

Ms. Bjork <http://phsvisualartdept.weebly.com/digital-photography-i-assignments.html>
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Unit Name: Unit 4- Visual Metaphor

Create a single unified image that illustrates your interpretation of visual metaphor (visual symbolism) as inspired by a song, poem or passage from literature. Use Adobe Photoshop to enhance the metaphor you've chosen. Go beyond trite and overused images and associations like love is a red heart...overdone, or the eyes are the window to the soul...been there done that!!! Connect the metaphor to your own life in some way.

Specifics:

- Create a series of images with one final 8 x 10 printed image (minimum 24 images shot and shown in Adobe Bridge) Graded Bridge Check on **Wednesday, November 18th.**
- Use knowledge of lighting types to evoke a mood and desired metaphor
- Images should utilize the compositional techniques (Fill the Frame, Framing, Leading Lines, Level Horizon, Focus, Rule of Thirds, Balance asymmetrical vs. symmetrical, Something touching all sides of frame, Allow subject to go off the page on purpose)
- Images should demonstrate your understanding of the concept of available light, studio light, natural light, dramatic light and artificial light (reflected/fill, flash and studio)
- Images should illustrate a unique interpretation of your visual metaphor using symbolism and/or visual comparison. A creative concept should be evident.
- Images should express the metaphor through image only, no type other than what might be in the background or other parts to the image
- Adobe Photoshop should be used to blend multiple images, parts of images to create one final work of art that is convincing and realistic for the interpretation.
- You may use your own drawings or paintings that have been scanned to become a layer in your image, but the image must still be based on photography.
- Final 8 x 10 print must be printed and mounted on one white mat board with 2-3 inch border on all sides. You are only printing one this time, but it will be a larger print.

Sketchbook Requirements:

- Research metaphors using the [Class Wiki](#) on this topic. Then develop your own wiki page and [post to the linked assignment page](#). Discussing your idea and proposal and the images that have inspired you.

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed <u>in the unit</u>	In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u>
RS I CREATE Plans and develops complex concepts for creative art work.	PS1-Apply and utilize the elements and principles of design in the creation of visual art. PS4- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.

RS 2 CREATE Plans and develops complex compositions through quality craftsmanship.	PS1- Apply and utilize the elements and principles of design in the creation of visual art. PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity. PS3- Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.
RS 3 CREATE Connects artistic ideas to history, society and personal life experiences	PS7- Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.
RS 4 PRESENT & RESPOND Interpret and evaluate the meaning of art work through the critique process.	PS5- Present final artworks for public display via internet or gallery exhibit. PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.

Learning Targets

The Student Will....

PS 1-

- Create photographs that illustrate the the elements of light & value and the principle of contrast. (K,P,S, R)
- Utilize the element of balance (symmetrical, asymmetrical) to create a composition. (K,S,P)
- Create emphasis (principle) by developing a strong focal point and by using lighting.(K,S,P)

PS2-

- Create photographs that demonstrate knowledge of lighting techniques including available light, studio light, natural light, dramatic light and artificial light (reflected/fill, flash and studio) (S,P,K)
- Create images that are in focus and are not pixelated (S, P, K)
- Create images that are well-lit, and utilize proper camera settings and exposure for the subject. (S, P, K)
- Create images that show evidence of using curves and levels and other Photoshop editing to get the best image.
- Print 1 best image to 8 x 10 inches (K, S,P)
- Mount final image for display with clean 2-3 inch borders on white board. (K,S,P)

PS3-

- Create a strong focal point: Subject of photograph (K, S, P)
- Utilize an interesting, meaningful and purposeful break-up of space that illustrates your knowledge of the five photographic compositional techniques. (K, S, P)
- Create images that show careful consideration of background details and purposely choose to include meaningful background detail or not depending on concept for image
- Create a final unified image that makes sense visually and compositionally. (K, S, P)

