Pine Hill Public Schools Curriculum

Content Area:	Electives		
Course Title/ Grade Level:	Photography 2/ Grade 12		
Unit 1:	Composition/Lighting/Camera /Darkroom Review	Month:	September- 1/2 of October
Unit 2:	Creative Printing Techniques	Month:	1/2 of October -November
Unit 3:	Portfolio Review-College Application Requirements	Month:	December
Unit 4:	Image Restoration	Month:	Jan-Feb
Unit 5:	Tradtional Darkroom Vs. Digital Darkroom	Month:	March - April
Unit 6:	Image Presentation/Matting/Senior Exhibit	Month:	May
Unit 7:	Media Exploration/Career Opportunities/DVD Portfolio Creation	Month:	June
BOE Approval Date:	July 17, 2012		

Pine Hill Public Schools Curriculum	
Unit Title: Composition/Lighting/Camera/DarkroomReview	**Unit # 1**
Course or Grade Level: 12	**Length of Time: September- 1st 1/2 of October**
Pacing	20 days
Essential Questions	**Review the basics listed below.** - What are the rules of good photographic composition? - How does simulating depth and motion in a print enhance visual communication? - What is the nature of light? - What is film and how is it made? - What occurs when light & film interact? - What camera function regulates exposure and how it is calculated? - What is the reciprocity law? **Review the basics listed below & demonstrate competency both in the photo taking process and the process of printing images in the darkroom.** - What is the need for various printing techniques? - What are the selective exposure techniques? - Why is proper print-finishing technique important to the overall photographic process? - How are correction filters used? - What are the advantages /disadvantages of each type of printing paper? - How is print contrast changed after exposure has been made? - What are the various methods of print finishing and mounting options? - Why is working with light important? - What is the difference between natural and artificial light? - Why must the photographer determine the light direction? - How is artificial light manipulated?
Content	- Rule of Thirds - Subject Placement - Mergers - Depth of Field - Types of Film - Balance & Proportion - Forming an effective communication through the use of shape, pattern, and textures - Shutter Speed – pan, stop & blur - Subject framing - Equivalent exposure - Perspective-aerial and linear - Aperture - Relationship of F / Numbers - F stop sequence - Determination of F / Numbers - Bracketing - Develop film - Making an enlargement - Print process & exposure determination through test strips - Burning in a print - Dodging a print

	• Cropping the negative in the enlarger • Vignetting • Image correction • Printmaking for permanence • Use of filters based upon classification • Correction-light balancing • Contrast-control contrast • Paper types-fiber & resin coated • Paper characteristics • Types of Artificial Lighting • Front lighting • 3/4 lighting • Side lighting • Backlighting • Backlighting with fill • Existing light • Flash photography
Skills	• Describe good photographic composition. • Explain how to avoid common compositional errors. • Explain depth of field and how it is achieved. • Describe the nature of light. • Explain how film is made. • Describe what occurs when light & film interact. • Demonstrate understanding of composition • Explain how the combination of aperture & shutter speed can be used to achieve identical exposure. • Recognize common negative problems and the solutions. • Describe the steps in print creation. • Demonstrate proficiency in all of the areas listed above. • Determine when to apply creative printing techniques. • Evaluate a print for image correction. • Determine the need for contrast correction and, if necessary, apply appropriate correction techniques. • Describe the various types of printing papers. • Demonstrate the difference between natural and artificial light. • Explain how to manipulate artificial light.
Assessments	• Art quiz • Summary & Review Questions • Teacher Observation • Student demonstration • Projects
Interventions / differentiated instruction	• Matching with Visuals • One-on-One Instruction with Teacher
Inter-disciplinary Connections	• Math • Science • Language Arts

Lesson resources / Activities	• Essentials of Photography ©1985 Glencoe Publishing (Out of Print) • The Photographers Master Printing Course ©1994 Reed International Cooks Int. • Photography Sixth Edition © 1998 by Addison0Wesley Educational Publishers Inc. • Video: On Assignment Series • Projects • Teacher Handouts

