

Unit title: Photography		Length: (# of days) 3 Weeks	
Students & Grade Level: High School (Advanced)		Content Area: Art	
Enduring Understandings: Students will understand and apply elements and principles of design in their personal artwork using a variety of media and technique. Students will also be able to develop a range of subject matter and ideas for personal artwork and utilize skills of critique, reflection, and revision.			
Overarching Essential Questions: How do I create a sense of mood in a photograph? Why do I need a professional website? What elements make a good or bad photograph?		Dates: Fall Semester	
<p>How will prior knowledge be assessed? The scavenger hunt lesson will be practice for students so I can see how much they already know about taking photos.</p> <p>After analysis of pre-test data or diagnostic testing, how will <b>individual</b> student needs be planned for? I will talk to students one-on-one and go over what they are struggling with. I can do a demonstration for them on their camera to clear any confusion over camera usage.</p> <p>After analysis of pre-test data or diagnostic testing, how will <b>collective</b> needs of students be planned for? If most the class is struggling with the same issue, I will do a demo for the whole class and explain any confusion and take additional questions. After this introductory lesson, we will get into photography projects where students will have guidelines but a lot of creative freedom.</p>			
Lesson/Date	What Will Students Learn?	How Will Students Demonstrate Mastery? Include Multiple Means of Representation, Multiple Means of Action and Expression, & Multiple Means of Engagement	How Will I Teach It To Students with Diverse Needs/ Abilities?  Include Multiple Means of Representation, Multiple Means of Action and Expression, & Multiple Means of Engagement

<p>Lesson #, Title and/or Date Lesson 1 Day 1 August</p>	<p>Standards Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Standard 7: Understand and apply elements of principles of design in personal works of art, utilizing a variety of media, tools, and processes.</p>	<p>Learning Objectives (stated in SWBATS) Students will be able to create a professional website to display artwork and take photos of artwork accordingly. Students will also use criticism and self- reflection to improve their work.</p>	<p>Assessment (include formative, summative, performance tasks, traditional assessments, homework, journal entries, etc.) I will ask students who their favorite artists are and if they have seen their favorite artist's website. This way, I can see if the students are familiar with artists' websites. I will also listen during discussion to students' response to check that students know the difference between good and bad websites.</p>	<p>Instructional Strategies with brief description of resources needed I will show examples of artists' websites. Next, I will go over the semester assignment and show a rubric for the website they will create. I will also show examples of good and bad websites. I will ask students to share whether think the website is good or bad and they will have to share specific elements in the website to support their opinion. I will need a smartboard or projector.</p>	<p>Student Activities/ Opportunities to Learn, Practice and Master Students will have the opportunity to participate in discussion over the examples of good and bad websites.</p>
<p>Lesson 1 Day 2 Intro to Website Design</p>	<p>Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Standard 7: Understand and apply elements of principles of design in personal works of art, utilizing a variety of media, tools, and processes.</p>	<p>Students will be able to create a professional website to display artwork and take photos of artwork accordingly. Students will also use criticism and self- reflection to improve their work.</p>	<p>I will assess students through discussion and the photo activity.</p>	<p>I will show students examples of good and bad photographs of art. Like before, we will discuss as a class why each example is either good or bad as well as the elements that make up good or bad photos of artwork. If we have time, I will assign groups give them an artwork they will have to photograph. They can just use cell phones since it is practice. I will need a projector or smartboard.</p>	<p>Students will have the opportunity to discuss the examples good and bad photographed artwork and take photos of artwork for practice.</p>

