

Visual Arts, High School (Art 1)

Curriculum Goals/Enduring Understandings:

Students will learn to effectively utilize the principles of art and design across multiple art mediums. Students will also develop their observation skills, both for creating art through observation and for analyzing other works of visual art. Students will learn visual literacy skills to understand visual art and visual culture more broadly. Throughout the year, students will use these concepts to create personally meaningful art. Students will understand the role of artmaking in narrating and exploring issues in their own lives and the world around them beyond the art classroom.

Unit Title: Photography

Central focus of the Unit/Big Ideas:

This unit of art study for the eighth grade is focused on developing digital photography skills. Students will:

- Learn the fundamentals of photography and the application of these basic skills to create personally meaningful art.
- Learn the use of photography historically and today to capture important social and political issues.
- Reflect on how they can use photography as a tool in their own lives.
- Discuss the context in which art is displayed.
- Learn about curation by putting on a “gallery” show at their school of the work created in the photography unit.

New York State Learning Standards for the Arts:

- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Refine and complete artistic work.
- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
- Anchor Standard 6: Convey meaning through the presentation of artistic work.
- Anchor Standard 7: Perceive and analyze artistic work.
- Anchor Standard 8: Interpret meaning in artistic work.
- Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
- Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

Outline of Lesson Sequence:

1. Basics of Photography
2. Portraiture
3. Documentary Photography
4. Altering Photographs – Mixed Media & Digital Manipulation
5. “Gallery” Show Curation

Documentary Photography

Unit Title: Photography

Lesson Plan #: 3

Grade: High School (Art 1)

Length of each

period: 50

Number of days: 5

Essential Questions:

How can photography help capture important information about everyday life, culture, and issues facing people and society?

How can you use photography to make a statement about an issue that is important to you?

Lesson Objectives:

- **Technical Objective:**

- Students will be able to create a series of black and white photographs that convey information about an issue impacting them or their community.
- Students will be able to use photo editing software to alter basic elements of their photographs, including exposure and contrast.

- **Thinking Skills Objective:**

- Students will be able to analyze why and how a collection of photographs may influence ideas, beliefs, and experiences.
- Students will be able to use observation to infer information about the time, place, and culture in which a photograph was taken.

- **Social Emotional Learning (SEL) Objective:**

- Students will develop their interpersonal communication skills by providing feedback about their peers' work.
- Students will reflect on the way that observing their peers' photographs influenced their emotions or perspective on a topic.

Assessments:

Formative assessment throughout project:

- Teacher observing student progress and determining if adjustments in instruction or individual support is needed
- Daily "exit ticket": e.g., "What did you work on today? What are the next steps to complete your project?"

Summative assessment at end of project:

- Use of a detailed rubric to assess student understanding of lesson objectives
- Students will self-score on the rubric and compare with teacher scoring to facilitate self-reflection

Activity/Process:

This lesson focuses on introducing the concept of documentary photography to students, beginning with sharing three important examples of American photographers working in this tradition and influenced by their predecessors. Students will brainstorm ideas of potential topics they might want to create photographs about, then will create a series of 3-5 photographs reflecting on their issue. Then, students will practice using a basic photo editing software to alter their photographs, sticking to simple changes

such as exposure and contrast. Finally, students will share their work with each other and reflect on the experience of making their own photographs and viewing their classmates.

Materials—Artist/ Visual Text/ Technology/ Resources: *Materials for student & teacher*

Projector/slides to display images
 Sketchbooks and pencils
 Digital cameras
 Printer and photo paper
 Laptops with photo editing software (e.g., GIMP or similar free options)
 Printed photographs of LaToya Ruby Frazier’s work for small group discussion

Visual References/Art Historical References:

Dorothea Lange, Gordon Parks, LaToya Ruby Frazier

Academic Vocabulary:

documentary photography: a style of photography that provides a straightforward and accurate representation of people, places, objects and events
 composition: the arrangement of elements of art in a painting or other work of art (e.g., photograph)
 exposure: the amount of light that reaches the camera’s sensor or film
 contrast: variation between tones and colors in an image
 contemporary: describes art made today by living artists (typically 1970s onward) that often reflects the complex issues that shape our world

Student Support and Differentiation:

- Translated key words and instructions provided for ELL students
- Enrichment/modification: flexibility in number of photographs included in the series – students who want to create more photographs are welcome to do so, while students who might take additional time or need additional support do not need to complete extras
 - Project structured to minimize out-of-school time, but students who wish to go “above and beyond” and spend more time taking photos outside of school are allowed to do so
 - Students with prior knowledge of Photoshop or photo editing can use those skills on this project, sticking within the boundaries of the assignment

NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr2.1.HS1a. Generate and develop artistic work in a self-directed manner. VA:Cr2.2.HS1b. Demonstrate awareness of the ethical implications of making and distributing creative work.	VA:Pr6.1.HS1a. Analyze and describe the effect that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	VA:Re7.2.HS1a. Analyze the reciprocal relationship between understanding the world and experiencing imagery. VA:Re8.1.HS1a. Construct interpretations of artwork supported by relevant and sufficient	VA:Cn10.1.HS1a. Document the process of developing ideas; from early stages to full elaboration. VA:Cn11.1.HS1a. Investigate ways that art and design from one culture or time period can influence artists and designers from a

VA:Cr3.1.HS1a. Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress.		evidence found both in the work and in surrounding contexts.	different culture or time period.
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Teaching Procedure/Task Analysis

Task/Activity: Day 1
Project introduction, lecture and discussion on documentary photography

Recap: Review last lesson, ask students to name elements of art and design

Motivation/Spark/Launch: Dorothea Lange, *Migrant Mother* photograph – How many people have seen this photograph before? What do you know about it? How does it make you feel?

Transition into slides of Lange’s other work and introduce Gordon Parks.

Key Question(s):

1. What elements of art and design do you observe in the photographs?
2. What is one thing you notice about the photograph?
3. How does this photograph make you feel?
4. When do you think this photograph was made? Why?
5. How do you think viewers from that time period might have reacted to this photograph?

Presentation of Lesson Objectives:
Today, we are beginning our lesson on documentary photography. We will learn about photographers working in this style and then will create our own series of black and white photographs using our digital cameras to convey information about an issue impacting you or your community. We will learn basics of photo editing using a new software. We will also think about how collections of photographs might influence ideas, beliefs, and experiences. At the end of the project, we will provide feedback to each other and have a chance to view our work!

Modeling/Demonstration: n/a

Transition: Now, we will spend some time discussing a set of photographs in our table groups.

Work Period:
Non-traditional “work period” for lesson introduction day – following lecture/discussion, students break into table groups and are handed out images of LaToya Ruby Frazier and a set of discussion questions. Students discuss in groups and then share back to the class.

1. What is one thing you notice about each photograph?
2. How does this photograph make you feel?
3. When do you think this photograph was made? Why?

4. What do you think the artist is trying to capture?

Regroup and share more background on the artist and her project on the Flint Water Crisis.

Reflection:

Exit ticket: Write a brief reflection about one artist we learned today. Why did their photographs stand out to you?

Task/Activity: Day 2-3
Brainstorm/work period

Recap: Review photographers from last class

Motivation/Spark/Launch: What are some issues the photographers we discussed yesterday focused on? What are some issues you care about?

Key Question(s):

1. How can you use photography to make a statement about an issue that is important to you?

Presentation of Lesson Objectives:

Today, we are continuing our lesson on documentary photography. Last time, we learned about photographers working in this style. Today, we will start to create our own series of black and white photographs using our digital cameras to convey information about an issue impacting you or your community. We will also learn basics of photo editing using a new software. We will also think about how collections of photographs might influence ideas, beliefs, and experiences. At the end of the project, we will provide feedback to each other and have a chance to view our work!

Modeling/Demonstration: n/a

Transition: Please grab your sketchbooks and a pencil and return to your table. We will brainstorm ideas for our project and begin working on taking photographs.

Work Period:

Steps:

1. 5 minutes of solo brainstorm time
2. Pair share: discuss with your neighbor your ideas and decide on a topic for your project
3. Using your sketchbook, spend 5-10 minutes considering what you might want to photograph
4. Work time to take the pictures!

Working question:

How can you use photography to make a statement about an issue that is important to you?

Reflection:

Exit ticket: What is the topic for your project? What will you work on next?

