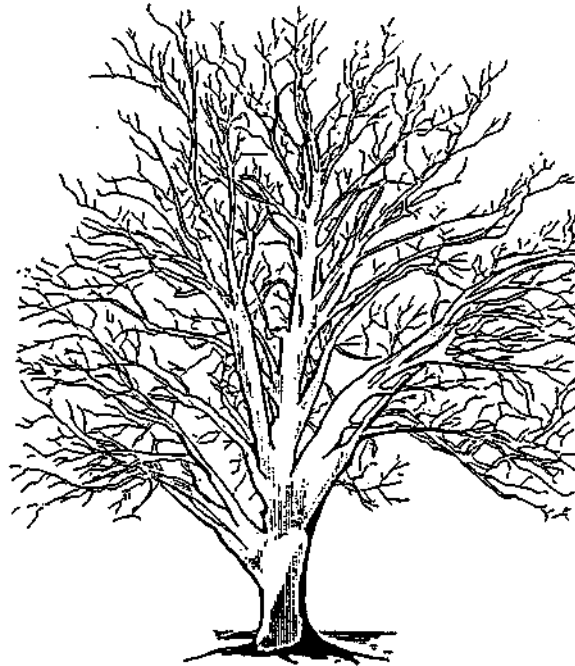


# **Monroe Township Schools**



## **Curriculum Management System**

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**Digital Photography**

**Grade 7**

**July 2007**

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

**Board Approved: August 2007**

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# **MONROE TOWNSHIP SCHOOL DISTRICT**

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## **Acknowledgments**

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Geri Manfre  
Gail Nemeth**

# **Monroe Township Schools**

## **Mission and Goals**

### **Mission**

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

### **Goals**

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

# **INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS**

## **Philosophy**

Art education is basic to an individual's perception and understanding of the world in which we live today. Creative learning enables students to interpret these perceptions in a visual and hands on form. Art Education teaches students to respect and appreciate their own interpretations and those of their peers. A sequential art program develops basic skills, encourages visual awareness and is fundamental to intellectual growth and creative self-expression.

A balanced and sequential art education program fosters the students' perception of both their real and imagined worlds. Structured course work includes knowledge of artists, art elements and principles of design. The art program enables each student to develop positive attitudes towards themselves, others and the environment through creative experiences. Problem solving and creative learning encourages and fosters the students' to relate visual knowledge to other core subjects and to respond with originality, appreciation, flexibility and imagination. The use and application of skills, processes and mediums encourages and encompasses self-expression, creative growth, discovery, and the realization of ideas. Assessment is made on individual achievement related to each student's stage of growth and development. The art program is essential to every student's development as a well-rounded, creative and productive human being.

## **Educational Goals**

The main objective of the class is to give students an introduction to the technical skills necessary to use computers, equipment and software as a means of visually communicating students' photographic and graphic design ideas. Hands-on projects will include digital photography basics, use of camera specifics, image capture, image manipulation, introduction to Adobe PhotoShop and its uses and solving basic and introductory graphic design problems

Seventh-grade students will be able to:

- Use digital cameras
- Adobe PhotoShop, laser printer and mobile laptops to explore the artistic potential of new imaging technology to solve problems.
- Learn how to plan and produce digital images that demonstrate an understanding of composition, lighting, color, visual impact as well as points of art history.

## **New Jersey State Department of Education Core Curriculum Content Standards**

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of the arts in education.

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

### **Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

#### **A. Knowledge**

1. Examine works of art that communicate significant cultural beliefs or set of values.
2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all arts areas.
3. Analyze how art is often defined by its originality.

#### **B. Skills**

1. Differentiate between the unique and common properties in all of the arts.
2. Distinguish among artistic styles, trends, and movements in various art forms.
3. Express how art is inspired by an individual's imagination.

4. Describe changes in meaning over time in the perception of a known work of art.

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

### **Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

#### **Visual Art**

1. Incorporate various art elements and principles in the creation of works of art.
2. Explore various media, technologies and processes in the production of two and three dimensional art.
3. Identify form, function, craftsmanship, and originality when creating a work of art.
4. Identify careers and lifelong opportunities for making art.

