## Curriculum Mapping Photography 2 Semester

		Seme	ster		
Unit/Days	Standard #	Standard	Resources	Vocabulary	Assessments
Unit 1/	H.1.1	Identify connections between major world events and societal	• DVD with clips	<ul> <li>Available Light</li> </ul>	•Students will develop and write down their own
18 days	PROFICIEN	issues and the ways artists have responded to these through	from famous films to	0 0	definition of "what is art." They will compare their
Intro, MacLab	Т	their work, reflecting a diversity of cultures and ethnicities.	show specific	Buffer Shot	definition to each other and the opinions of various
Rules, vocab			vocabulary terms	Camera Angle	critics and aestheticians.
pre, saftey,		Identify the knowledge and skills gained in art experiences that	Handouts	<ul> <li>Compositing</li> </ul>	•Erly of researched information that explains how an
experiements	H.1.6	transfer to daily life. (attention to detail)	Centerville Jr/Sr	Continuity	artist has related his work to major events or society
in the software	II.I.0	transfer to daily file. (attention to detail)	High Library	Cross-Cutting	around him or her. Presentation should include how
	PROFICIEN		• LearningConnection.	<ul> <li>Documentary</li> </ul>	the artist uses our vocabulary terms in their work.
1. Mini 1-	Т	Identify art and artifacts from major movements and time-	doe.in.gov	<ul> <li>Flashback</li> </ul>	<ul> <li>Students will communicate specific safety</li> </ul>
Video		periods and place them on a timeline.	<ul> <li>Example Images</li> </ul>	Head Room	procedures and concerns.
Timeline			from Internet	Linear Continuity	•Storyboards
<ol><li>Project 1-</li></ol>	H.2.3	Reflect on and discuss the personal significance of a work of	File on Computer	Narration	Teacher Observation
Documentar	PROFICIEN	art and compare with the significance found by peers. critics,	called "3.	• Pan	<ul> <li>Participation in classroom activities</li> </ul>
y Style	Т	and aestheticians.	Photography"	Point of View	•Written Critiques on Youtube
Interview	-		Teacher Lecture	Rule of Thirds	•Grading Rubric for Mini 1: Video Timeline
called	H.5.1	Identify subtle problems in works of art, form theories about	Teacher	Shoot	•Grading Rubric for Project 1
"Remember	PROFICIEN	these works, and evaluate alternative hypotheses.	Demonstration	<ul> <li>Storyboard</li> </ul>	•Students will upload finished projects to the class
": Record		these works, and evaluate alternative hypotheses.	• Video: Digital	Visual Literacy	youtube page
someone of	Т		Communiction &	Voice-Over	•Students create or add to their existing google site,
a generation		Engage in philosophical inquiry into the nature of art or	Production Book	• Magic Hour	to include examples of their work in class.
older han		aesthetic issues independently or with others.	and Workbook	• Screenplay	•Student websites will be checked for accuracy, see
you telling a			Photography,	Ken Burns Effect	if they are up to date, and ensure the quality of work
true story.	PROFICIEN	Examine and establish criteria for judging excellence in work	London, Upton,		is sufficient. All finished projects should be
You will	Т	and revise and refine work through analysis, synthesis, peer	Kobre, Brill		uploaded and portfolio quality.