<p>Lesson 1 Day 3 Intro to Website Design</p>	<p>Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Standard 7: Understand and apply elements of principles of design in personal works of art, utilizing a variety of media, tools, and processes.</p>	<p>Students will be able to create a professional website to display artwork and take photos of artwork accordingly. Students will also use criticism and self-reflection to improve their work.</p>	<p>I will walk around during the students' independent exploration of the website platforms to check for understanding and answer questions.</p>	<p>We will go over three technological platform options students can choose from for their websites. I will go over the basics on how to use each platform. Students can bring their own technology or we can go to the computer lab so students can explore the platforms independently to see which one they would like to use to create their website.</p>	<p>Independent exploration of website platforms will give students the opportunity to practice what they just learned or ask questions over what they are confused about.</p>
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<p>Lesson 2 Day 1 Photography</p>	<p>Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Standard 7: Understand and apply elements of principles of design in personal works of art, utilizing a variety of media, tools, and processes.</p>	<p>Students will be able confidently operate a camera and take thoughtful photos according to proper technique.</p>	<p>I will check the cards when each group is finished to make sure they are correct.</p>	<p>At the beginning of the lesson, I will have a presentation where I will go over photography vocabulary. I will then split students into groups. Each group will have a turn to watch me do a photography demo. I will have the other groups that are waiting do a vocabulary card matching game over the terms we just went over. After the demos and card activity, I will introduce and explain the scavenger hunt activity. Students will photograph what is on their scavenger hunt list to practice operating their cameras. I will need a projector or smart board. I will need students to bring cameras and I will bring extras if I can.</p>	<p>The matching card game is an opportunity for students to practice what they learned.</p>
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<p>Lesson 2 Day 2 Photography</p>	<p>Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Standard 7: Understand and apply elements of principles of design in personal works of art, utilizing a variety of media, tools, and processes.</p>	<p>Students will be able confidently operate a camera and take thoughtful photos according to proper technique.</p>	<p>I will walk around and check on students throughout the scavenger hunt to check for understanding and answer questions.</p>	<p>Students will use class time to work on the scavenger hunt activity.</p>	<p>The activity gives students the opportunity to practice using their cameras.</p>
<p>Lesson 2 Day 3 Photography</p>	<p>Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Standard 7: Understand and apply elements of principles of design in personal works of art, utilizing a variety of media, tools, and processes.</p>	<p>Students will be able confidently operate a camera and take thoughtful photos according to proper technique.</p>	<p>I will walk around and check on students throughout the scavenger hunt to check for understanding and answer questions.</p>	<p>Students will use class time to work on the scavenger hunt activity.</p>	<p>The activity gives students the opportunity to practice using their cameras.</p>

<p>Lesson 2 Day 4 Photography</p>	<p>Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Standard 7: Understand and apply elements of principles of design in personal works of art, utilizing a variety of media, tools, and processes.</p>	<p>Students will be able confidently operate a camera and take thoughtful photos according to proper technique.</p>	<p>The critique will give me the opportunity to see if students understand how to use their camera and take good photos.</p>	<p>Students will choose their best three photos from the scavenger hunt to show the class for critique. The class and I will give feedback to each student. The students will turn in all photos they took for the scavenger hunt to me. I will need a projector and students may need flash drives.</p>	<p>The critique gives students the opportunity to practice constructive criticism and reflection so they can improve on their photography skills.</p>
<p>Lesson 3 Day 1 Photography</p>	<p>Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Standard 7: Understand and apply elements of principles of design in personal works of art, utilizing a variety of media, tools, and processes.</p>	<p>Students will be able confidently operate a camera and take thoughtful photos according to proper technique.</p>	<p>I will walk around during brainstorming time and ask students what ideas they have and if they have questions about the assignment.</p>	<p>I will introduce the next activity over mood. I will put different emotions in a jar, and students will randomly select an emotion. They will use the elements and principles of design (as well as their own creativity) to take at least 5 photos that convey the emotion they selected. The rest of class time will be used for questions and brainstorming ideas for their photos.</p>	<p>Brainstorming gives the students the opportunity to think about and process the assignment.</p>

<p>Lesson 3 Day 2 Photography</p>	<p>Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Standard 7: Understand and apply elements of principles of design in personal works of art, utilizing a variety of media, tools, and processes.</p>	<p>Students will be able confidently operate a camera and take thoughtful photos according to proper technique.</p>	<p>I will walk around during work time and answer questions.</p>	<p>Students will use class time to work on their emotion assignment.</p>	<p>Students are practicing camera use independently as well as using creative and critical thinking.</p>
<p>Lesson 3 Day 3 Photography</p>	<p>Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Standard 7: Understand and apply elements of principles of design in personal works of art, utilizing a variety of media, tools, and processes.</p>	<p>Students will be able confidently operate a camera and take thoughtful photos according to proper technique.</p>	<p>I will walk around during work time and answer questions.</p>	<p>Students will use class time to work on their emotion assignment.</p>	<p>Students are practicing camera use independently as well as using creative and critical thinking.</p>