STANDARD 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

### **Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

#### **Visual Art**

1. Define the elements of art and principles of design that are evident in everyday life.
2. Apply the principles of design to interpret various masterworks of art.
3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.



STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

### **Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

#### **A. Knowledge**

1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
2. Compare artistic content among contrasting art works in the same domain.

#### **B. Skills**

1. Evaluate the judgment of others based on the process of critique.
2. Compare and contrast the technical proficiency of artists.

STANDARD 1.5 (History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

### **Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

#### **A. Knowledge**

1. Analyze how technological changes have influenced the development of the arts.
2. Examine how the social and political environment influences artists in various social/historical/political contexts.

#### **B. Skills**

1. Identify the common artistic elements that help define a given historical period.
2. Discuss how cultural influences add to the understanding of works of art.

# Digital Photography 7<sup>th</sup> Grade

## Scope and Sequence

8 Week Cycle Schedule	
<b>Big Idea Week One: Design Aesthetics</b> I. Introduction to Digital Photography / Elements and Principles of Design a) Introduction to Digital Photography Cycle b) Identify the Elements of Design c) Identify the Principles of Design	<b>Big Idea Week Two: Technology</b> II. Digital Photography a) Describe the basic parts and their functions of a film camera. b) Describe the basic parts and their functions of a digital camera. c) Students' participation with hands-on activities.
<b>Big Idea Week Three: Technology</b> III. Digital Photography a) Describe the differences between a film and a digital camera. b) Student exercise using digital camera c) Introduction to computer hardware, school network, personal folders and uploading procedures	<b>Big Idea Week Four: Visual Perspective</b> IV. Digital Image Composition a) Defining digital image composition b) Student exercise creating well composed digital image composition c) Digital images uploaded to student network folders
<b>Big Idea Week Five: Technology Literacy</b> V. Adobe PhotoShop Software a) PhotoShop Drop Down Menus b) PhotoShop Tool Box c) PhotoShop exposure levels d) PhotoShop saving practices with file extensions	<b>Big Idea Weeks Six - Eight: Technology Literacy</b> VI. Adobe PhotoShop Software a) Creating digital images b) Reinforcing PhotoShop skills