Pine Hill Public Schools
Core Curriculum Standards

2009 NJCCCS   VISUAL & PERFORMING ARTS

Standard: 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):	CPI # / CPI(s):
Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.	1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes
Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.	1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):	CPI # / CPI(s):
Content: How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
Content: Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Standard: 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

Strand(s): A. Aesthetic Responses

Content Statement(s):	CPI # / CPI(s):
Content: Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

Strand(s): B Critique Methodologies

Content Statement(s):	CPI # / CPI(s):
Content: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as

the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

2009 NJCCCS   21ˢᵗ CENTURY LIFE & CAREERS

Standard: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Strand(s): A. Critical Thinking and Problem Solving

Content Statement(s):	CPI # / CPI(s):
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Strand(s): C. Career Preparation

Content Statement(s):	CPI # / CPI(s):
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

2009 NJCCCS   Career & Technical Education

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Strand(s): C. Arts, A/V Technology, & Communications Career Cluster

Content Statement(s):	CPI # / CPI(s):
Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
*Roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment impact business operation. *Key organizational systems impact organizational performance and the quality of products and services. * Understanding the global context of 21st-century industries and careers impacts business operations	9.4.12.C.(3). Demonstrate knowledge of the printing process, including customer service and sales, scheduling, and quality control, to deliver products that meet customer needs and expectations.
	9.4.12.C.(3).2 Analyze and summarize output process, including digital, film, directive platemaking, and cylinders, to build an understanding of delivery of printing products.

Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C.(6).2 Analyze how elements and principles are applied in a broad range of specific works of art.
Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents.

2009 NJCCCS   Technology

8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge

Strand(s): D. Digital Citizenship

Content Statement(s):	CPI # / CPI(s):
Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.

	21st Century Themes						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy

	21st Century Skills						
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools **Curriculum**		
Unit Title: Creative Printing Techniques		**Unit #: 2**
Course or Grade Level: 12	**Length of Time: 2nd 1/2 of October-November**	
Pacing	28 days	
Essential Questions	• What is the need for various printing techniques? • What are the selective exposure techniques? • How are correction filters used? • How is an image toned, solarized or posterized? • How is a negative spotted? • What are emulsion dyes? • How is creative lighting used in the printmaking process? • How are two negatives combined to create a single continuous toned print? •	
Content	• Creative darkroom techniques • Texture screens • Toning • Combination printing • Solarization • Use of filters based upon classification • Correction-light balancing • Contrast-control contrast • Special purpose-alter image bearing light • Sepia toning • Spotting of negatives • Emulsion dyes • Creative lighting • Double Negative	
Skills	• Determine when to apply creative printing techniques. • Evaluate a print for image correction. • Demonstrate how to mount for permanence and stability. • Demonstrate how and when to utilize creative darkroom techniques. • Determine the need for contrast correction and, if necessary, apply appropriate correction techniques. • Demonstrate the sepia toning process. • Demonstrate how to enhance/correct a negative by spotting. • Demonstrate how to create a double negative print?	
Assessments	• Art quiz • Summary & Review Questions • Projects • Student Demonstration • Teacher Observation	
Interventions / differentiated instruction	• Matching with Visuals • One-on-One Instruction with Teacher	
Inter-disciplinary Connections	• Science • Math • History • Language Arts	

Lesson resources / Activitie	• Essentials of Photography ©1985 Glencoe Publishing (Out of Print) • The Photographers Master Printing Course ©1994 Reed International Cooks Int. • Photography Sixth Edition © 1998 by Addison0Wesley Educational Publishers Inc. • Video: On Assignment Series • Projects • Teacher Handouts

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Pine Hill Public Schools

Core Curriculum Standards

2009 NJCCCS   VISUAL & PERFORMING ARTS

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Standard: 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):	CPI # / CPI(s):
Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.	1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes
Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.	1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):	CPI # / CPI(s):
Content: How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
Content: Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Standard: 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

