
Homework Grade – completing materials that reinforce concepts
Classwork Grade – working consistently and using time wisely in class

Accommodations/Modifications:

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Digital Photography MP 3 – Portraits, Landscapes, Panorama, Creative Compositions, Photo-Journalism	**Students will utilize various tools in Photoshop previously introduced, and expand on skills using computer aided techniques, tools, and applications of the elements of photography.** **Students will be introduced to formal and candid portraiture, balanced composition within landscapes and panoramas, and photo storytelling and journalism.** **Art History is introduced with a focus on portraiture, sequential shooting, and photo-journalism.**
Grade Level(s): 10-12	
Essential Question(s): - How can the mood, lighting, and emotion captured within a portrait create interest in the photographed subject? - How can lighting be utilized to sculpt dimension in a photograph instead of using on-camera flash? - What photography techniques and approaches can be combined with Photoshop to produce a dynamic grand scene panorama? - How can objects become designs and shapes into letterforms? - When can photography be used to tell an impactful visual story?	• Incorporation of Props, Lighting, and Emotion in portraiture creates interest and connection between subject and viewer. • Dynamic Lighting and camera angles can be utilized to sculpt dimension and interest within photography. • Shooting sequential images with overlapping, balanced horizon lines, and dynamic compositions can be combined with Photoshop and Photomerge to illustrate grand scenes. • Integrating design into photographs of objects creatively composed into letterforms and recognizable symbols. • Photography used to tell an impactful and meaningful visual story.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Create formal and candid portraits using props and lighting to enhance and capture detail mood and emotion. 2. Shoot sequential images and combine with Photoshop and Photomerge to illustrate grand scenes. 3. Compose photography to tell an impactful and meaningful visual story.	1. 1.1.12.D.1 2. 1.1.12.D.2 3. 1.3.12.D.2

Inter-Disciplinary Connections:

•Math- Rulers, measurement, layout sizing, percentages.
• English- Font, Typography, vocabulary, artist statements, and project summaries. Military Postcards.
• History- Art history in chronological reference to World History events.
• Science- Evolution of artistic processes. Example- Dodge & Burn tool understanding requires knowledge of Wet Film development, light sensitive paper and chemicals needs to process film.
• Technology- Students learn digital organization, keystrokes, printing and computer processes and saving and submitting digital work.
• Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using Photoshop.

Students will engage with the following:

Students will be exposed to different artists and art styles through various teacher guided Power points, Online tutorials, and smartphone apps, which provide the most up to date digital art.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to "Do Now" or "Warm up" activities reinforcing concepts and vocabulary.
"Do Now" or "Warm up" examples:

Identify this emotion, mood, lighting technique?
What is wrong with this picture? Identify and how could you fix?
Interpret the meaning. What is the message being conveyed in this photo?

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

• Student skills demonstrated, applied and assessed:
Portraiture – Formal and Candid
Capturing Emotions, Lighting, and Mood
Sequential images
Overlapping, balanced horizon lines, and dynamic compositions
Panorama - Photoshop Photomerge
Creative Compositions – Letters in Nature
Narrative Story / Storyboarding
Photo-journalism

• Lessons:
Formal and Candid Portraits
Panorama
Letters in Nature
Narrative Story / Storyboarding
Photo-Journalism

• Materials:
Digital Cameras
Tungsten Lights
Computers
Smartboard
Printer
Adobe Photoshop
Paper

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

 Students will be evaluated based on the completion of the projects, time management, skill, exercises and activities.

Critiques will take place during the creation of projects to gage the students' choices in developing the elements and principles of design

Accommodations/Modifications:

- Repeat and clarify directions
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- Reduce the total amount of work when appropriate
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- Give students a checklist of materials which will be needed for each class
- Grade content and mechanics separately for writing assignments
- Reinforce positive behaviors for following class rules
- Provide activities for students during free time
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Summative Assessments:

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- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part

- **Reduce the total amount of work when appropriate**
- **Give partial credit for late or incomplete work until the students are able to complete their work on time**
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- **Reinforce positive behaviors for following class rules.**
- **Provide activities for students during free time.**
- **Preferential seating near area of instruction**
- **Provide individual or small group instruction when possible**

Performance Assessments:

Project Grade – completion of projects by deadlines
    Each project graded on the following [Project Rubric:](#)
        Creativity/Originality-20%
        Craftsmanship/Neatness-20%
        Work Ethic/Cooperation-20%
        Use of tools and Materials-20%
        Effort and Ability-20%
Critique Grade – Analyzing and evaluating artwork through written and verbal responses.
Homework Grade – completing materials that reinforce concepts
Classwork Grade – working consistently and using time wisely in class

Accommodations/Modifications:

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PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Digital Photography MP 4 – Still Life, Movie Still, Temporary Art, Art History	• **Students will utilize various tools in Photoshop previously introduced, and expand on skills using computer aided techniques, tools, and applications of the elements of photography.** • **Students will be introduced to still life photography, backdrops, and lighting.** • **Students will select a scene and recreate a still from favorite movie.** • **Students will create a temporary sculpture and photograph deterioration process.** • **Students will research and present various famous photographer's artistic styles, influences, and accomplishments.**
Grade Level(s): 10-12	
Essential Question(s): - What elements can be incorporated to capture a balanced and interesting composition of objects? - What aspect of a movie scene can be captured in a still photo? - What is a temporary sculpture? - How can a photograph capture a sculpture's full potential in interesting characteristics? - Why is it important to view a variety of Artistic Styles?	• Create still lives with lighting and backdrops that allow a balanced and interesting composition of objects to be captured in a series of photographs. • Analyze and Interpret a movie to recreate and capture a scene using props, lighting, costuming, settings, and Photoshop features. • Prepare, create, and photograph a sculpture that deteriorates over time, and capture the most interesting characteristics. • Select a famous photographer and create an interesting and well-designed Presentation based on their biography, artistic influences, accomplishments, and artwork.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
	1. 1.1.12.D.1
1. Create a still life and use lighting and backdrops to enhance and capture a balanced composition.	2. 1.1.12.D.2
2. Analyze and interpret a movie to recreate and capture a scene.	3. 1.3.12.D.2
3. Prepare, create, and photograph a temporary sculpture.	