recreate it in		critique, and self-evaluation, utilizing established criteria for	Grading Rubric		•Students will record their "self-critique" to link to
a cinematic	H.5.3	the purpose of creating portfolio level work.	• Video examples on		their webpage with either iMovie or Garageband or
way using	PROFICIEN		the internet		any other web app they prefer. They should discuss
their voice	T	Demonstrate respect for personal work and the work of others	• Filmfights.com		their thought process for choosing the images, the
as the	1	Demonstrate respect for personal work and the work of others	• Youtube.com		elements and principles they incorporated, their
narrator.	H.6.5	Eveluate the effectiveness of elements and minimized in second	Google Apps     Erly		feelings towards their final design, and the most valuable lesson they learned (could be a technique,
(Parents,		Evaluate the effectiveness of elements and principles in works	• Elly		
teachers, grandparent	PROFICIEN	of art and use this evaluation to inform personal work.			design concept, or self awareness)
s, etc all	Т				(Grades will include:)
have great		Analyze characteristics of visual arts within a particular			1. Vocabulary Pre-Test
stories)		historical period or style with similar ideas, issues, or themes			2. Erly Presentation (may be emailed or presented)
stories)		in other disciplines and demonstrate enhanced understandings			3. All videos will be graded on the following:
	H.6.6	of the historical period.			i.Storyboard clearly defined before starting
	PROFICIEN				ii.Originality (dub sound, costumes, set design,
	Т				script, concept)
	1				iii.Complexity (Layered video, layered audio,
	H.7.1				Livetype, Soundtrack, Filters, Transitions, tricky
					camera work, etc)
	PROFICIEN				iv.Control of the Image (Shots, angles, steady
	Т				image, composition and design, proximity,
					lighting, sound is even)
	H.8.1				v.Exported as an MPEG-4 Video and uploaded to
	PROFICIEN				the class website
	Т				3. Mini Project 1: Video Timeline
					4. Video Project 1: "Remember"
					5. Uploads to class youtube account
					6. Uploads to student's personal website
					7. Video Self-Critiques uploaded to website
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Unit 2/	H.1.2	Identify function in artwork and how it relates to the history,	•DVD with clips	Available Light	•Students will redefine "what is art." They will
18 Days	PROFICIEN	aesthetics, and culture of a work	from famous films to	Background Light	compare their definition to each other and the
1. Mini 2-	Т		show specific vocabulary terms	•Buffer Shot •Camera Angle	opinions of various critics and aestheticians. •Storyboards
DVD Terms		Identify iconography in an artist's work or a body of work and	•Handouts	•Compositing	•Teacher Observation
Video	H.1.3	analyze the meaning	•Centerville Jr/Sr	•Continuity	•Participation in classroom activities
2. Project 2-	PROFICIEN T	Identify criteria of professional portfolios for art school and	High Library	•Cross-Cutting	•Written Critiques on Youtube
Visually interpret a	1	reflect on strengths of own art portfolio.	•LearningConnection. doe.in.gov	•Documentary •Flashback	•Grading Rubric for Mini 2: DVD Terms Video Students will choose a specific amount of terms to
interpret a poem or a	H.1.5	reneet on strengths of own art portiono.	•Example Images	•Head Room	film and edit. It is their own version of the video
word	PROFICIEN	Identify the knowledge and skills gained in art experiences that	from Internet	Linear Continuity	shown in Photo 1, with only footage they have
through a 2	Т	transfer to daily life. (attention to detail)	<ul> <li>File on Computer</li> </ul>	Narration	filmed and edited.
minute video			called "3. Photography"	•Pan •Point of View	•Grading Rubric for Project 2: visually Interpret a Poem or Word; students must obey copyright laws
video	H.1.6	Analyze the effective use of symbols, elements, principles, and	• Teacher Lecture	•Rule of Thirds	by choosing a poem of 250 words or less that exists
		media in works of art, using appropriate terminology.	•Teacher	•Shoot	on two pages or less or 250 words from a longer
	Т	Identify and apply theories of art when making informed	Demonstration	<ul> <li>Storyboard</li> </ul>	poem.
	H.3.1	Identify and apply theories of art when making informed judgments about works of art.	•Video: Digital	Visual Literacy	•Students will upload finished projects to the class
	PROFICIEN	Judgments about works of art.	Communication & Production Book	Voice-Over     Magic Hour	<ul><li>youtube page</li><li>Students create or add to their existing google site,</li></ul>
	T	Listen to and read alternative responses to works of art from	and Workbook	•Screenplay	to include examples of their work in class.
		peers, artists, and philosophers.	<ul> <li>Photography,</li> </ul>	•Ken Burns Effect	•Student websites will be checked for accuracy, see
	H. 4.1		London, Upton,		if they are up to date, and ensure the quality of work
	PROFICIEN	Engage in critical reading, writing, and discourse to improve	Kobre, Brill • Grading Rubric		is sufficient. All finished projects should be uploaded and portfolio quality.
