

Photo Illustrations:

Unit/Theme: A Picture Is Worth A Thousand Words.

Photographic Illustration Project:

Illustrate/Represent a song title, quote, lyric, movie, play, or book, idiomatic expression, or tell a story in a photograph shot by you. You may add elements from the net to it and manipulate this in Photoshop, but the main photo should be shot by you. Include Text/Type within your Photo Illustration using Photoshop's Text Tool. This is the source of your photo-illustration. 2 Photo Illustrations should be turned in as PSD's - Photoshop Documents with all layers showing.

After your Photo Illustration is turned in you will display your Photo Illustrations on your computer, and write peer evaluations of 3 other student's work using the supplied rubric and writing prompts, along with some of the supplied vocabulary related to this project. A portion of your grade will also be based on your evaluations of other student's work.

Lesson plan:

I will be showing on line examples of such photos:
<http://www.aarongoodmanphotography.com/> and
<https://www.workbook.com/portfolios/photography/conceptual-narrative>

and show my own Photo Illustrations:

<http://www.stilesphotography.com/fashion1.html>

and Student Photo Illustration:

<http://www.mrstilesphotographyclass.com/photoIllus/bestOfPhotoIllus.html>

Secondary Professional Examples:

<http://foundartists.com/search;at=4;s=364?t=1&c=PhotoIllustration%23t=1%26c=Conceptual%26a=1>

Assessment: Based on peer evaluations, adherence to the supplied rubric, and my assessment of shown effort and final photos. A portion of your grade will also be based on your evaluations of other student's work.

Do 2 Photo Illustrations and put in folder with name & period.

Due: Tuesday, 7/28/20 - 100 Points for Photo 1 & 2

Content Objective(s): SWBAT create 3 Photo Illustrations clearly representing a song title, quote, lyric, movie, play, or book, idiomatic expression, or tell a story in a single photograph or a composite of photos within one image. They will also be able to add text to an image using Photoshop.

Language Objective(s):

Students will understand how words can relate to images and visa versa. Students individually and as a group, will study the definitions of online vocabulary PDF related to Photo Illustration and critique. Students will be able to write 3 peer evaluations/critiques of each other's work. Students will turn these written evaluations into me, and I will briefly scan each for vocabulary use, relation to the rubric's writing prompts, and to be sure they wrote enough.

Key Vocabulary	Supplementary Materials
Photo Illustration Representation Idiomatic expression A Picture Is Worth A Thousand Words. Concept Quote Lyric Title Text Tool (Photoshop) Layers (Photoshop) Advertisements Composition Pixilation (Photoshop) Mood Design Contrast Critique Visual Relationships	27 IMac computers with Photoshop installed. Digital Cameras Printed and online rubrics with area for written peer critique, using elements of the rubric as writing prompts. Online PDF of project vocabulary. Links to online galleries of professional "Photo Illustrations"

Photo Illustration Rubric & Self / Peer Evaluation:

1. The visual image clearly relates to the meaning of the text placed over it.
2. The design and composition is intentional, simple and uncluttered, and draws you into it. Also exhibits good placement of any logos and other elements. The center of interest is clear. The Visual impact is pleasing and commands the viewer's attention; it makes you stop and look.
3. Photographic qualities are excellent (Ex. use of focus and depth of field, use of color & contrast, the lighting, framing and placement, and there are no accidental extraneous things in the photo).
4. Shows creative use of Photoshop's special effects & type. The type is also easily readable and well placed. The color of the type & effects were considered and work well.
5. Excellent Technical ability in compositing the elements together with correct sizing and without pixilation. It also has the correct resolution for printing so that the quality looks crisp.

WRITTEN SELF OR PEER EVALUATION:

Questions that may be used for the activity:

1. How well does the image relate to the included text?
2. Does the text font and color make it easy to read or not?
3. Does the placement of the text make it easy to read or not?
4. What is the overall concept or story that the image is telling us?
5. What would a literal translation of the text visually look like?
6. Is the visual impact pleasing and does it command the viewer's attention?
7. Are any composited images well placed and large enough to see?
8. Does it look crisp with minimal pixilation, not fuzzy?
9. Who is the audience you are targeting?
10. What Photoshop effects would enhance this image?

Lesson Sequence:

I will begin the lesson by projecting assignment below on screen and orally reading it to them.

I will also have it posted to the class website and ask them to bring it up on their individual computers to follow along with me.

After reading the assignment to them I will project and orally read the rubric for this project, which will also be posted to the class website for them to follow.

Next I will project on screen galleries of professional Photo Illustrations for various uses including advertising, editorial articles, movie billboards, magazine covers, book covers and others. I will also show my Photo Illustrations and student work on the project. During these presentations we will discuss these examples in relation to the rubric.

Individual attention to progress, and teacher help will be given to each student each week, along with discussion of their peer evaluations.

At the end of each week students will display their Photo Illustrations on their computers for written evaluations by their peers. Each student will do three using printed rubric/evaluation papers. They will be expected to address the rubric prompts/categories using the supplied vocabulary posted online and projected during the evaluations. Students will turn these written evaluations into me, and I will briefly scan each for vocabulary use, relation to the rubric's writing prompts, and to be sure they wrote enough.

Reflections:

Assessment will be based partially on the peer evaluations using the vocabulary and rubric for writing prompts. The vocabulary & definitions will be projected during these peer evaluations. Assessment of the Photo Illustrations will be primarily based on how successfully they adhere to the rubric qualities. ELL students are encouraged to work with a partner and all students will have 3 attempts at it, along with peer evaluations, which should promote progress. Teacher will give individualized attention to ELL's to be sure they understand the vocabulary, the rubric, and help them understand other peer evaluations of their work.

1. Standards: ELD Standard (speaking/listening)

A. Collaborative:

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics. SL9-10.1, 6; L9-10.3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) W.9-10.6; WHST.9-10.6; SL9-10.2; L9-10.3, 6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. W.9-10.1; WHST.9-10.1; SL9-10.1, 4, 6

B. Interpretive:

5. Listening actively to spoken English in a range of social and academic contexts. SL9-10.1, 3, 6
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. RL9-10.1-7, 9-10; RL9-10.1-10; RH9-10.1-10
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area. RL9-10.4-5; RI9-10.4-5; RH9-10.5-5

C. Productive:

11. Supporting own opinions and evaluating others' opinions in speaking and writing. W.9-10.1, 8-9; WHST.9-10.1, 8-9; L9-10.1-3, 6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas. W.9-10.4-5; WHST.9-10.1-2, 4-5; L9-10.1, 3-6

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).