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Design Aesthetics</b>	
	Grade Level/Subject: 7 <sup>th</sup> Grade	Topic: Elements and Principles of Design	
	Digital Photography	<u>Goal 1:</u> The student will be able to understand the basic elements and principles of design as related to digital photography.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	1.1. Identify the Elements of Design (1.2, 1.3) 1.2. Identify the Principles of Design (1.2, 1.3)	<ul style="list-style-type: none"> <li>• <b>How do the Elements of Design influence photography?</b></li> <li>• <b>Are these Elements of Design essential to the final photograph?</b></li> <li>• <b>How do the Principles of Design influence photography?</b></li> <li>• <b>Are these Principles of Design essential to the final photograph?</b></li> <li>• <b>How do the Elements and Principles of Design work together?</b></li> </ul>	<p>Vocabulary Packet is distributed to each student which lists all the Elements and Principles of Design.</p> <p>Instructor reinforcement of the Elements and Principles of Design through the use of visuals. i.e.; famous artwork and photographs</p> <p>Elements and Principles of Design through group discussion and activities.</p> <p><b>Activity:</b> Students will assess specific photographs through group discussion identifying within the photograph the Elements and Principles of Design. In addition, students will write a critique that represents his/her personal feeling regarding the use of the specific elements within the artwork.</p> <p><b><u>Students will be evaluated by using the following rubric:</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrated a strong understanding of the elements and principles of design through class presentation.</li> <li>- Reinforce activity understanding through personal photo journals.</li> </ul>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Big Idea: Technology</b>	
	<b>Grade Level/Subject:</b> <b>7<sup>th</sup> Grade</b>	<b>Topic: Digital Photography</b>	
	<b>Digital Photography</b>	<b>Goal 2:</b> The student will be able to identify the differences between a film camera and a digital camera.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions</b> <b>Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	2.1. Describe the basic parts and their functions of a film camera (1.1, 1.2, 1.5) 2.2. Describe the basic parts and their functions of a digital camera (1.1, 1.2, 1.5) 2.3. Describe the differences between a film camera and a digital camera (1.1, 1.2, 1.5) 2.4. Operate and identify computer hardware (1.2) 2.5. Describe how digital images are saved and removed from digital camera's memory source (1.1, 1.2, 1.5)	<ul style="list-style-type: none"> <li>• <b>Do you feel that digital photography would be where it is today without film photography?</b></li> <li>• <b>Do you feel digital cameras play a more important role in recording history than film cameras?</b></li> <li>• <b>How has digital technology enhanced your life?</b></li> </ul>	<p>Class discussion and demonstration of the basic parts of a film camera.</p> <p>Students will label the basic parts of a camera using a handout while viewing the diagram on an overhead projector.</p> <p>Class discussion and demonstration of the basic parts of a digital camera.</p> <p>Students will label the basic parts of a camera using a handout while viewing the diagram on an overhead projector.</p> <p><b>Student hands-on use of a digital camera. Practical application.</b>  In small groups students will identify the parts and properly operate each as discussed in the teacher demonstration.</p> <p>Class discussion differentiating digital cameras from traditional film cameras and identifying the advantages and disadvantages of each  Students are introduced to basic operating procedures of computer hardware and methods of removing digital images  Students are assessed by class participation, knowledge of parts and functions of digital camera.</p>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Visual Perspective</b>	
	Grade Level/Subject: 7 <sup>th</sup> Grade	Topic: Digital Image Composition	
	Digital Photography	<u>Goal 3:</u> The student will be able to understand the aspects that affect the digital image composition.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.1. Understand what defines digital image composition (1.1, 1.3, 1.4)</p> <p>3.2. Apply the Elements and Principles of Design in the well composed digital image (1.1, 1.3, 1.4)</p>	<ul style="list-style-type: none"> <li>• <b>When viewing a digital image are you aware of how the composition influences the overall appearance?</b></li> <li>• <b>Does color and balance enhance a digital image composition?</b></li> <li>• <b>Is your digital image thought provoking?</b></li> </ul>	<p>- Class discussion defining digital image composition.</p> <p>- Students will use previously distributed handouts on the Elements and Principles of Design for discussion reference.</p> <p>- Students will compare and contrast digital images regarding photographic composition.</p> <p>- Students will choose found objects and incorporate them into a pleasing digital image composition which is critiqued by instructor, the students will then use digital camera to photograph their selected found objects. The students' digital images will be stored for the following lesson. Students' will be assessed by instructor observation, critique as well as self-assessment rubric:</p> <p><b><u>Rubric - Work Skills</u></b></p> <ul style="list-style-type: none"> <li>- Student demonstrates a strong understanding of Photoshop techniques in class work and exercises.</li> <li>- Student uses correct terminology associated with PhotoShop and lesson.</li> <li>- Student works quietly and concentrates each day of lesson.</li> <li>- Students were attentive, quiet and ready to listen when teacher was talking.</li> <li>- Students were prepared each day of lesson with notes and were always ready to work.</li> </ul>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Technology Literacy</b>	
	<b>Grade Level/Subject:</b> <b>7<sup>th</sup> Grade</b>	<b>Topic: Computer Literacy</b>	