	Т	understanding of own work and that of others.	•Video examples on		•Students will record their "self-critique" to link to
	H.4.2	Reflect on and discuss the personal significance of a work of	the internet		their webpage with either iMovie or Garageband or
	PROFICIEN	art and compare with the significance found by peers. critics,	•Filmfights.com		any other web app they prefer. They should discuss
	T	and aestheticians.	Youtube.com     Google Apps		their thought process for choosing the images, the elements and principles they incorporated, their
	1		•Fotobabble		feelings towards their final design, and the most
	H.4.4	Engage in philosophical inquiry into the nature of art or	• <u>http://</u>		valuable lesson they learned (could be a technique,
	PROFICIEN	aesthetic issues independently or with others.	www.umuc.edu/		design concept, or self awareness)
	Т		library/libhow/ copyright.cfm		•Students will each choose one famous videographer/director/filmaker to research. They
		Demonstrate skill in perception from real life (not photographs	<u>copyright.cim</u>		will turn their research into a fotobabble explaining
	H.5.1	or flat imagery) to present convincing, accurately rendered			why the artist was important or significant, and
	PROFICIEN T	objects or subject matter.			explain what camera or editing techniques they
	1	Make informed choices about specific subject matter or			utilized and want to incorporate in their own videos.
		concepts and defend those choices when given a range of			(Grades will include:)
	H.5.3	objects or spaces.			1. Fotobabble of a famous video artist
	PROFICIEN				2. All videos will be graded on the following:
	Т	Identify the origin, function, and meaning of symbols and			i.Storyboard clearly defined before starting ii.Originality (dub sound, costumes, set design,
		metaphors used in			script, concept)
	H.6.1 PROFICIEN	personal work.			iii. Complexity (Layered video, layered audio,
	T	Demonstrate thoughtful revision and refinement of original			Livetype, Soundtrack, Filters, Transitions, tricky
	1	work based upon reflection, critique, practice, and research			camera work, etc) iv.Control of the Image (Shots, angles, steady
					image, composition and design, proximity,
	H.6.2	Examine and establish criteria for judging excellence in work			lighting, sound is even)
	PROFICIEN	and revise and refine work through analysis, synthesis, peer			v.Exported as an MPEG-4 Video and uploaded to the class website
	Т	critique, and self-evaluation, utilizing established criteria for			3. Mini Project 2: DVD Terms Video
	11 ( 2	the purpose of creating portfolio level work.			4. Video Project 2: Visual interpretation of word/
	H.6.3 PROFICIEN	Demonstrate respect for personal work and the work of others			poem
	T	Demonstrate respect for personal work and the work of others			<ul><li>5. Uploads to class youtube account</li><li>6. Uploads to student's personal website</li></ul>
	1				7. Video Self-Critiques uploaded to website
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Unit 3/	H.1.4	Identify connections between visual arts education and	•DVD with clips	Available Light	•Students will redefine "what is art." They will
18 Days	PROFICIEN	potential job offerings in the community and beyond.	from famous films to	Background Light	compare their definition to each other and the
1. Mini 3- Two	Т	, ,	show specific	•Buffer Shot	opinions of various critics and aestheticians.
sides of a			vocabulary terms	•Camera Angle	••Gloster about how to create a new screen reality,
door 2 Project 3		Identify criteria of professional portfolios for art school and	•Handouts	•Compositing	and examples of films in which it was used.
<ol> <li>Project 3- Misguided;</li> </ol>	H.1.5	reflect on strengths of own art portfolio.	•Centerville Jr/Sr High Library	•Continuity •Cross-Cutting	•Storyboards •Teacher Observation
A person is	PROFICIEN		•LearningConnection.	•Documentary	Participation in classroom activities
given	Т	Identify the knowledge and skills gained in art experiences that	doe.in.gov	•Flashback	•Written Critiques on Youtube
instructions		transfer to daily life. (attention to detail)	<ul> <li>Example Images</li> </ul>	<ul> <li>Head Room</li> </ul>	•Grading Rubric for Mini 3: Two sides of a door;
which he	H.1.6		from Internet	Linear Continuity	showing how several real-world space can be
misinterpret	PROFICIEN	Know the responsibilities of and the need for individual art	•File on Computer	Narration	brought together on screen to form a single screen-
s! You Show the	Т	patrons in the community.	called "3. Photography"	•Pan •Point of View	world •Grading Rubric for Project 3: Misguided; A person
consequenc			Teacher Lecture	•Rule of Thirds	is given instructions which he misinterprets! You
es!	H.1.8	Analyze impact of the arts community and culture on local,	•Teacher	•Shoot	Show the consequences!