PS4

- Research visual metaphors on the class wiki page to begin to develop your concept(K, S,P, R)
- Create a final image that illustrates a specific idea or point of view. (K, S, P, R)
- Create images that illustrate thoughtful consideration Visual Metaphors based on literature, songs or poetry. (see assignment description)(K, S, P,R)

PS5-

- Print and prepare images for presentation during critique. (P, S, K)
- Complete wiki research page planning the concept for assignment and publishing to the web. (PS,K)

PS6-

- Evaluate final matted image in written IT'S CLEAR artist statement explaining your concept and interpretation of Visual Metaphor (R)
- Explain the compositional technique. Describe how your image illustrates this technique.(R)
- Describe what lighting techniques you used and how. (R)
- Explain your level of craftsmanship. (R)

PS7-

- Use the class wiki to research and find 3 examples of outstanding visual metaphors from artists and photographers and post to the wiki explaining why you think they are good (in terms of elements and principles). (R)
- Post your chosen lyrics, poem or literary passage and explain how you plan to visually interpret it. (R)
- Explain verbally and written form how these images connect to your own personal ideas. (R)
- Explain why this subject was of interest to you. (R)

Summative Assessment(s)

Identify the summative assessment(s) that will be administered & graded in the unit.

- Adobe Bridge check of all images shot to plan project
- Wiki Research posts
- Critique of final 8x10 image (Printed and Matted)
- Written artist statement

Priority Standard Proficiency Scales

For each Priority Standard listed above create a Proficiency Scale that clarifies the levels of proficiency for the Priority Standard in the context of the unit.

Proficiency Scale: Describing levels of a Priority Standard vs. **Rubric:** Describing levels of a task

You may use a Priority Standard to score an assessment or you may develop a rubric specific to the assessment

Priority Standard	4-Advanced	3-Proficient	2-Approaching	1-Minimal
PS1- Apply and utilize the elements and principles of design in the creation of visual art.	Intentionally and mindfully create works of art that creatively incorporate the elements and principles of design.	Intentionally and mindfully apply and utilize the elements and principles of design in the creation of visual art.	Apply and utilize the elements and principles of design as a basic foundation for creating visual art.	Use and application of elements and principles of design is not clear.
PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create and plan artwork that illustrates exceptional quality Craftsmanship: Evidence of advanced technical proficiency and visual acuity.	Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create artwork that illustrates basic craftsmanship, lacking detail and command of media chosen.	Underdeveloped quality and care with media. Final presentation is missing or incomplete.
PS3- Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.	Create and plan artwork that illustrates innovative complex compositions: Evidence of exceptional visual organization and design of space (2D, 3D, 4D).	Create and plan artwork that illustrates complex compositions: Evidence of competent visual organization and design of space (2D, 3D, 4D)	Create artwork that illustrates basic compositions: Some evidence of visual organization and design of space (2D, 3D, 4D).	Underdeveloped composition, incomplete organization and design of space.
PS 4 Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create & plan artwork that illustrates imaginative,conceptual development with evidence of creative problem solving and interpretation of the idea.	Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create artwork that illustrates a basic concept.Followed directions but sought a simple, basic solution & interpretation of the idea.	Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment.

<p>PS5- Present final artworks for public display via internet or gallery exhibit.</p>	<p>Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself.</p>	<p>Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit.</p>	<p>Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit.</p>	<p>Final presentation of artwork is lacking finish and thought.</p>
<p>PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.</p>	<p>Creatively engages in analysis and evaluation of artwork with meaningful critique contributions in oral and written form using art-specific vocabulary.</p>	<p>Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary.</p>	<p>Basic analysis and evaluation of artwork through oral and written critique, using simple art-specific vocabulary.</p>	<p>Analysis and evaluation of artwork through oral and written critique process is lacking, incomplete or does not use art specific vocabulary.</p>
<p>PS7 Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Invents ways to innovatively connect to artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Basic connection of artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Lacks connection of artistic ideas and works to personal, societal, cultural and historical context to deepen understanding.</p>