Inter-Disciplinary Connections:

•Math- Rulers, measurement, layout sizing, percentages.
• English- Font, Typography, vocabulary, artist statements, and project summaries. Military Postcards.
• History- Art history in chronological reference to World History events.
• Science- Evolution of artistic processes. Example- Dodge & Burn tool understanding requires knowledge of Wet Film development, light sensitive paper and chemicals needs to process film.
• Technology- Students learn digital organization, keystrokes, printing and computer processes and saving and submitting digital work.
• Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using Photoshop.

Students will engage with the following:

Students will be exposed to different artists and art styles through various teacher guided Power points, Online tutorials, and smartphone apps, which provide the most up to date digital art.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to "Do Now" or "Warm up" activities reinforcing concepts and vocabulary.
"Do Now" or "Warm up" examples:

What is a "still life"?
What elements can be utilized to create a well-balanced still life?
Plan how to re-create a memorable movie scene.
What is a "temporary sculpture"?
How can deterioration be documented?

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills.

• Student skills demonstrated, applied and assessed:
Still Life – Set up, Backdrops, Lighting
Font Choices
Movie Scene Recreation
Use of Props, Lighting, Costuming
Creation of Temporary Sculpture
Photo Composition
Capturing interest and deterioration process
Use of PowerPoint

• Lessons:
Still Life Photos for Magazine Cover
Cindy Sherman influenced Movie Still Recreation
Andy Goldsworthy inspired Temporary Sculpture
Documenting and Capturing Deterioration Process
Famous Photographer PowerPoint Presentations

• Materials:
Digital Cameras
Tungsten Lights
Computers
Smartboard
Printer
Adobe Photoshop
Paper

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Formative Assessments:

Students will be evaluated based on the completion of the projects, time management, skill, exercises and activities.

Critiques will take place during the creation of projects to gage the students' choices in developing the elements and principles of design

Accommodations/Modifications:

- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Use of visual aids, such as whiteboard, overhead, Smartboard, computers and project samples
- Read the directions and/ or writing prompt aloud
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/ binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Grade content and mechanics separately for writing assignments
- Reinforce positive behaviors for following class rules
- Provide activities for students during free time
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Summative Assessments:

At the end of each Major Assessment a critique will be held in the classroom where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher basis.

Accommodations/Modifications:

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- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part

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Performance Assessments:

Project Grade – completion of projects by deadlines
    Each project graded on the following **Project Rubric:**
            Creativity/Originality-20%
            Craftsmanship/Neatness-20%
            Work Ethic/Cooperation-20%
            Use of tools and Materials-20%
            Effort and Ability-20%
Critique Grade – Analyzing and evaluating artwork through written and verbal responses.
Homework Grade – completing materials that reinforce concepts
Classwork Grade – working consistently and using time wisely in class

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Name: _____ Period: _____

Project Evaluation

*Project being evaluated:*_____

	Level 1 (0-10 pts)	Level 2 (11-15 pts)	Level 3 (16-18 pts)	Level 4 (19-20 points)	Score
Creativity and Originality	Lacks many design elements or interest. Has minimal additional features or copies the ideas of others. Not much attempt to show individuality.	Design lacks individuality. Has few details or is not appropriate for the form being expressed. Evidence of copying ideas.	Design is expressive; has some unique features but could have been pushed a little further.	Design is unique, and displays elements that are totally their own, Evidence of detail, pattern or unique applications. Experimentation/ Risk Taking.	
Craftsmanship/ Neatness	-Sloppy -Rushed -No evidence of caring except to complete it -unchallenging, boring uninspired	-Little care toward neatness -Poor communication of ideas.	- Add more to back ground - Add lighting, shading, color, shadow, texture - Add details/ textures - Darken areas for contrast/ shading	-Neat, Clean and pristine. - Good use of elements and principles of design.	
Work Ethic and Cooperation	Had difficulty listening & following directions. Disrespects others by causing a disruption in the classroom.	Sometimes listens & follows directions. Does not always show respect for others by following classroom rules.	Listens & follows directions. Shows respect for others by following classroom rules.	Listens & follows directions. Shows respect for others by following classroom rules. Shows initiative and leadership.	
Use of Materials, Tools, and Computer	Materials, tools, and computers are used inappropriately & foolishly.	Needed some reminding on proper material & computer care. Some inappropriate material & computer use.	Used materials, tools, and computers well. Needed few reminders on proper material & computer care.	Used materials, tools, and computers wisely. Shows respect for materials, tools, computers, and facility.	
Effort/ Production	Made little effort to meet goals. Very little accomplished during the period -Lack of risk or thought.	Made some effort toward goals. Needed much personal guidance -Too much empty space, needs more detail.	Used class time wisely. Successfully met expectations. Worked independently most of the time.	Put forth extra effort to be successful. Made quality use of class time. Independently completed a large amount of work.	
				Total:	