<p>Lesson 3 Day 4 Photography</p>	<p>Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Standard 7: Understand and apply elements of principles of design in personal works of art, utilizing a variety of media, tools, and processes.</p>	<p>Students will be able confidently operate a camera and take thoughtful photos according to proper technique.</p>	<p>The critique gives me the opportunity to see if the majority of students followed the assignment correctly and that they are improving the photography skills.</p>	<p>Students will choose 3 to 5 images from the assignment to show to the class for critique. They will send at least 5 photos to me for a grade.</p>	<p>The critique gives students the opportunity to practice constructive criticism and reflection so they can improve on their photography skills.</p>
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CATEGORY	4	3	2	1
<b>Contact Information</b>	Every Web page contains a statement of authorship, school name, and date of publication/date last edited.	Almost all Web pages contain a statement of authorship, school name, and date of publication/date last edited.	Most (75-80%) Web pages contain a statement of authorship, school name, and date of publication/date last edited.	Several Web pages do not contain a statement of authorship, school name, and/or date of publication/date last edited.
<b>Content</b>	The site has a well-stated clear purpose and theme that is carried out throughout the site.	The site has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.	The purpose and theme of the site is somewhat muddy or vague.	The site lacks a purpose and theme.
<b>Layout</b>	The Web site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The Web pages have an attractive and usable layout. It is easy to locate all important elements.	The Web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The Web pages are cluttered looking or confusing. It is often difficult to locate important elements.
<b>Color Choices</b>	Colors of background, fonts, unvisited and visited links form a pleasing palette, do not detract from the content, and are consistent across pages.	Colors of background, fonts, unvisited and visited links do not detract from the content, and are consistent across pages.	Colors of background, fonts, unvisited and visited links do not detract from the content.	Colors of background, fonts, unvisited and visited links make the content hard to read or otherwise distract the reader.
<b>Fonts</b>	The fonts are consistent, easy to read and point size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability.	The fonts are consistent, easy to read and point size varies appropriately for headings and text.	The fonts are consistent and point size varies appropriately for headings and text.	A wide variety of fonts, styles and point sizes was used.
<b>Learning of Material</b>	The student has an exceptional understanding of the material included in	The student has a good understanding of the material included in the site.	The student has a fair understanding of the material included in the site. Can	Student did not appear to learn much from this project. Cannot

	the site and where to find additional information. Can easily answer questions about the content and procedures used to make the web site.	Can easily answer questions about the content and procedures used to make the web site.	easily answer most questions about the content and procedures used to make the web site.	answer most questions about the content and the procedures used to make the web site.
<b>Photographed Artwork</b>	All photos of artwork are well-lit, have good composition, and overall compliments the artwork.	Almost all photos of artwork are well-lit, have good composition, and overall compliments the artwork.	Few photos of artwork are lit well, have good composition, and overall the photos are not a very accurate depiction of the artwork.	No photos of artwork are lit well, poor composition, and are a poor depiction of artwork.
<b>Use of Criticism and Self Reflection</b>	The student used comments from class critiques to write great self-reflections that were used to improve their website	The student used comments from class critiques to write good self-reflections that were considered when improving their website.	The student barely used any comments from class critiques to improve their website. Comments from critique were scarce in self-reflections.	Comments from class critiques were not used in self-reflections and were not used to improve their website.
<b>Descriptions for Artwork</b>	Student gives a title to artwork, the year it was created, and the medium used. The student also includes 5 to 8 sentences describing the meaning behind each artwork.	Student gives a title to artwork, the year it was created, and the medium used. The student also includes 2 to 5 sentences describing the meaning behind each artwork.	Student does not include all required fields for description such as a title for artworks, the year it was created, and the medium used. Writes very little to describe each artwork.	Student leaves out the majority of information for each artwork such as a title for artworks, the year it was created, and the medium used. Barely writes anything or nothing at all to describe each artwork.

## Lesson Plan Template

Unit Title	Studio Art (Advanced)	
Subject or Title	Visual Arts	
Grade Level or Content Area	Highschool	Date/Time Throughout the Semester
Time Frame	Five months	
Standards	<i>Standard 6 - Studio Production: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision.</i>	
<b>Planning</b>		
Enduring Understandings	<i>Students will be able to create a professional website or technological platform to display their artwork. Students will learn how to have critiques with their peers using constructive criticism. Students will be able to reflect on their own work and make adjustments based off their reflections.</i>	
Essential Questions	<i>How do I write a reflection? What makes criticism constructive? What should be included in a professional website?</i>	
Objective(s)	<i>Students will construct a technological platform to display their art such as website so they can learn how create something professional, how to critique peers, and how to reflect and revise.</i>	
Contextual Teaching	<i>This assignment applies to the real world because the students are creating a professional platform to market themselves for scholarships, jobs, or selling artwork.</i>	
Assessment	<p><b>Diagnostic (Pre-) Assessment(s):</b> Ask students who are their favorite artists, then ask if they have ever seen their favorite artist's website or if they follow them on social media. This way I could see if students are familiar with artists' websites or online portfolios. This could be done in the form of a class discussion.</p> <p><b>Formative Assessment(s):</b> Students will be required to show their site to the class several times throughout the semester for a critique. Peers will have to the opportunity to use constructive criticism to articulate what looks good on their site and how they can improve. I will also give suggestions and monitor the critique. I will take notes during each critique so I can see if the student applies the suggestions from their classmates in their final version of their site.</p> <p><b>Summative (Post-) Assessment(s):</b> <i>There will be a rubric that the student needs to follow when they turn in the final version of their site. They also will be graded on if they applied corrections based of critiques and their own reflections.</i></p>	