Task/Activity: Day 4
Digital Editing

<p>Recap: Review photographers from last class</p>
<p>Motivation/Spark/Launch: Quick share from students – what topics are you working on?</p> <p>Key Question(s):</p> <ol style="list-style-type: none"> 1. How can we use digital editing software to alter our images? 2. How does altering the photos impact the meaning or viewer perception?
<p>Presentation of Lesson Objectives:</p> <p>Today, we are continuing our lesson on documentary photography. Last time, we started working on our own digital photos. Today, we will learn basics of photo editing using a new software. We will also think about how collections of photographs might influence ideas, beliefs, and experiences. At the end of the project, we will provide feedback to each other and have a chance to view our work!</p>
<p>Modeling/Demonstration:</p> <p>Teacher does a brief, interactive demonstration of basic editing tools on the photo software. Then, students return to their seats and go through the steps together with laptops out.</p>
<p>Transition: Now, you will have the remainder of class to experiment with editing your photos.</p>
<p>Work Period:</p> <p>Students are provided a “cheat sheet” of the basic tools they can use to change their photographs and basics of the software (e.g., importing photos) that were reviewed in class. Students will spend the class finishing their pictures.</p> <p>Working question:</p> <p>How does altering the photos impact the meaning or viewer perception?</p>
<p>Reflection:</p> <p>Exit ticket: what do you need to work on to finalize your photos before our next class?</p>
<p>Task/Activity: Day 5 Gallery walk & share!</p>
<p>Recap: Review photographers from last class</p>
<p>Motivation/Spark/Launch: n/a</p> <p>Key Question(s): n/a</p>
<p>Presentation of Lesson Objectives:</p> <p>Today, we are wrapping up our lesson on documentary photography. In this lesson, we learned about photographers working in this style. You each created your own series of black and white photographs using our digital cameras to convey information about an issue impacting you or your community. Today,</p>

we have a chance to view the hard work everyone has been doing for the past week and reflect on our photographs!

Modeling/Demonstration: n/a

Transition: n/a

Work Period:

Students will hang work on walls of the classroom. Students will have a chance to walk around and observe their peers' work, then the class will come back together to discuss. Each student will have an opportunity to share their topic and take one comment and one question (depending on number of students).

Reflection:

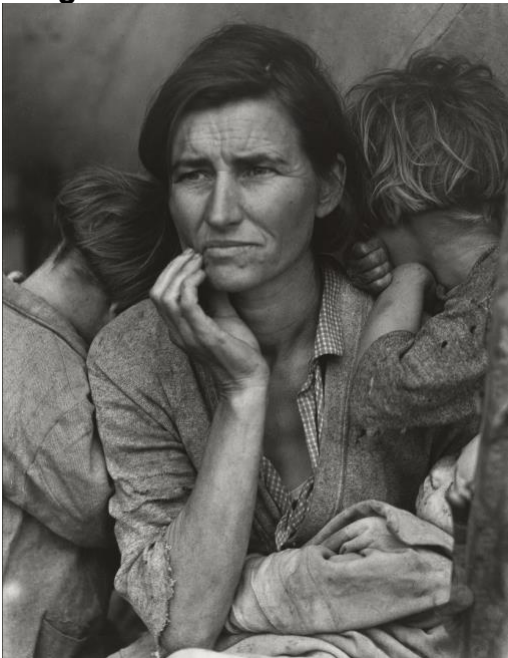
Turn to your neighbor and discuss:

1. What was it like making these photographs?
2. How did seeing your classmates work change your feelings or perspective on their topic?

Finally, students will use the rubric introduced by teacher to self-reflect on their work. Teacher will provide feedback individually using the same rubric at a later date.

Closure: Thank students for their hard work on this project! Tell students the next lesson that is coming up in the next art period.

Images:



Dorothea Lange. *Migrant Mother, Nipomo, California*. March 1936. Gelatin silver print, printed 1949, 11 1/8 x 8 9/16" (28.3 x 21.8 cm)



Dorothea Lange. *Street Demonstration, San Francisco. 1933-34*



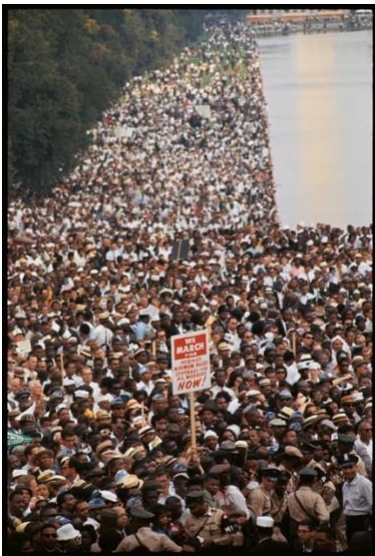
Dorothea Lange. *Sharecroppers, Eutaw, Alabama. July 1936*



Gordon Parks. *Untitled, Harlem, New York. 1948*



Gordon Parks. *Untitled*, Shady Grove, Alabama, 1956



Gordon Parks. *Untitled*, Washington, D.C., 1963

Below Series: LaToya Ruby Fraizer, *Flint is Family* (2016)