	<b>Digital Photography</b>	<b>Goal 4:</b> The student will be able to refine and reinforce their computer skills previously learned.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions</b> <b>Sample Conceptual Understandings</b>	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	4.1. Demonstrate knowledge of the computer (1.2, 1.5) 4.2. Use and apply appropriate technology vocabulary (1.2, 1.5) 4.3. Use the keyboard applying proper technique (1.2, 1.5) 4.4. Use the mouse, keyboard or other input device to input and access data (1.2, 1.5) 4.5. Use a digital camera to input information (1.2, 1.5) 4.6. Merge documents and presentations (1.2, 1.5) 4.7. Understand the use of computer printers (1.2, 1.5) 4.8. Demonstrate knowledge of school network (1.2, 1.5) 4.9. Create student folders on school network (1.2, 1.5) 4.10. Upload digital images from the digital camera to their personal folders on the school network (1.2, 1.5) 4.11. Save and open files to and from specific places on the network (1.2, 1.5) 4.12. Create a document that utilizes advanced text-formatting and graphics (1.2, 1.5)	<ul style="list-style-type: none"> <li>• <b>Has computer literacy made you a more effective learner?</b></li> <li>• <b>What is the purpose of having a school network?</b></li> <li>• <b>What is the importance of good computer organizational skills?</b></li> </ul>	<p>Students will be required to take notes for all demonstrations.</p> <p><b>Instructor demonstrations:</b></p> <ul style="list-style-type: none"> <li>• Computer operations using proxima and laptop.</li> <li>• Computer printer.</li> <li>• Creating and deleting personal folders on school network.</li> <li>• Uploading digital images from the digital camera to the students' personal folder on the school network.</li> </ul> <p><b>Activity</b> Students will upload all digital photographs to the school network. Create files and folders.</p> <p><b><i>Due to the context of the coursework (in a working classroom) activities listed from this point on assume application and synthesis level work in the classroom setting.</i></b></p>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Technology Literacy</b>	
	Grade Level/Subject: 7 <sup>th</sup> Grade	Topic: Adobe PhotoShop Software	
	Digital Photography	<u>Goal 5:</u> The student will be able to demonstrate knowledge of PhotoShop Software.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	5.1. Demonstrate knowledge of PhotoShop drop-down menus (1.1, 1.2, 1.3, 1.4, 1.5) 5.2. Open selected digital images into PhotoShop (1.1, 1.2, 1.3, 1.4, 1.5) 5.3. Demonstrate knowledge of the PhotoShop tool box (1.1, 1.2, 1.3, 1.4, 1.5) 5.4. Demonstrate knowledge of basic color adjustments (1.1, 1.2, 1.3, 1.4, 1.5) 5.5. Demonstrate knowledge of proper saving practices and file extensions (1.1, 1.2, 1.3, 1.4, 1.5)	<ul style="list-style-type: none"> <li><b>Are computer software programs important to schools in order to have a higher level of learning?</b></li> </ul>	<p>Students are required to take notes on the following demonstrations...</p> <p>- Instructor demonstration of Photoshop drop-down menus. opening of digital images into PhotoShop, using and applying PhotoShop tool box, using basic color adjustments as well as proper saving practices and file extensions.</p> <p>Students will open selected photographs taken in the previous lesson of photograph composition and proceed to use and apply:</p> <ul style="list-style-type: none"> <li><b>Drop-down menus</b></li> <li><b>PhotoShop tools</b></li> <li><b>Color Corrections</b></li> <li><b>Cropping</b></li> <li><b>Re-sizing</b></li> <li><b>Re-naming files</b></li> <li><b>Saving with proper file extensions.</b></li> </ul> <p><b>Rubric - Work Skills</b></p> <ul style="list-style-type: none"> <li>Students demonstrate a strong understanding of Photoshop techniques in class work and exercises.</li> <li>Students use correct terminology associated with PhotoShop and lesson.</li> <li>Students work quietly and concentrated each day of lesson.</li> <li>Students are quiet and ready to listen when teacher is talking.</li> <li>Students are prepared each day of lesson with notes and are ready to work.</li> </ul>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Technology Literacy</b>	
	Grade Level/Subject: <b>7<sup>th</sup> Grade</b>	<b>Topic: Adobe PhotoShop Software and Digital Images</b>	
	<b>Digital Photography</b>	<b>Goal 6:</b> The student will be able to increase awareness of composition as well as use various new tools and drop-down menus in PhotoShop to produce an enhanced digital image.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	6.1. Upload and resize a digital image as well as resizing canvas using drop-down menus (1.1, 1.2, 1.3, 1.4, 1.5) 6.2. Change a color digital image to a black and white image (1.1, 1.2, 1.3, 1.4, 1.5) 6.3. Adjust brightness and contrast of a digital image using drop-down menus (1.1, 1.2, 1.3, 1.4, 1.5) 6.4. Create, move and delete layers using the layers palette (1.1, 1.2, 1.3, 1.4, 1.5) 6.5. Add text using selected tools and drop-down menus (1.1, 1.2, 1.3, 1.4, 1.5) <b>6.6.</b> Combine images from multiple files (1.1, 1.2, 1.3, 1.4, 1.5)	<ul style="list-style-type: none"> <li>• <b>Is a PhotoShop manipulated and enhanced digital image an honest representation?</b></li> </ul>	<p>Students are required to take notes on the following demonstrations.</p> <p><b>Instructor Demonstrations</b></p> <ul style="list-style-type: none"> <li>• Up-loading images</li> <li>• Resizing a digital image</li> <li>• Resizing canvas using drop-down menus</li> <li>• Changing images from color to BW</li> <li>• Adjust brightness and contrast</li> <li>• Using drop-down menus to create, move and delete layers</li> </ul> <p><b>Student Activity</b></p> <p>Students will practice resizing digital images in their selected folders on the school network, by changing color modes and by using the brightness/contrast menus to manipulate their digital images.</p> <p>Instructor demonstration of how to add text using selected tools and drop-down menus, as well as combining images from multiple files.</p> <p>Students will practice using and adding text to their images used in previous lesson as well as combining images from multiple files.</p> <p>Tutorial handouts reinforcing all the above demonstrations:</p> <ul style="list-style-type: none"> <li>• <b>PhotoShop Basics</b></li> <li>• <b>Brightness and Contrast</b></li> </ul>



Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Technology Literacy</b>	
	<u>Grade Level/Subject:</u> <b>7<sup>th</sup> Grade</b>	Topic: Adobe PhotoShop Software and Digital Images	
	<b>Digital Photography</b>	<u>Goal 6:</u> The student will be able to increase awareness of composition as well as use various new tools and drop-down menus in PhotoShop to produce an enhanced digital image.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> <li>• Layer Palette Basics</li> <li>• Cropping and Re-sizing</li> </ul> <p>Self Assessment Rubric: See following page</p>

## **DIGITAL PHOTOGRAPHY SELF ASSESSMENT RUBRIC**

- 5 Points - Excellent- Work is creative and original; all objectives were met to the fullest.
- 4 Points - Good- Work is well done, objectives were met.
- 3 Points - Average- Work is done with most objectives met.
- 2 Points - Fair- Work is incomplete with little attention to directions and techniques.
- 1 Point - Poor- little to no effort was put into following techniques, directions and objectives

### **Work Skills- 25 Total Points... (Each objective is worth up to 5 points each).**

- You demonstrated a strong understanding of Photoshop techniques in class work and exercises.
- You used correct terminology associated with PhotoShop and lesson.
- You worked quietly and concentrated each day of lesson.
- You were quiet and ready to listen when teacher was talking.
- You were prepared each day of lesson with your notes and were always ready to work.

### **Project- 50 Total Points... (Each objective is worth up to 5 points each).**

- You have an accurate representation of demonstrated lesson
- You have correctly transferred your digital image from digital camera to computer.
- You accurately placed your digital images in your "Digital Photography" folder on the network.
- The correct number of digital images are represented in your finished piece.
- The background is completely designed (colored) and shows interesting detail and texture.
- There is a good balance between background and subject.
- Colors specific to project were used.
- There is a good balance of colors throughout your final piece.
- There are no white spaces between each photograph and all are lined up neatly on one plane.
- You were creative in communicating your ideas in your finished project.

Project is handed in on-time - 25 Total Points... (Each school day late will result in 5 points off).

**Total:    /100**

**Comments:**

## **Digital Photography 7<sup>th</sup> Grade**

### **COURSE BENCHMARKS**

1. The student will be able to understand the basic elements and principles of design as related to digital photography.
2. The student will be able to identify the differences between a film camera and a digital camera.
3. The student will be able to understand the aspects that affect the photo composition.
4. The student's computer knowledge will be reinforced.
5. The student will be able to demonstrate knowledge of PhotoShop Software.
6. The student will be able to increase awareness of composition as well as use various new tools and drop-down menus in PhotoShop to produce an enhanced digital image.