<b>Materials</b>	<b>Student Materials:</b> <i>Students can bring personal technology such as laptops, tablets, or cameras to take photos of their artwork.</i>	<b>Teacher Materials:</b> I will have my camera so I can help photograph artwork for students who need assistant or don't have a camera.
<b>Differentiation</b>	<i>Set aside computer lab time for students that don't have access to technology.</i>	
<b>Safety Concerns</b>	None	

## Lesson Introduction

[Universal Design for Learning should be included for each segment of the lesson. Check the boxes that apply below...

*Present information and content in different ways, provide various means by which students can express what they know, and plan various ways to engage students. Plans should enable all students to gain knowledge, skills, and enthusiasm for learning. Provide supports for learning and reduce barriers to the curriculum, but maintain high expectations and achievement standards for all students. Be sure to check which box(es) are appropriate for the lesson and also include parentheses beside each activity identifying Engagement, Action & Expression and/or Representation.*

<b>Do Now or Bellwork</b>	<b>Duration</b> _____	<i>The diagnostic assessment will be the bell work.</i>	
<b>Opening</b>	<b>Duration</b> _____	<i>-Show examples of artists' professional websites and online portfolios. I would like to show artists that we have studied in class or artists that students are familiar with.</i> <i>-I will show the students my own professional website that includes a portfolio of my artwork.</i>	<b>UDL: Multiple Means for:</b> <input type="checkbox"/> Representation <input type="checkbox"/> Action & Expression <input type="checkbox"/> Engagement

## Specific Learning Activities

<b>Direct Instruction</b>	<b>Duration</b> _____	<i>-Use a projector/smartboard and pull up the approved sites the students can use to create their website or online portfolio.</i> <i>-Do a demo on how to navigate through each site.</i> <i>-Pass out handouts to students with the names of each approved technology platform and basic instructions on how to navigate through each one.</i>	<b>UDL: Multiple Means for:</b> <input type="checkbox"/> Representation <input type="checkbox"/> Action & Expression <input type="checkbox"/> Engagement
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Independent Practice	Duration _____	<p>-Throughout the semester, we will have time in class where students can work on their sites. During this time, they can ask me or peers for help.</p> <p>-Throughout the semester, we will have class critiques (done in a verbal discussion among students which would be broken into smaller groups of students or done as a class depending on class size) so I can see the progress of the websites and see if they apply corrections from constructive criticism. I will also observe students to see if they understand constructive criticism and how to participate in a critique.</p> <p>-After being critiqued, the student will write a reflection based off his or her critique and apply corrections to their site based off their reflection.</p>	<p>UDL: Multiple Means for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Representation</li> <li><input type="checkbox"/> Action &amp; Expression</li> <li><input type="checkbox"/> Engagement</li> </ul>
Extension Activities	Duration _____	<p>If we get done early, students will have the opportunity to explore, independently, the platforms we discussed on their personal technology or visit the computer lab.</p>	<p>UDL: Multiple Means for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Representation</li> <li><input type="checkbox"/> Action &amp; Expression</li> <li><input type="checkbox"/> Engagement</li> </ul>

**Conclusion**

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Closure	Duration _____	<p>-At the end of the semester, students will do a final presentation of their site. Students will do a written critique for each presenter. Students will get to keep their feedback.</p> <p>-Students will send me the link to their website or portfolio so I can grade it according to their rubric.</p>	<p>UDL: Multiple Means for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Representation</li> <li><input type="checkbox"/> Action &amp; Expression</li> <li><input type="checkbox"/> Engagement</li> </ul>
Follow-up	Duration _____	<p>-If everyone has the same confusion or misunderstanding, we will have a class discussion where we will talk about the issue that needs addressed and we will think of a solution as a class to the issue.</p> <p>-If there is confusion on multiple issues, I will set up meeting with individual students, and we will discuss their confusion. Together, we will come up with a solution.</p>	<p>UDL: Multiple Means for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Representation</li> <li><input type="checkbox"/> Action &amp; Expression</li> <li><input type="checkbox"/> Engagement</li> </ul>
Reference(s):		[List all references or resources for materials used in preparing and/or executing the lesson.]	