or	PROFICIEN	state, and national economies.	Demonstration	<ul> <li>Storyboard</li> </ul>	•Grading rubric on Misconception: You enter a new
3.	Т	Identify and annihild contract of the second in factors of	•Video: Digital	Visual Literacy	situation, but your preconceived notions are totally
Misconcepti	11.1.0	Identify and apply theories of art when making informed	Communiction &	•Voice-Over	wrong.
on: You	H.1.9 PROFICIEN	judgments about works of art.	Production Book and Workbook	Magic Hour     Screenplay	•Grading rubric on Revenge: Someone has wronged you, and it is time for revenge! Your lead character
enter a new situation,	T	Listen to and read alternative responses to works of art from	•Photography,	•Ken Burns Effect	must choose action, or mercy at the end of the film.
but your	1	peers, artists, and	London, Upton,		•Students will upload finished projects to the class
preconceive	H.4.1	philosophers.	Kobre, Brill		youtube page
d notions	PROFICEIN	philosophers.	Grading Rubric		•Students create or add to their existing google site,
are totally	T	Reflect on and discuss the personal significance of a work of	•Video examples on		to include examples of their work in class.
wrong.	-	art and compare with the significance found by peers. critics,	•Filmfights.com		•Student websites will be checked for accuracy, see if they are up to date, and ensure the quality of work
or 4. Revenge:	H.4.2	and aestheticians.	•Youtube.com		is sufficient. All finished projects should be
Someone	PROFICIEN		•Google Apps		uploaded and portfolio quality.
has wronged	Т	Identify subtle problems in works of art, form theories about	•Glogster		•Students will record their "self-critique" to link to
you, and it		these works, and evaluate alternative hypotheses.			their webpage with either iMovie or Garageband or
is time for					any other web app they prefer. They should discuss
revenge! Your lead	H.5.1	Engage in philosophical inquiry into the nature of art or			their thought process for choosing the images, the elements and principles they incorporated, their
character	PROFICIEN	aesthetic issues independently or with others.			feelings towards their final design, and the most
must choose	Т				valuable lesson they learned (could be a technique,
action, or		Make informed choices about specific subject matter or			design concept, or self awareness)
mercy at the	11.5.0	concepts and defend those choices when given a range of			
end of the	H.5.2	objects or spaces.			(Grades will include:)
film.	PROFICIEN	Demonstrate the use http:// recuision and refinement of an initial			1. Glogster about altering real world spaces to create new screen realities
	Т	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			2. All videos will be graded on the following:
	H.5.3	work based upon reflection, critique, practice, and research			i.Storyboard clearly defined before starting
	PROFICIEN	Examine and establish criteria for judging excellence in work			ii.Originality (dub sound, costumes, set design,
	T	and revise and refine work through analysis, synthesis, peer			script, concept)
		critique, and self-evaluation, utilizing established criteria for			iii.Complexity (Layered video, layered audio,
	H.6.2	the purpose of creating portfolio level work.			Livetype, Soundtrack, Filters, Transitions, tricky camera work, etc)
	PROFICIEN				iv.Control of the Image (Shots, angles, steady
	Т	Demonstrate respect for personal work and the work of others			image, composition and design, proximity,
					lighting, sound is even)
	H.6.4				v.Exported as an MPEG-4 Video and uploaded to
	PROFICIEN				the class website 3. Mini Project 3: Two sides of a door
	Т				4. Video Project 3: Misguided
					5. Uploads to class youtube account
	H.6.5				6. Uploads to student's personal website
	PROFICIEN				7. Video Self-Critiques uploaded to website
	Т				

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Unit 4/	H.1.5	Identify criteria of professional portfolios for art school and	•DVD with clips from famous films to	• Available Light	•Students will redefine "what is art." They will compare their definition to each other and the
18 days 1. Mini 4- 30	PROFICIEN	reflect on strengths of own art portfolio.	show specific	•Buffer Shot	opinions of various critics and aestheticians.
