

I. PRELIMINARY INFORMATION:

- A. **CLASS:** Photography
 B. **TITLE OF UNIT:** Composition
 C. **TITLE OF LESSON:**..... Depth of field, rule of thirds, pattern, texture, symmetry & lines.
 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:

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:

Students take various photos using:

Depths of Field

Rule of thirds

Pattern

Texture

Symmetry

Lines (vertical, horizontal, leading, diagonal, s-curve)

Cognitive:

Students can identify:

Depths of Field

Rule of thirds

Pattern

Texture

Symmetry

Lines (vertical, horizontal, leading, diagonal, s-curve)

Affective:

Students appreciate photos with composition and can recognize photos with appealing composition.)

IV. TEACHING METHODS AND TECHNIQUES:

<i>(Category)</i>	<i>(Specifics)</i>
Illustrated Lecture	<i>Depths of Field</i> <i>Rule of thirds</i> <i>Pattern</i> <i>Texture</i> <i>Symmetry</i> <i>Lines (vertical, horizontal, leading, diagonal, s-curve)</i>
Demonstration	<i>Setting the cameras depths of field.</i>
Supervised Lab Work	<i>Shoot and turn in contact sheets demonstrating:</i> <i>Depths of Field</i> <i>Rule of thirds</i> <i>Pattern</i> <i>Texture</i> <i>Symmetry</i> <i>Lines (vertical, horizontal, leading, diagonal, s-curve)</i>

Other:

V. RESOURCES REQUIRED:

<i>(Category)</i>	<i>(Specifics)</i>
Computer/Projector	

Other: DSLR CAMERA

VI. INTRODUCTION:

(GRAB their attention by tying to previous lessons, occupational experiences, "stories," etc...)

VII. CONTENT:

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

- Depths of Field
- Rule of thirds
- Pattern
- Texture
- Symmetry
- Lines (vertical, horizontal, leading, diagonal, s-curve)

VIII. SUMMARY:

Students should appreciate photos with composition and be able to recognize photos with appealing composition.

IX. STUDENT PERFORMANCE ASSESSMENTS:

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

Psychomotor:

Contact sheets demonstrating:

- Depths of Field
- Rule of thirds
- Pattern
- Texture
- Symmetry
- Lines (vertical, horizontal, leading, diagonal, s-curve)

Cognitive:

Identify photographs demonstrating:

- Depths of Field
- Rule of thirds
- Pattern
- Texture
- Symmetry
- Lines (vertical, horizontal, leading, diagonal, s-curve)

Affective:

Students appreciate photos with composition and can recognize photos with appealing composition.

X. ASSIGNMENTS (reinforce major lesson components)):

Shoot and turn in contact sheets demonstrating:
Depths of Field
Rule of thirds
Pattern
Texture
Symmetry
Lines (vertical, horizontal, leading, diagonal, s-curve)

(select)

(select)

XI. RELEVANCE TO FUTURE LESSONS:

Using these composition techniques, students will now be able to produce professional photos by applying what they just learned and adding studio lighting techniques that they will be learning in the next lesson.

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...)