

I. PRELIMINARY INFORMATION:

- A. **CLASS:** Photography
 B. **TITLE OF UNIT:** Editing and Output
 C. **TITLE OF LESSON:** Develop a portfolio
 D. **MLO/COMPETENCY FOCUS:**
 E. **DATE & TIME:** —
 F. **WEEK OF INSTRUCTION:**
 G. **INSTRUCTOR:**
 H. **ADDITIONAL INFORMATION:**

II. EXTERNAL ALIGNMENT:

(Which **external standards** are driving our objectives? State core academic standards? National core academic standards? State or national technical/clinical standards? While we may identify the organizational name and number here, we must **KNOW** the spirit of the standard, and ensure we are actually teaching and assessing the standard (and not merely listing the standard's number.)

(use this column for course evaluation / improvement suggestions)

(Standard Source)

(Specific Standard Set & Number)

Common Core State Stds: SL11-12.2
 SL11-12.5

III. STUDENT PERFORMANCE OBJECTIVES:

(**Objectives** must drive the content, which in turn drives the student assessment. All three must be consistent (verb levels & domains). If this is accomplished, the curriculum is said to possess Internal Alignment.)

(**OBJECTIVES** → content → assessment = Internal Curriculum Alignment)

Psychomotor:

Create a printed or electronic portfolio showcasing work such as
 Studio
 Outdoor
 Composition
 PhotoShop

Edit images (e.g., color, filter, tint, contrast, watermark, brightness)

Manipulate images (e.g., mask, resize, crop, scale, rotate, group/ungroup)

Cognitive:

Know why it's important to develop a portfolio.
 Know which shots to choose and why.

Affective:

Feel it's important to showcase your work as professional as possible.

IV. TEACHING METHODS AND TECHNIQUES:

<i>(Category)</i>	<i>(Specifics)</i>
Illustrated Lecture	<i>Show students examples of different types of portfolios and explain the importance of a portfolio.</i>
Discussion	<i>Explain to students how to determine appropriate image file formats (e.g., bmp, tiff, jpeg, gif, pict, eps) and apply appropriate resolution settings for intended use of image.</i>
Peer/Group Interaction	<i>Have students work to gether and search images on the internet and create a quick portfolio choosing 3 of the following topics. PRODUCT SHOTS, CHILDREN, AUTOMOBILES, NATURE & WILDLIFE, SPORTS, FASHION</i>
Other: <i>Lab Project Students should create a traditional or electronic portfolio showcasing a minimum of 3 categories.</i>	

V. RESOURCES REQUIRED:

<i>(Category)</i>	<i>(Specifics)</i>
Computer/Projector CDROM	Suggested: Photo printer or software for electronic portfolio CD, DVD, or thumbdrive if electronic

Other: A variety of student images saved and organized in folders by category.

VI. INTRODUCTION:

This unit will take all of the work you have done up to this point and organize it in a way to best showcase your work.

VII. CONTENT:

*(objectives → **CONTENT** → assessment = Internal Curriculum Alignment)*

Why portfolios are important

Keeping portfolios current

Types of portfolios

Create a portfolio

VIII. SUMMARY:

A portfolio can make a break a job prospect. Its one of the most important pieces any artist should possess. Its also a living document and should be updated as frequently as possible.

IX. STUDENT PERFORMANCE ASSESSMENTS:

(objectives → content → **ASSESSMENT** = Internal Curriculum Alignment):

Psychomotor:

Create a portfolio that best showcases the students work

Cognitive:

Show understanding of different types of portfolios and what should be included in the portfolio and why.

Affective:

Feel its importants to keep a portfolio professional looking and current.

X. ASSIGNMENTS (reinforce major lesson components):

Group Activities:

Have students work to gether and search images on the internet and create a quick portfolio choosing 3 of the following topics. PRODUCT SHOTS, CHILDREN, AUTOMOBILES, NATURE & WILDLIFE, SPORTS, FASHION

Have student create a traditional or electronic portfolio (select)

XI. RELEVANCE TO FUTURE LESSONS:

After units 1-10 the students should be hireable. A portolio is a must have items inorder to pursue a career of side job in photography.

XII. LESSON/COURSE EVALUATION:

(Which part of this lesson worked? What didn't? How can we improve this lesson, unit, course? Make notes now to initiate the course evaluation/improvement process...)