second	Т		vocabulary terms	•Camera Angle	•Storyboards
Centerville		Identify the knowledge and skills gained in art experiences that	•Handouts	•Compositing	•Teacher Observation
Commercial	H.1.6	transfer to daily life. (attention to detail)	•Centerville Jr/Sr	•Continuity	Participation in classroom activities
2. Project 4-	PROFICIEN		High Library	•Cross-Cutting	•Written Critiques on Youtube
Public	Т	Reflect on and discuss the personal significance of a work of	•LearningConnection.	•Documentary	•Grading Rubric for Mini 4: 30 second Centerville
Service		art and compare with the significance found by peers. critics,	doe.in.gov	•Flashback	Commercial; must be positive, could be for tv or
	H.5.1	and aestheticians.	•Example Images	•Head Room	radio
ent	PROFICIEN		from Internet	Linear Continuity	•Grading Rubric for Project 4
3. Guest	Т	Identify subtle problems in works of art, form theories about	•File on Computer	Narration	•Students will upload finished projects to the class
speaker or	1		called "3.	•Pan	youtube page
field trip to		these works, and evaluate alternative hypotheses.	Photography"	•Point of View	•Students create or add to their existing google site,
a local			•Teacher Lecture	•Rule of Thirds	to include examples of their work in class.
broadcastin	H.5.2	Make informed choices about specific subject matter or	•Teacher	•Shoot	•Student websites will be checked for accuracy, see
g studio,	PROFICIEN	concepts and defend those choices when given a range of	Demonstration	• Storyboard	if they are up to date, and ensure the quality of work
Richmond	Т	objects or spaces.	•Video: Digital	Visual Literacy	is sufficient. All finished projects should be
Art			Communiction &	Voice-Over	uploaded and portfolio quality.
	H.6.2	Demonstrate thoughtful revision and refinement of original	Production Book	<ul> <li>Magic Hour</li> </ul>	•Students will record their "self-critique" to link to
Kicks 96	PROFICIEN	work based upon reflection, critique, practice, and research	and Workbook	<ul> <li>Screenplay</li> </ul>	their webpage with either iMovie or Garageband or
radio station	Т	nom oused upon reneeding, entique, praenee, and research	<ul> <li>Photography,</li> </ul>	•Ken Burns Effect	any other web app they prefer. They should discuss
	1	Examine and establish criteria for judging excellence in work	London, Upton,		their thought process for choosing the images, the
	H.6.4	and revise and refine work through analysis, synthesis, peer	Kobre, Brill		elements and principles they incorporated, their
		and revise and refine work unough analysis, synthesis, peer	<ul> <li>Grading Rubric</li> </ul>		feelings towards their final design, and the most
	PROFICIEN	critique, and self-evaluation, utilizing established criteria for	• Video examples on		valuable lesson they learned (could be a technique,
	Т	the purpose of creating portfolio level work.	the internet		design concept, or self awareness)
			<ul> <li>Filmfights.com</li> </ul>		•Prezi that uses text, images, and video to discuss
	H.6.5	Demonstrate respect for personal work and the work of others	• Youtube.com		the topics discussed with the guest speaker or the
	PROFICIEN		Google Apps		field trip.
	Т		•Kicks 96		
			•Prezi		(Grades will include:)
			<ul> <li>Guest speaker in</li> </ul>		1. Prezi about field trip topics
	H.6.6		Video/ Film		2. All videos will be graded on the following:
			<ul> <li>Local Broadcasting</li> </ul>		i.Storyboard clearly defined before starting
	PROFICIEN		station		ii.Originality (dub sound, costumes, set design,
	Т		<ul> <li>Richmond Art</li> </ul>		script, concept)
			Museum		iii. Complexity (Layered video, layered audio,
					Livetype, Soundtrack, Filters, Transitions, tricky
					camera work, etc)
					iv Control of the Image (Shots, angles, steady
					image, composition and design, proximity,
					lighting, sound is even)
					v.Exported as an MPEG-4 Video and uploaded to
					the class website
					3. Mini Project 4: 30 second Centerville
					Commercial
					4. Video Project 4: PSA
					5. Uploads to class youtube account
					6. Uploads to student's personal website
					7. Video Self-Critiques uploaded to website

