Class: Photo 1 Unit: Perspective

**Lesson Plan:**  Humans of Hinkley

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| Standards & Grade Level Expectations: |
| * Comprehend: (1) Visual art has inherent characteristics and expressive features.
* Reflect: (1) Reflective strategies are used to understand the creative process.

(2) A personal philosophy of art is accomplished through use of sophisticated language and studio art processes.* Create: (1) Demonstrate competency in traditional and new art media and apply appropriate and available technology for the expression of ideas.

(2) Assess and produce art with various materials and methods* Transfer: (2) Communication through advanced visual methods is a necessary skill in everyday life
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| Global Context: | MYP Criterion |
| Personal & Cultural Expression* Social constructions of reality; philosophies & ways of life; belief systems; ritual & play
 | Criterion A: Knowing & UnderstandingCriterion B: Developing SkillsCriterion C: Thinking CreativelyCriterion D: Responding |

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| Enduring Understandings: |
| Composition determines presentation.Perspective shapes identity.Concepts:Composition, Presentation, Perspective, Identity |

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| Learning Objectives: |
| 1. After reading the article, TSWBAT identify different types of angles and their effect on an image’s final composition. (Reflect 1; DOK 1; Criterion A; Elements & Principles)
2. Using a digital camera, TSWBAT demonstrate their understandings of angles’ impact on composition by shooting one subject from multiple angles and comparing the final images. (Create 2; DOK 2; Criterion B; Materials & Techniques).
3. After the Humans of New York Intro, TSWBAT summarize the purpose and the format of the series before choosing an image to read and interpret the subject’s perspective. (Comprehend 2; DOK 2; Criterion A; Art History & Culture)
4. Given a teacher exemplar as reference, TSWBAT formulate a plan for a “Humans of Hinkley” portrait that uses an interesting angle and a quote to reveal their subject’s identity. (Reflect 2; DOK 3; Criterion C; Ideation.
5. Using their completed plan, TSWBAT create a final 8x10 black and white darkroom print of a “Humans of Hinkley” portrait that uses an interesting angle and a quote to reveal the perspective and identity of their subject.(Create 1; DOK 4; Criterion C; Art Product).
6. After completing their portrait, TSWBAT analyze the importance of visual communication in their daily life and reflect on their creative process. (Transfer 2; DOK 4; Criterion D; Reflection)
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| Statement of Inquiry: |
| Representation of identity depends on presentation and perspective.Key Concept: IdentityRelated Concepts: Presentation, Representation |

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| Success Criteria: |
| * Pre-Assessment (on PollEV)
* Article & Reading Questions
* Angles Images & Comparison Questions
* Humans of New York Exit Ticket
* “Humans of Hinkley” Planning Guide
* 6 Negatives for “Humans of Hinkley” portrait
* 1-3 Digital photos as back up
* Contact Sheet & Test Strip for Final Print
* Final 8x10 “Humans of Hinkley” Portrait Print
* Quote from subject (typed & printed)
* Artist Reflection
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| Differentiation: |
| Accommodations:* Speech-to-text/Oral Assessments
* Use of Translator
* Typed Reflections and Assessments
* Modeling & Exemplars
* Sentence Frames
* Drawing instead of Writing
* Paraphrased/Repeated Instruction
* Focusing Prompts
* Preferential Seating
* Teacher-Provided/ Skeleton Notes
* Use of Google Read & Write
 | Modifications:* Choose a subject outside of Hinkley High School
* Digital Negatives (if film doesn’t turn out)
* “About” text instead of quote from subject
* Drawing instead of photographing subject
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| General Procedures: |  |  |
| Day | General Procedures | Day | General Procedures |
| 1 | Pre-Assessment; Intro to Angles, Angles Article & Reading Questions | 8 | Finish Planning Guides, digital test shots/angles practice |
| 2 | Intro to Angles Assignment & Exemplar, Brainstorm for Angles Assignment | 9 | Shoot with 35mm Cameras & Record Quote (with recording device) |
| 3 | Angles Assignment Day 1 - Shoot | 10 | Developing Review; Develop/Shoot |
| 4 | Angles Assignment Day 2 – Upload /Reflect | 11 | Reminders; Contact Sheets/Develop/Shoot |
| 5 | Humans of New York Intro & Digital Exit Ticket (on Google Classroom) | 12 | Reminders; Contact Sheets/Develop/Shoot |
| 13 | 8x10 print demo; Contact Sheets/Develop |
| 6 | Catch-up Day: Angles Assignment, Brainstorm Humans of Hinkley subjects | 14 | Workday:Proof Sheets/ 8x10Prints/ Quotes |
| 15 | Workday: Final Prints/ Quotes |
| 7 | Project Expectations, Teacher Exemplar, Work-time: Planning Guides | 1617 | Artist Reflection & Mounting Exemplar;Work-time: 8x10 Prints/ Mount/Reflect |

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| Materials and Resources: |
| Materials: devices, laptop, projector, document camera, iMacs, iPads, chromebooks, articles, questions, speakers, cameras, passes, checkout sheets, cards, exemplars, pencils, film, paper, film developing chemicals, beakers, clips, tape, sharpies, tanks, reels, storage sheets, chemicals, tongs, enlargers, trays, plate glass, matte board, glue sticks, printer, paper cutter, transparency film, sheet protectorsResources: Pre-assessment (PollEV), Angles Article & Questions, Angles Introduction, Angles Assignment & Exemplar, Humans of New York Intro & Video, Humans of New York Exit Ticket & Exemplar, “Humans of Hinkley” Planning Guide & Exemplar, Final Image & Quote Exemplar; Contact Sheet, Test Strip, and Final Print Exemplars, Artist Reflection & Exemplar |

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| Preparation: |
| * Create Pre-Assessment (PollEV)
* Find Angles Article & Create Questions
* Create/Edit Angles Intro
* Create Angles Assignment & Exemplar (on Google Classroom)
* Find Humans of NY Video and Create Intro
* Create Exit Ticket on Google Classroom
* Create Planning Guides & Exemplar
* Print Camera Checkout Sheets
* Order/gather Film, Paper, and Chemicals
* Create Final Print and Quote Exemplar
* Create Contact Sheet, Test Strip, Test Strip Exemplar
* Create Artist Reflection and Exemplar
* Write Daily Procedures weekly
* Update Learning Target and Success Criteria on whiteboard (daily)
* Gather Materials and Resources
* Print & Cut Student Quotes
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