Strand(s): A. Aesthetic Responses

Content Statement(s):	CPI # / CPI(s):
Content: Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

Strand(s): B Critique Methodologies

Content Statement(s):	CPI # / CPI(s):
Content: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may

| physical context in which it is performed or shown. | impact perceptions of its significance/meaning. |

2009 NJCCCS   21st CENTURY LIFE & CAREERS

Standard: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Strand(s): A. Critical Thinking and Problem Solving

Content Statement(s):	CPI # / CPI(s):
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Strand(s): C. Career Preparation

Content Statement(s):	CPI # / CPI(s):
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

2009 NJCCCS   Career & Technical Education

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Strand(s): C. Arts, A/V Technology, & Communications Career Cluster

Content Statement(s):	CPI # / CPI(s):
Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
*Roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment impact business operation. *Key organizational systems impact organizational performance and the quality of products and services. * Understanding the global context of 21st-century industries and careers impacts business operations	9.4.12.C.(3). Demonstrate knowledge of the printing process, including customer service and sales, scheduling, and quality control, to deliver products that meet customer needs and expectations.
	9.4.12.C.(3).2 Analyze and summarize output process, including digital, film, directive platemaking, and cylinders, to build an understanding of delivery of printing products.

Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C.(6).2 Analyze how elements and principles are applied in a broad range of specific works of art.
Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents.

2009 NJCCCS   Technology

8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge

Strand(s): D. Digital Citizenship

Content Statement(s):	**CPI # / CPI(s):**
Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.

21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum		
Unit Title: Portfolio Review/College Application Requirements		**Unit #: 3**
Course or Grade Level: 12	**Length of Time: December**	
Pacing	13 days	
Essential Questions	- Which colleges/technical institutions are under consideration? - What are the portfolio requirements of each institution? - Why is it important to maintain a portfolio? (Actual, DVD, or Web Based) - Does your current portfolio meet the requirements of your chosen educational institutions?	
Content	2 year, 4 year Colleges vs Technical School - Portfolio (DVD, Web Based or Actual)	
Skills	- Research colleges/technical institutions - Research Portfolio requirements for eachs	
Assessments	- Teacher Observation - Summary & Review Questions - Projects - Student Demonstration	
Interventions / differentiated instruction	- Matching with Visuals - One-on-One Instruction with Teacher	
Inter-disciplinary Connections	- History - Language Arts	
Lesson resources / Activities	- Internet Access - I-Mac Computers - Software	

Pine Hill Public Schools
Core Curriculum Standards
2009 NJCCCS 21st CENTURY LIFE & CAREERS

Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Strand(s): C. Career Preparation

Content Statement(s):	CPI # / CPI(s):
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C. Assess and modify Personalized Student Learning Plans to support declared career goals.
	9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
	9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
	9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
	9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
	9.3.12.C.18 Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.21Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

2009 NJCCCS Technology						
8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge						
Strand(s): D. Digital Citizenship						
Content Statement(s):				**CPI # / CPI(s):**		
Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.				8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.		
21st Century Themes						
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills						
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum		
Unit Title: Image Restoration/Repair		**Unit #: 4**
Course or Grade Level: 12	**Length of Time: January-February**	
Pacing	30 days	
Essential Questions	• Why do certain old photographs show evidence of mold? • How should photographs be stored to maintain the integrity of the images? • What tools may be used to remove dust, mold and textures from images? • How are distortions and keystoning corrected? • How are new backgrounds created? • What tools are used to rebuild missing or damaged image areas? • How is the intensity of a reflection in an image reduced?	
Content	• Dust, Mold & Texture Removal • Curvature, Distortion & Keystoning Removal • Remove Stains & Discoloration • Re-create Backgrounds • Rebuild image areas • Reduce Reflections	