<ul> <li>the past)</li> <li>Lightsaber (30 second film where a lightsaber is used in a way besides fighting. Imagine if they were as common as scissors)</li> <li>Alone (Your character is all alone in the world. How will they cope, where do they go, what do they do now?)</li> <li>Urban Legend: Retell an urban legend with your own twist</li> <li>The Intro: Make a 2 minute intro to a film. like the openning scene in a tv series.</li> <li>Possesed (A</li> </ul>	H.1.5 PROFICIEN T H.1.6 PROFICIEN T H.4.2 PROFICIEN T H.5.1 PROFICIEN T H.5.2 PROFICIEN T H.6.2 PROFICIEN T H.6.4 PROFICIEN T H.6.5 PROFICIEN T H.6.6 PROFICIEN T	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio. Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail) Listen to and read alternative responses to works of art from peers, artists, and philosophers. Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians. Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses. Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces. Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work. Demonstrate respect for personal work and the work of others	<ul> <li>DVD with clips from famous films to show specific vocabulary terms</li> <li>Handouts</li> <li>Centerville Jr/Sr High Library</li> <li>LearningConnection. doe.in.gov</li> <li>Example Images from Internet</li> <li>File on Computer called "3. Photography"</li> <li>Teacher Lecture</li> <li>Teacher Lecture</li> <li>Teacher Lecture</li> <li>Teacher Demonstration</li> <li>Video: Digital Communiction &amp; Production Book and Workbook</li> <li>Photography, London, Upton, Kobre, Brill</li> <li>Grading Rubric</li> <li>Video examples on the internet</li> <li>Filmfights.com</li> <li>Youtube.com</li> <li>Google Apps</li> <li>Word Processing software or application</li> </ul>	<ul> <li>Available Light</li> <li>Background Light</li> <li>Buffer Shot</li> <li>Camera Angle</li> <li>Compositing</li> <li>Continuity</li> <li>Cross-Cutting</li> <li>Documentary</li> <li>Flashback</li> <li>Head Room</li> <li>Linear Continuity</li> <li>Narration</li> <li>Pan</li> <li>Point of View</li> <li>Rule of Thirds</li> <li>Shoot</li> <li>Storyboard</li> <li>Visual Literacy</li> <li>Voice-Over</li> <li>Magic Hour</li> <li>Screenplay</li> <li>Ken Burns Effect</li> </ul>	<ul> <li>Students will redefine "what is art." They will compare their definition to each other and the opinions of various critics and aestheticians.</li> <li>Storyboards</li> <li>Teacher Observation</li> <li>Participation in classroom activities</li> <li>Written Critiques on Youtube</li> <li>Grading Rubric for Project 5</li> <li>Students will upload finished projects to the class youtube page</li> <li>Students create or add to their existing google site, to include examples of their work in class.</li> <li>Students create or add to their existing google site, to include examples of their work in class.</li> <li>Student websites will be checked for accuracy, see if they are up to date, and ensure the quality of work is sufficient. All finished projects should be uploaded and portfolio quality.</li> <li>Students will record their "self-critique" to link to their webpage with either iMovie or Garageband or any other web app they prefer. They should discuss their thought process for choosing the images, the elements and principles they incorporated, their freelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness)</li> <li>Process Research Paper over famous video artist who uses specific video editing processes in their art.</li> <li>(Grades will include:)</li> <li>Process Research Paper</li> <li>Vocabulary Post-Test</li> <li>All videos will be graded on the following: <ul> <li>i.Storyboard clearly defined before starting</li> <li>ii.Originality (dub sound, costumes, set design, script, concept)</li> <li>iii.Complexity (Layered video, layered audio, Livetype, Soundtrack, Filters, Transitions, tricky camera work, etc)</li> <li>iv.Control of the Image (Shots, angles, steady image, composition and design, proximity, lighting, sound is even)</li> <li>v.Exported as an MPEG-4 Video and uploaded to the class website</li> </ul> </li> <li>Mini Project 5: Endless Staircase</li> <li>Video Self-Critiques uploaded to website</li> </ul>
series.					

