

Curriculum Mapping Photography 2 Semester

Unit/Days	Standard #	Standard	Resources	Vocabulary	Assessments
Unit 1/ 18 days Intro, MacLab Rules, vocab pre, safety, experiments in the software 1. Mini 1- Video Timeline 2. Project 1- Documentar y Style Interview called "Remember ": Record someone of a generation older han you telling a true story. You will recreate it in a cinematic way using their voice as the narrator. (Parents, teachers, grandparent s, etc all have great stories)	H.1.1 PROFICIEN T	Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.	<ul style="list-style-type: none"> • DVD with clips from famous films to show specific vocabulary terms • Handouts • Centerville Jr/Sr High Library • LearningConnection.doe.in.gov • Example Images from Internet • File on Computer called "3. Photography" • Teacher Lecture • Teacher Demonstration • Video: Digital Communication & Production Book and Workbook • Photography, London, Upton, Kobre, Brill • Grading Rubric • Video examples on the internet • Filmfights.com • Youtube.com • Google Apps • Erly 	<ul style="list-style-type: none"> • Available Light • Background Light • Buffer Shot • Camera Angle • Compositing • Continuity • Cross-Cutting • Documentary • Flashback • Head Room • Linear Continuity • Narration • Pan • Point of View • Rule of Thirds • Shoot • Storyboard • Visual Literacy • Voice-Over • Magic Hour • Screenplay • Ken Burns Effect 	<ul style="list-style-type: none"> • Students will develop and write down their own definition of "what is art." They will compare their definition to each other and the opinions of various critics and aestheticians. • Erly of researched information that explains how an artist has related his work to major events or society around him or her. Presentation should include how the artist uses our vocabulary terms in their work. • Students will communicate specific safety procedures and concerns. • Storyboards • Teacher Observation • Participation in classroom activities • Written Critiques on Youtube • Grading Rubric for Mini 1: Video Timeline • Grading Rubric for Project 1 • Students will upload finished projects to the class youtube page • Students create or add to their existing google site, to include examples of their work in class. • 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. • 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 feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) <p>(Grades will include:)</p> <ol style="list-style-type: none"> 1. Vocabulary Pre-Test 2. Erly Presentation (may be emailed or presented) 3. All videos will be graded on the following: <ol style="list-style-type: none"> i. Storyboard clearly defined before starting ii. Originality (dub sound, costumes, set design, script, concept) 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 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
	H.1.6 PROFICIEN T	Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail)			
		Identify art and artifacts from major movements and time-periods and place them on a timeline.			
	H.2.3 PROFICIEN T	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.			
	H.5.1 PROFICIEN T	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
		Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.			
	H.5.2 PROFICIEN 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 the purpose of creating portfolio level work.			
	H.5.3 PROFICIEN T	Demonstrate respect for personal work and the work of others			
	H.6.5 PROFICIEN T	Evaluate the effectiveness of elements and principles in works of art and use this evaluation to inform personal work.			
		Analyze characteristics of visual arts within a particular historical period or style with similar ideas, issues, or themes in other disciplines and demonstrate enhanced understandings of the historical period.			
	H.6.6 PROFICIEN T				
	H.7.1 PROFICIEN T				
	H.8.1 PROFICIEN T				

