

Ms. Bjork <http://phsvisualartdept.weebly.com/digital-photography-2-assignments.html>  
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## Unit Name: Now You See Me, Now You Don't

**Learning Target:** Create a series of images that explores the concept of identity including, why and how we change and camouflage our identity through masks (real and implied), make-up and other forms of camouflage. Consider the purpose of camouflage in nature. What purpose does it serve? Why do animals have patterns? Students will also look at the occurrence of patterns in nature and consider why patterns exist. Utilize pattern as an element of design as you develop your works.

### Specifics:

- Connect to contemporary and historical artists who have worked with identity, camouflage, patterns or masks. Look also at animals and other aspects of nature where camouflage is part of the creature's identity.
- Create a series of 24-36 images that explore your ideas and interpretations of Identity through pattern, camouflage etc. **Bridge check due on Thursday/Friday 3-19/20**
- Interpret and respond to the idea of Identity as it relates to your own vision and voice as an artist.
- Edit and develop 3 final images to print and be presented during the critique.
- Use knowledge of lighting, shutter speeds and DSLR cameras to create your images.
- Utilize Adobe Photoshop to enhance the images you've photographed with thoughtful combinations of imagery as appropriate to your interpretations.
- Show evidence of compositional techniques creating complex design of 2D space.
- Images should be in focus and high resolution, with no pixelation or graininess.
- Images should illustrate a unique voice, style or direction for your work.
- Present final 3 prints mounted on white board with 2-3 inch border.
- Final prints should be a minimum of 5 x 7, but could be as large as full sheets (8.5 x 11)
- Final Presentation of Identity series meets the 3 cs of quality art-making: concept (your idea), composition (5 photographic techniques, leading lines etc.) and craftsmanship (edges in photoshop, lighting, focus etc.)
- Due for Critique Thursday/ Friday March 26/27**

### Planning Requirements:

- Research On Class Weebly and NING:** Read [Weebly page](#) about this unit. Explore the artists outlined there. Complete the [NING research page](#) to further discuss your plan and influences for this project.
- Create a collection of 36 images for Bridge Check

Reportable Standard	Priority Standard
<p>In each box list the reportable standard to be assessed <u>in the unit</u></p>	<p>In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u></p>
<p><b>RS 1 CREATE</b> Plans complex concepts for creative artwork that connect to history, society and/or personal life experiences.</p>	<p><b>PS1</b>-Apply and utilize the elements and principles of design in the creation of visual art.  <b>PS4</b>- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.  <b>PS7</b>-Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>
<p><b>RS 2 CREATE</b> Plans and develops complex compositions through quality craftsmanship.</p>	<p><b>PS1</b>-Apply and utilize the elements and principles of design in the creation of visual art.  <b>PS2</b>- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.  <b>PS3</b>-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.</p>
<p><b>RS 3 PRESENT &amp; RESPOND</b> Interpret and evaluate the meaning of art work through the critique process.</p>	<p><b>PS5</b>- Present final artworks for public display via internet or gallery exhibit.  <b>PS6</b>- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork</p>
<p><b>Learning Targets</b></p>	

## The Student Will....

### PS 1-

- Create photographs that illustrate the the elements of light, space and 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 using an alternative printmaking process (K, S,P)
- Mount or finish off the final image for display with clean 2-3 inch borders on white board or other appropriate detailed finish for the print process you chose. (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 place as a subject 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 of Portrait of A Place as the topic and that utilize an alternative printing process that makes sense for the subject. (see assignment description)(K, S, P,R)
- Complete a brainstorm chart to develop a variety of ideas that you could pursue for the final image. (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. (P,S,K)

### PS6-

- Evaluate final matted image in written IT'S CLEAR artist statement explaining your concept and interpretation of Portrait of A Place including the printing techniques you used and why. (R)
- Explain the compositional technique. Describe how your image illustrates this technique.(R)
- Describe what lighting techniques you used and how this relates to the overall mood of the image. (R)
- Explain your level of craftsmanship. (R)

### PS7-

- Use the class wiki to research and develop your idea 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 written proposal that outlines what you plan to do. (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
- NING Research posts
- Critique of final image(s)
- 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
<b>PS1-</b> 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.
<b>PS2-</b> 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.
<b>PS3-</b> 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.
<b>PS 4</b> 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><b>PS5-</b> 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><b>PS6-</b> 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><b>PS7</b> 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>