Unit 6/	H.1.1	Identify criteria of professional portfolios for art school and	•DVD with clips	Available Light	•Storyboards
Semester				Background Light	Teacher Observation
Semester	PROFICIEN	reflect on strengths of own art portfolio.	show specific	•Buffer Shot	Participation in classroom activities
1. Film Fights	T		vocabulary terms	•Camera Angle	•Written Critiques on Youtube
Video		Identify and apply theories of art when making informed	•Handouts	•Compositing	•Grading Rubric for Film Fights Video:
2. Contributio	H.4.1	judgments about works of art.	•Centerville Jr/Sr	•Continuity	Heavyweight=30 / 30 points
	PROFICIEN				
n to the	Т	Listen to and read alternative responses to works of art from	High Library	•Cross-Cutting	Middleweight= $26 / 30$ points
google Presentation	-	peers, artists, and	•LearningConnection. doe.in.gov	•Documentary •Flashback	Lightweight= 23 / 30 points
	11.4.2	philosophers.		•Head Room	Not meeting requirements= $15 / 30$ points
of possible	H.4.2	piniosophers.	•Example Images	•Linear Continuity	Incomplete = $0/30$ points
career paths	PROFICIEN		from Internet	, , , , , , , , , , , , , , , , , , , ,	•Students will upload finished projects to the class
involving	Т	Identify subtle problems in works of art, form theories about	•File on Computer	Narration	youtube page
film, video,		these works, and evaluate alternative hypotheses.	called "3.	•Pan	•Students create or add to their existing google site,
or editing			Photography"	•Point of View	to include examples of their work in class.
	H.5.2	Make informed choices about specific subject matter or	•Teacher Lecture	•Rule of Thirds	•Student websites will be checked for accuracy, see
	PROFICIEN	concepts and defend those choices when given a range of	•Teacher	•Shoot	if they are up to date, and ensure the quality of work
	T	objects or spaces.	Demonstration	Storyboard	is sufficient. All finished projects should be
	1	objects of spaces.	•Video: Digital	•Visual Literacy	uploaded and portfolio quality.
	11.60		Communiction &	•Voice-Over	•Students will record their "self-critique" to link to
	H.6.2	Demonstrate thoughtful revision and refinement of original	Production Book	•Magic Hour	their webpage with either iMovie or Garageband or
	PROFICIEN	work based upon reflection, critique, practice, and research	and Workbook	•Screenplay	any other web app they prefer. They should discuss
	T		<ul> <li>Photography,</li> </ul>	<ul> <li>Ken Burns Effect</li> </ul>	their thought process for choosing the images, the
		Examine and establish criteria for judging excellence in work	London, Upton,		elements and principles they incorporated, their
	H.6.4	and revise and refine work through analysis, synthesis, peer	Kobre, Brill		feelings towards their final design, and the most
	PROFICIEN	critique, and self-evaluation, utilizing established criteria for	<ul> <li>Grading Rubric</li> </ul>		valuable lesson they learned (could be a technique,
	T	the purpose of creating portfolio level work.	<ul> <li>Video examples on</li> </ul>		design concept, or self awareness)
	1	the purpose of creating portiono level work.	the internet		
			<ul> <li>Filmfights.com</li> </ul>		(Grades will include:)
	H.6.5	Demonstrate respect for personal work and the work of others	•Youtube.com		1. Paricipation on the Google Presentation about
	PROFICIEN		<ul> <li>Google Apps</li> </ul>		careers in video
	T		<ul> <li>Google presentation</li> </ul>		2. All videos will be graded on the following:
					i.Storyboard clearly defined before starting
					ii.Originality (dub sound, costumes, set design,
	H.6.6				script, concept)
	PROFICIEN				iii. Complexity (Layered video, layered audio,
					Livetype, Soundtrack, Filters, Transitions, tricky
	Т				camera work, etc)
					iv Control of the Image (Shots, angles, steady
					image, composition and design, proximity,
					lighting, sound is even)
					v.Exported as an MPEG-4 Video and uploaded to
					the class website
					6. Filmfights video submission
					7. Uploads to class youtube account
					8. Uploads to student's personal website
					9. Video Self-Critiques uploaded to website
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Unit 7/ Semester	H.1.5 PROFICIEN	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	•DVD with clips from famous films to	•Available Light •Background Light	•Storyboards •Teacher Observation
Semester	T	Tenect on strengths of own art portiono.	show specific	•Buffer Shot	Participation in classroom activities
1. Phantoscope	1	Critique art experienced at local and state museums, exhibits,	vocabulary terms	Camera Angle	•Written Critiques on Youtube
Film Festival	H.1.7	movie theaters, other arts-related establishments, public art,	•Handouts	•Compositing	Participation in Phantoscope Film Festival
	PROFICIEN	and digital resources, then analyze the effect of these	•Centerville Jr/Sr	•Continuity	No Video for Phantoscope= 0 pts
	Т	experiences upon daily life.	High Library	•Cross-Cutting	Video Created for Phantoscope=10 pts Video Submitted to Phantoscope=15 pts
	-	enperiences upon aung me.	•LearningConnection. doe.in.gov	•Documentary •Flashback	Video Submitted to Phantoscope= 15 pts Video Accepted into Phantoscope= 20 pts
		Know the responsibilities of and the need for individual art	•Example Images	•Head Room	Win anything at Phantoscope + 10 points
		patrons in the community.	from Internet	•Linear Continuity	•Students will upload finished projects to the class
	H.1.8	F	•File on Computer	Narration	youtube page
	PROFICIEN	Identify and apply theories of art when making informed	called "3.	•Pan	•Students create or add to their existing google site,
	Т	judgments about works of art.	Photography"	Point of View	to include examples of their work in class.