Skills	- Explain how to maintain the archival properties of a photographic image. - Explain the proper display and storage methods to maintain an images quality. - Demonstrate how to remove dust, mold and textures from an image. - Remove and re-create the background from photographs. - Rebuild missing portions of an image.
Assessments	- Art quiz - Summary & Review Questions - Projects - Student Demonstration
Interventions / differentiated instruction	- Matching with Visuals - One-on-One Instruction with Teacher
Inter-disciplinary Connections	- History - Language Arts
Lesson resources / Activities	- Photoshop Restoration & Retouching, © 2005 New Riders Publishing - Video: NAPP Instructional Videos - Projects - Software-Adobe CS 4 Creative Suite - Scanner - Digital & Traditional 35 MM Cameras - I-Mac Computers - Epson Stylus Photo R2400 Printer - Teacher Handouts

Pine Hill Public Schools
Core Curriculum Standards

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	9.4.12.C.(3).2 Analyze and summarize output process, including digital, film, directive platemaking, and cylinders, to build an understanding of delivery of printing products.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
Technology is used to access, manage, integrate, and disseminate information.	9.4.12.C.19 Employ technological tools to expedite workflow.

2009 NJCCCS   Technology
8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge
Strand(s): D. Digital Citizenship

Content Statement(s):	CPI # / CPI(s):
Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.

21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools		
Curriculum		
Unit Title: Traditional Darkroom vs, Digital Darkroom		**Unit #: 5**
Course or Grade Level: 12	**Length of Time: March- April**	
Pacing	30 days	
Essential Questions	- How does traditional photography differ from traditional photography? - What is a digital darkroom? - What role has digital photography played in the advancement of photojournalism? - What impact has the Adobe Photoshop program and others like it had on the consumer and professional photography markets? - How do you emulate traditional photo selective exposure techniques in the Adobe Photoshop program? - What are the various methods of manipulating prints/images in Photoshop? - What is the correct resolution for a scanned photographic? - How is the an image cropped to final size? - How is the tonal range of an image adjusted? - What are the various methods of color correcting an image? - How are areas of an image selected for manipulation/ - What are the steps involved in recreating missing portions of a photo? - How are photos turned into fine art simulations such as oil or watercolor paintings? - How has the Photoshop action feature enhanced image workflow time constraints?	
Content	- Digital Photography versus Traditional Photography - Digital Darkroom Techniques - Digital Dodging & Burning - Digital Photo Collage/Montage - Digital Hand coloring of a Black/White Image - Digital selective focus - Toolbox - Scanning/selecting proper resolution - Layers palette - Image modes - Color & tonal correction - Image repair/replacement - Layer modes - Unsharp mask/High Pass sharpening - RGB, CMYK color space - Selection tools - Quick mask mode - Saving selections - Channels - Cropping images - Increasing/decreasing image tonal range - Hue/Saturations Adjustments - Adjustment Layers & Layer Masks - Filters & painting effects - Actions	

Skills	- Demonstrate how to use the Photoshop program to simulate such traditional darkroom techniques as selective focus, dodging, burning and tone separation. - Create a Photo Collage/Montage. - Scan images using proper image resolution according to output needs. - Demonstrate the features in the adjustment layer palette. - Demonstrate how to save, alter, add and subtract from a layer selection. - Demonstrate how to use the quick mask feature in Photoshop. - Demonstrate how to adjust the hue and saturation of an image. - Demonstrate how to scan and alter a traditional photograph to simulate the following techniques- solarization, posterization, reticulation, bas-relief, distortion and photo collages/montages. - Demonstrate appropriate use of the tools in the program to repair damaged areas of an image. - Explain the function of each layer mode. - Demonstrate the painting capabilities of the Adobe Photoshop program - Demonstrate how to create and utilize an action.
Assessments	- Art quiz - Teacher Observation - Projects - Student Demonstration
Interventions / differentiated instruction	- Matching with Visuals - One-on-One Instruction with Teacher
Inter-disciplinary Connections	- Math - Language Arts
Lesson resources / Activities	- Photoshop Restoration & Retouching, © 2005 New Riders Publishing - Video: NAPP Instructional Videos - Projects - Software-Adobe CS 4 Creative Suite - Scanner - Digital & Traditional 35 MM Cameras - I-Mac Computers - Epson Stylus Photo R2400 Printer - Teacher Handouts