Unit 2/ 18 Days 1. Mini 2- DVD Terms Video 2. Project 2- Visually interpret a poem or a word through a 2 minute video	H.1.2 PROFICIENT	Identify function in artwork and how it relates to the history, aesthetics, and culture of a work	<ul style="list-style-type: none"> •DVD with clips from famous films to show specific vocabulary terms •Handouts •Centerville Jr/Sr High Library •LearningConnection.doe.in.gov •Example Images from Internet •File on Computer called “3. Photography” •Teacher Lecture •Teacher Demonstration •Video: Digital Communication & Production Book and Workbook •Photography, London, Upton, Kobre, Brill •Grading Rubric •Video examples on the internet •Filmfights.com •Youtube.com •Google Apps •Fotobabble •http://www.umuc.edu/library/libhow/copyright.cfm 	<ul style="list-style-type: none"> •Available Light •Background Light •Buffer Shot •Camera Angle •Compositing •Continuity •Cross-Cutting •Documentary •Flashback •Head Room •Linear Continuity •Narration •Pan •Point of View •Rule of Thirds •Shoot •Storyboard •Visual Literacy •Voice-Over •Magic Hour •Screenplay •Ken Burns Effect 	<ul style="list-style-type: none"> •Students will redefine “what is art.” They will compare their definition to each other and the opinions of various critics and aestheticians. •Storyboards •Teacher Observation •Participation in classroom activities •Written Critiques on Youtube •Grading Rubric for Mini 2: DVD Terms Video <p>Students will choose a specific amount of terms to film and edit. It is their own version of the video shown in Photo 1, with only footage they have filmed and edited.</p> <ul style="list-style-type: none"> •Grading Rubric for Project 2: visually Interpret a Poem or Word; students must obey copyright laws by choosing a poem of 250 words or less that exists on two pages or less or 250 words from a longer poem. •Students will upload finished projects to the class youtube page •Students create or add to their existing google site, to include examples of their work in class. •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. •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 feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) •Students will each choose one famous videographer/director/filmmaker to research. They will turn their research into a fotobabble explaining why the artist was important or significant, and explain what camera or editing techniques they utilized and want to incorporate in their own videos. <p>(Grades will include:)</p> <ol style="list-style-type: none"> 1. Fotobabble of a famous video artist 2. All videos will be graded on the following: <ol style="list-style-type: none"> i.Storyboard clearly defined before starting ii.Originality (dub sound, costumes, set design, script, concept) 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 2: DVD Terms Video 4. Video Project 2:Visual interpretation of word/poem 5. Uploads to class youtube account 6. Uploads to student’s personal website 7. Video Self-Critiques uploaded to website
	H.1.3 PROFICIENT	Identify iconography in an artist’s work or a body of work and analyze the meaning			
	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.			
	H.1.6 PROFICIENT	Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail)			
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.4.4 PROFICIENT	Engage in critical reading, writing, and discourse to improve understanding of own work and that of others.			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.			
	H.5.3 PROFICIENT	Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.			
	H.6.1 PROFICIENT	Demonstrate skill in perception from real life (not photographs or flat imagery) to present convincing, accurately rendered objects or subject matter.			
	H.6.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.3 PROFICIENT	Identify the origin, function, and meaning of symbols and metaphors used in personal work.			
	H.6.2 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.3 PROFICIENT	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.			
	H.6.3 PROFICIENT	Demonstrate respect for personal work and the work of others			

Unit 3/ 18 Days 1. Mini 3- Two sides of a door 2. Project 3- Misguided; A person is given instructions which he misinterprets! You Show the consequences! or 3. Misconception: You enter a new situation, but your preconceived notions are totally wrong. or 4. Revenge: Someone has wronged you, and it is time for revenge! Your lead character must choose action, or mercy at the end of the film.	H.1.4 PROFICIENT	Identify connections between visual arts education and potential job offerings in the community and beyond.	•DVD with clips from famous films to show specific vocabulary terms •Handouts •Centerville Jr/Sr High Library •LearningConnection.doe.in.gov •Example Images from Internet •File on Computer called “3. Photography” •Teacher Lecture •Teacher Demonstration •Video: Digital Communication & Production Book and Workbook •Photography, London, Upton, Kobre, Brill •Grading Rubric •Video examples on the internet •Filmfights.com •Youtube.com •Google Apps •Glogster	•Available Light •Background Light •Buffer Shot •Camera Angle •Compositing •Continuity •Cross-Cutting •Documentary •Flashback •Head Room •Linear Continuity •Narration •Pan •Point of View •Rule of Thirds •Shoot •Storyboard •Visual Literacy •Voice-Over •Magic Hour •Screenplay •Ken Burns Effect	•Students will redefine “what is art.” They will compare their definition to each other and the opinions of various critics and aestheticians. •Glogster about how to create a new screen reality, and examples of films in which it was used. •Storyboards •Teacher Observation •Participation in classroom activities •Written Critiques on Youtube •Grading Rubric for Mini 3: Two sides of a door; showing how several real-world space can be brought together on screen to form a single screen-world •Grading Rubric for Project 3: Misguided; A person is given instructions which he misinterprets! You Show the consequences! •Grading rubric on Misconception: You enter a new situation, but your preconceived notions are totally wrong. •Grading rubric on Revenge: Someone has wronged you, and it is time for revenge! Your lead character must choose action, or mercy at the end of the film. •Students will upload finished projects to the class youtube page •Students create or add to their existing google site, to include examples of their work in class. •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. •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 feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) (Grades will include:) 1. Glogster about altering real world spaces to create new screen realities 2. All videos will be graded on the following: i. Storyboard clearly defined before starting ii. Originality (dub sound, costumes, set design, script, concept) 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 3: Two sides of a door 4. Video Project 3: Misguided 5. Uploads to class youtube account 6. Uploads to student’s personal website 7. Video Self-Critiques uploaded to website
	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.			
	H.1.6 PROFICIENT	Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail)			
	H.1.8 PROFICIENT	Know the responsibilities of and the need for individual art patrons in the community.			
	H.1.9 PROFICIENT	Analyze impact of the arts community and culture on local, state, and national economies.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers, critics, and aestheticians.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.5.3 PROFICIENT	Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.			
	H.6.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.4 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.5 PROFICIENT	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			