			•Teacher Lecture	•Rule of Thirds	•Student websites will be checked for accuracy, see
	H.4.1	Listen to and read alternative responses to works of art from	•Teacher	•Shoot	if they are up to date, and ensure the quality of work
	PROFICIEN	peers, artists, and	•Video: Digital	•Storyboard •Visual Literacy	is sufficient. All finished projects should be uploaded and portfolio quality.
	T	philosophers.	Communication &	• Visual Literacy • Voice-Over	•Students will record their "self-critique" to link to
		r ···r ····	Production Book	• Magic Hour	their webpage with either iMovie or Garageband or
	H.4.2	Engage in critical reading, writing, and discourse to improve	and Workbook	•Screenplay	any other web app they prefer. They should discuss
	PROFICIEN	understanding of own work and that of others.	•Photography,	•Ken Burns Effect	their thought process for choosing the images, the
	T		London, Upton,		elements and principles they incorporated, their
	-	Reflect on and discuss the personal significance of a work of	Kobre, Brill		feelings towards their final design, and the most
		art and compare with the significance found by peers. critics,	Grading Rubric		valuable lesson they learned (could be a technique,
	H.4.4	and aestheticians.	•Video examples on		design concept, or self awareness)
	PROFICIEN		•Filmfights.com		(Grades will include:)
	Т	Identify subtle problems in works of art, form theories about	•Youtube.com		1. Paricipation on the Google Presentation about
	-	these works, and evaluate alternative hypotheses.	•Google Apps		careers in video
	H.5.1	these works, and evaluate alternative hypotheses.	•Google presentation		2. All videos will be graded on the following:
	PROFICIEN	Engage in philosophical inquiry into the nature of art or	•Richmond Art		i.Storyboard clearly defined before starting
	T	aesthetic issues independently or with others.	Museum		ii.Originality (dub sound, costumes, set design,
	-	destricte issues independently of white others.	<ul> <li>Phantoscope Film</li> </ul>		script, concept)
		Demonstrate skill in perception from real life (not photographs	Festival		iii. Complexity (Layered video, layered audio,
	H.5.2	or flat imagery) to present convincing, accurately rendered			Livetype, Soundtrack, Filters, Transitions, tricky
	PROFICIEN	objects or subject matter.			camera work, etc)
	T				iv.Control of the Image (Shots, angles, steady image, composition and design, proximity,
	1	Make informed choices about specific subject matter or			lighting, sound is even)
	H.5.3	concepts and defend those choices when given a range of			v.Exported as an MPEG-4 Video and uploaded to
	PROFICIEN	objects or spaces.			the class website
	T	objects of spaces.			6. Phantoscope video submission
	1	Demonstrate thoughtful revision and refinement of original			7. Uploads to class youtube account
	H.6.1	work based upon reflection, critique, practice, and research			8. Uploads to student's personal website
	PROFICIEN	and based upon remeetion, entique, practice, and research			9. Video Self-Critiques uploaded to website
	T	Examine and establish criteria for judging excellence in work			
	-	and revise and refine work through analysis, synthesis, peer			
		critique, and self-evaluation, utilizing established criteria for			
	H.6.2	the purpose of creating portfolio level work.			
	PROFICIEN	purpose of crowing portion level work.			
	Т	Demonstrate respect for personal work and the work of others			
	H.6.4	Create artworks that demonstrate skill and understanding of			
	PROFICIEN				
	T	different media, processes, and techniques.			
	1	Demonstrate an understanding of the process of integration			
	465	through exhibition.			
	H.6.5	unougn exilibition.			