Pine Hill Public Schools
Core Curriculum Standards

2009 NJCCCS   VISUAL & PERFORMING ARTS

Standard: 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):	CPI # / CPI(s):
Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.	1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes

Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.	1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):	CPI # / CPI(s):
Content: How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
Content: Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Standard: 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

Strand(s): A. Aesthetic Responses

Content Statement(s):	CPI # / CPI(s):
Content: Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

Strand(s): B Critique Methodologies

Content Statement(s):	CPI # / CPI(s):
Content: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Content: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

2009 NJCCCS   21st CENTURY LIFE & CAREERS

Standard: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Strand(s): A. Critical Thinking and Problem Solving

Content Statement(s):	CPI # / CPI(s):
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.	

Strand(s): C. Career Preparation	

Content Statement(s):	**CPI # / CPI(s):**
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C. Assess and modify Personalized Student Learning Plans to support declared career goals.
	9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
	9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

2009 NJCCCS Career & Technical Education	

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.	

Strand(s): C. Arts, A/V Technology, & Communications Career Cluster	

Content Statement(s):	**CPI # / CPI(s):**
Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
*Roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment impact business operation. *Key organizational systems impact organizational performance and the quality of products and services. * Understanding the global context of 21st-century industries and careers impacts business operations	9.4.12.C.(3). Demonstrate knowledge of the printing process, including customer service and sales, scheduling, and quality control, to deliver products that meet customer needs and expectations.
	9.4.12.C.(3).2Analyze and summarize output process, including digital, film, directive platemaking, and cylinders, to build an understanding of delivery of printing products.
	9.4.12.C.(3).3 Examine the finishing and distribution operations related to printing to build an understanding of how to complete the printing process.

Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C.(6).2 Analyze how elements and principles are applied in a broad range of specific works of art.
	9.4.12.C.(6).3 Explain what and how specific works of art communicate meaning and how they are used as a means to express ideas.
Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.(6).4 Research careers and the qualifications they require to build an understanding of opportunities of the pathway.
	9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents.
	9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
Technology is used to access, manage, integrate, and disseminate information.	9.4.12.C.19 Employ technological tools to expedite workflow.
	9.4.12.C.21 Operate Internet applications to perform tasks.
	9.4.12.C.23 Operate presentation applications to prepare and deliver presentations.

2009 NJCCCS   Technology

8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge

Strand(s): D. Digital Citizenship

Content Statement(s):	**CPI # / CPI(s):**
Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.

21ˢᵗ Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
			21st Century Skills				
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools **Curriculum**		
Unit Title: Image Presentation/Matting/Senior Exhibit		**Unit #: 6**
Course or Grade Level: 12	**Length of Time: May**	
Pacing	20 days	
Essential Questions	• What are the 5 methods of Image presentation? • What are the advantages and disadvantages of each?	
Content	• Mounting Boards • Surface Mounting • Dry Mounting • Wet (Spray) Mounting • Window Matting • Framing	
Skills	• Mat or Mount artwork for the annual art exhibit	
Assessments	• Summary & Review Questions • Project	
Interventions / differentiated instruction	• Matching with Visuals • One-on-One Instruction with Teacher	
Inter-disciplinary Connections	• Language Arts • Math	
Lesson resources / Activities	• Projects • Software-Adobe CS 4 Creative Suite • Scanner • Digital & Traditional 35 MM Cameras • I-Mac Computers • Epson Stylus Photo R2400 Printer • Mat board • Mat Cutters • Teacher Handouts	
Pine Hill Public Schools **Core Curriculum Standards**		
2009 NJCCCS VISUAL & PERFORMING ARTS		
Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
Strand(s): D. Visual Art		
Content Statement(s):	**CPI # / CPI(s):**	