Unit 4/ 18 days 1. Mini 4- 30 second Centerville Commercial 2. Project 4- Public Service Announcement 3. Guest speaker or field trip to a local broadcasting studio, Richmond Art Museum, or Kicks 96 radio station	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	<ul style="list-style-type: none"> •DVD with clips from famous films to show specific vocabulary terms •Handouts •Centerville Jr/Sr High Library •LearningConnection.doe.in.gov •Example Images from Internet •File on Computer called “3. Photography” •Teacher Lecture •Teacher Demonstration •Video: Digital Communication & Production Book and Workbook •Photography, London, Upton, Kobre, Brill •Grading Rubric •Video examples on the internet •Filmfights.com •Youtube.com •Google Apps •Kicks 96 •Prezi •Guest speaker in Video/ Film •Local Broadcasting station •Richmond Art Museum 	<ul style="list-style-type: none"> •Available Light •Background Light •Buffer Shot •Camera Angle •Compositing •Continuity •Cross-Cutting •Documentary •Flashback •Head Room •Linear Continuity •Narration •Pan •Point of View •Rule of Thirds •Shoot •Storyboard •Visual Literacy •Voice-Over •Magic Hour •Screenplay •Ken Burns Effect 	<ul style="list-style-type: none"> •Students will redefine “what is art.” They will compare their definition to each other and the opinions of various critics and aestheticians. •Storyboards •Teacher Observation •Participation in classroom activities •Written Critiques on Youtube •Grading Rubric for Mini 4: 30 second Centerville Commercial; must be positive, could be for tv or radio •Grading Rubric for Project 4 •Students will upload finished projects to the class youtube page •Students create or add to their existing google site, to include examples of their work in class. •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. •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 feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) •Prezi that uses text, images, and video to discuss the topics discussed with the guest speaker or the field trip. <p>(Grades will include:)</p> <ol style="list-style-type: none"> 1. Prezi about field trip topics 2. All videos will be graded on the following: <ol style="list-style-type: none"> i. Storyboard clearly defined before starting ii. Originality (dub sound, costumes, set design, script, concept) 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
	H.1.6 PROFICIENT	Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail)			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.6.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.4 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.5 PROFICIENT	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.			
	H.6.6 PROFICIENT	Demonstrate respect for personal work and the work of others			

Unit 5/ 18 day 1. Process Research Paper 2. Mini 5-Endless Staircase, climb, crawl, fall, spin, etc 3. Project 5-Final Video: Options include: •Regret (someone is haunted by a decision from the past) •Lightsaber (30 second film where a lightsaber is used in a way besides fighting. Imagine if they were as common as scissors) •Alone (Your character is all alone in the world. How will they cope, where do they go, what do they do now?) •Urban Legend: Retell an urban legend with your own twist •The Intro: Make a 2 minute intro to a film. like the opening scene in a tv series. •Possessed (A character is possessed; will you run, fight, or will	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	•DVD with clips from famous films to show specific vocabulary terms •Handouts •Centerville Jr/Sr High Library •LearningConnection.doe.in.gov •Example Images from Internet •File on Computer called “3. Photography” •Teacher Lecture •Teacher Demonstration •Video: Digital Communication & Production Book and Workbook •Photography, London, Upton, Kobre, Brill •Grading Rubric •Video examples on the internet •Filmfights.com •Youtube.com •Google Apps •Word Processing software or application	•Available Light •Background Light •Buffer Shot •Camera Angle •Compositing •Continuity •Cross-Cutting •Documentary •Flashback •Head Room •Linear Continuity •Narration •Pan •Point of View •Rule of Thirds •Shoot •Storyboard •Visual Literacy •Voice-Over •Magic Hour •Screenplay •Ken Burns Effect	•Students will redefine “what is art.” They will compare their definition to each other and the opinions of various critics and aestheticians. •Storyboards •Teacher Observation •Participation in classroom activities •Written Critiques on Youtube •Grading Rubric for Mini 5: Endless Staircase; •Grading Rubric for Project 5 •Students will upload finished projects to the class youtube page •Students create or add to their existing google site, to include examples of their work in class. •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. •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 feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) •Process Research Paper over famous video artist who uses specific video editing processes in their art. (Grades will include:) 1. Process Research Paper 2. Vocabulary Post-Test 3. All videos will be graded on the following: i. Storyboard clearly defined before starting ii. Originality (dub sound, costumes, set design, script, concept) 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 5: Endless Staircase 4. Video Project 5: Final Video (One of the Choices) 5. Uploads to class youtube account 6. Uploads to student’s personal website 7. Video Self-Critiques uploaded to website
	H.1.6 PROFICIENT	Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail)			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.5.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.2 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.4 PROFICIENT	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.			
	H.6.5 PROFICIENT	Demonstrate respect for personal work and the work of others			
	H.6.6 PROFICIENT				

Unit 6/ Semester 1. Film Fights Video 2. Contribution to the google Presentation of possible career paths involving film, video, or editing	H.1.1 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	<ul style="list-style-type: none"> •DVD with clips from famous films to show specific vocabulary terms •Handouts •Centerville Jr/Sr High Library •LearningConnection.doe.in.gov •Example Images from Internet •File on Computer called “3. Photography” •Teacher Lecture •Teacher Demonstration •Video: Digital Communication & Production Book and Workbook •Photography, London, Upton, Kobre, Brill •Grading Rubric •Video examples on the internet •Filmfights.com •Youtube.com •Google Apps •Google presentation 	<ul style="list-style-type: none"> •Available Light •Background Light •Buffer Shot •Camera Angle •Compositing •Continuity •Cross-Cutting •Documentary •Flashback •Head Room •Linear Continuity •Narration •Pan •Point of View •Rule of Thirds •Shoot •Storyboard •Visual Literacy •Voice-Over •Magic Hour •Screenplay •Ken Burns Effect 	<ul style="list-style-type: none"> •Storyboards •Teacher Observation •Participation in classroom activities •Written Critiques on Youtube •Grading Rubric for Film Fights Video: Heavyweight=30 / 30 points Middleweight= 26 / 30 points Lightweight= 23 / 30 points Not meeting requirements= 15 / 30 points Incomplete = 0 / 30 points •Students will upload finished projects to the class youtube page •Students create or add to their existing google site, to include examples of their work in class. •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. •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 feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) (Grades will include:) 1. Participation on the Google Presentation about careers in video 2. All videos will be graded on the following: i. Storyboard clearly defined before starting ii. Originality (dub sound, costumes, set design, script, concept) 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 6. Filmfights video submission 7. Uploads to class youtube account 8. Uploads to student’s personal website 9. Video Self-Critiques uploaded to website
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.6.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.4 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.5 PROFICIENT	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.			
	H.6.6 PROFICIENT	Demonstrate respect for personal work and the work of others			

Unit 7/ Semester 1. Phantoscope Film Festival	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	<ul style="list-style-type: none"> •DVD with clips from famous films to show specific vocabulary terms •Handouts •Centerville Jr/Sr High Library •LearningConnection.doe.in.gov •Example Images from Internet •File on Computer called “3. Photography” •Teacher Lecture •Teacher Demonstration •Video: Digital Communication & Production Book and Workbook •Photography, London, Upton, Kobre, Brill •Grading Rubric •Video examples on the internet •Filmfights.com •Youtube.com •Google Apps •Google presentation •Richmond Art Museum •Phantoscope Film Festival 	<ul style="list-style-type: none"> •Available Light •Background Light •Buffer Shot •Camera Angle •Compositing •Continuity •Cross-Cutting •Documentary •Flashback •Head Room •Linear Continuity •Narration •Pan •Point of View •Rule of Thirds •Shoot •Storyboard •Visual Literacy •Voice-Over •Magic Hour •Screenplay •Ken Burns Effect 	<ul style="list-style-type: none"> •Storyboards •Teacher Observation •Participation in classroom activities •Written Critiques on Youtube •Participation in Phantoscope Film Festival <p>No Video for Phantoscope= 0 pts Video Created for Phantoscope=10 pts Video Submitted to Phantoscope= 15 pts Video Accepted into Phantoscope= 20 pts Win anything at Phantoscope + 10 points</p> <ul style="list-style-type: none"> •Students will upload finished projects to the class youtube page •Students create or add to their existing google site, to include examples of their work in class. •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. •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 feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) <p>(Grades will include:)</p> <ol style="list-style-type: none"> 1. Participation on the Google Presentation about careers in video 2. All videos will be graded on the following: <ol style="list-style-type: none"> i. Storyboard clearly defined before starting ii. Originality (dub sound, costumes, set design, script, concept) 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 6. Phantoscope video submission 7. Uploads to class youtube account 8. Uploads to student’s personal website 9. Video Self-Critiques uploaded to website
	H.1.7 PROFICIENT	Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life.			
	H.1.8 PROFICIENT	Know the responsibilities of and the need for individual art patrons in the community.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.4.4 PROFICIENT	Engage in critical reading, writing, and discourse to improve understanding of own work and that of others.			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers, critics, and aestheticians.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.5.3 PROFICIENT	Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.			
	H.6.1 PROFICIENT	Demonstrate skill in perception from real life (not photographs or flat imagery) to present convincing, accurately rendered objects or subject matter.			
	H.6.2 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.5	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.			