Content: How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
Content: Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Standard: 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

Strand(s): B Critique Methodologies

Content Statement(s):	CPI # / CPI(s):
Content: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Content: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

2009 NJCCCS   21st CENTURY LIFE & CAREERS

Standard: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Strand(s): A. Critical Thinking and Problem Solving

Content Statement(s):	CPI # / CPI(s):
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

2009 NJCCCS   Career & Technical Education

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Strand(s): C. Arts, A/V Technology, & Communications Career Cluster

Content Statement(s):	CPI # / CPI(s):
*Roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment impact business operation. *Key organizational systems impact organizational performance and the quality of products and services. * Understanding the global context of 21st-century industries and careers impacts business operations.	9.4.12.C.(3). Demonstrate knowledge of the printing process, including customer service and sales, scheduling, and quality control, to deliver products that meet customer needs and expectations.

Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C.(3).5 Employ processes required for the production of various printed products to build an understanding of print technologies.
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C.(6).3 Explain what and how specific works of art communicate meaning and how they are used as a means to express ideas.
Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
Technology is used to access, manage, integrate, and disseminate information.	9.4.12.C.19 Employ technological tools to expedite workflow.

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	21st Century Themes						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy

	21st Century Skills						
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum		
Unit Title: Media Exploration/Career Opportunities/DVD Portfolio Creation		**Unit #: 7**
Course or Grade Level: 12	**Length of Time: June**	
Pacing	5 days	
Essential Questions	- What are the five major career categories? - What is the difference between fine art and design careers? - What are the skills and responsibilities associated with specific art careers? - Why is it important to maintain a portfolio? (actual, dvd, or web based) - Why is it important to maintain a dignified persona when using social media? - How does one use social media to network? - How is an image converted from a PSD document to a JPEG? - What are actions? - How are batch action used to speed up task time?	
Content	5 Career Categories - Environmental design: Architecture, Interior Design, Display Design - Communications: Graphic Design, Illustration, Photography, Game Design - Product & Fashion Design: Industrial Design, Fashion design - Entertainment: Multi Media Design, Set Design, Costume Design - Cultural Enrichment: Teaching, Museum Careers - Sports Photography - Graphic Designer - Industrial Photographer - Publications/Media Photography - Portrait/Wedding Photography - PSD to JPEG Conversion - Actions	
Skills	- Research careers on the Internet. - Research educational requirements - Research colleges/technical institutions - Create a PowerPoint presentation from the research - Present the PowerPoint to the class. - Career awareness - Career Preparation - Portfolio - Social Media Literacy - Convert image files to task appropriate formats - Write an action to convert image file formats. - Create a digital portfolio.	
Assessments	- Teacher Observation - Project	
Interventions / differentiated instruction	- Matching with Visuals - One-on-One Instruction with Teacher	

Inter-disciplinary Connections	• History • Language Arts
Lesson resources / Activities	• Internet • Software • Career Videos • Guest Speakers

Pine Hill Public Schools
Core Curriculum Standards

2009 NJCCCS   21ˢᵗ CENTURY LIFE & CAREERS

Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Strand(s): C. Career Preparation

Content Statement(s):	CPI # / CPI(s):
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C. Assess and modify Personalized Student Learning Plans to support declared career goals.
	9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
	9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
	9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
	9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
	9.3.12.C.18 Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.21Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

2009 NJCCCS   Career & Technical Education

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Strand(s): C. Arts, A/V Technology, & Communications Career Cluster

Content Statement(s):	CPI # / CPI(s):
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C.(6).1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway.

2009 NJCCCS   Technology

8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge

Strand(s): D. Digital Citizenship

Content Statement(s):	CPI # / CPI(s):
Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.

21st Century Themes						
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy

21st Century Skills						
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills	