

Grade 10 Media Arts, University (ASM20) Lesson Plan

Unit 1: Photography	Lesson 1-1: Seeing an Image from Past to Present	Time: 4 hours
Key Idea: Analyze the content of an image; Understand photography from a historical perspective		
<p style="text-align: center;">Overall Ministry Expectations</p> <p>Creating and Presenting</p> <ul style="list-style-type: none"> ▪ The Creative Process: Apply the creative process to create media art works individually and/or collaboratively; ▪ The Principles of Media Arts: Design and produce media works, applying principles of media arts and using various elements from contributing arts (dance, drama, music, visual arts); ▪ Using Technologies, Tools and Techniques: Apply traditional and emerging technologies, tools, and techniques to produce and present media art works for a variety of audiences and purposes; <p>Reflecting, Responding, and Analysing</p> <ul style="list-style-type: none"> ▪ The Critical Analysis Process: Demonstrate an understanding of the critical analysis process by examining, interpreting, assessing, and reflecting on media art works; ▪ Identity and Values: Demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural, and community values and their awareness of those values; ▪ Connections Beyond the Classroom: Demonstrate an understanding of the types of knowledge and skills developed in media arts and how they can be used outside the media arts classroom; 	<p style="text-align: center;">Learning Goals and Success Criteria</p> <p>Creating and Presenting</p> <ul style="list-style-type: none"> ▪ Use strategies to generate creative ideas and solutions (1.1) <ul style="list-style-type: none"> ○ I can analyze an image, considering what the photographer included and excluded, deducing the message they wanted to convey. (1-1B) <p>Reflecting, Responding, and Analysing</p> <ul style="list-style-type: none"> ▪ Describe initial response to a work of art (1.1) <ul style="list-style-type: none"> ○ I can describe genres of photography I prefer (1-1A). ○ I can give my opinion about what I think the message of an image might be (1-1B). ▪ Analyze how art reflects personal identity (1.2) <ul style="list-style-type: none"> ○ I can analyze an image's denotative and connotative meaning (1-1B). ▪ Describe how art affects personal values and understanding of other cultures (2.4) <ul style="list-style-type: none"> ○ I can describe how various photographers used their life experiences to influence their work (1-1D). ○ I can describe how photographers from different places collaborate (1-1D). <p>Foundations</p> <ul style="list-style-type: none"> ▪ Use terminology related to media arts (1.3) <ul style="list-style-type: none"> ○ I can use basic photography vocabulary to describe genre and the framing process (1-1A; 1-1B). ○ I can identify and describe photography inventions and discoveries (1-1C). ▪ Identify connections between contemporary and historical art works (2.1) <ul style="list-style-type: none"> ○ I can identify the influence of past photographers on present day photography (1-1D). ▪ Describe the history of media arts tools, media, or technology (2.2) <ul style="list-style-type: none"> ○ I can identify and describe techniques used by influential photographers (1-1D). 	

<p>Foundations</p> <ul style="list-style-type: none"> ▪ Terminology: Demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other concepts relating to media arts; ▪ Contexts and Influences: Demonstrate an understanding of the sociocultural and historical contexts of media arts; ▪ Responsible Practices: Demonstrate an understanding of responsible practices associated with producing, presenting, and experiencing media art works. 	
<p>Materials Required</p> <ul style="list-style-type: none"> ▪ Moodle access & Internet ▪ Students need an electronic device 	<p>HOTS (Higher Order Thinking Skills)</p> <ul style="list-style-type: none"> ▪ Analyze an image (1-1B, 1-1E) ▪ Explain and evaluate the message of an image (1-1B, 1-1E) ▪ Participate in critical thinking discussions with peers where they listen actively, share ideas and offer constructive criticism (1-1A, 1-1B, 1-1C, 1-1D) ▪ Self-assess and reflect on learning (Self-Check Quizzes, 1-1C, 1-1F)

<p>Purpose: What's the point?</p>	<p>Learning Activity: What is the teacher doing?</p>	<p>Student Action: What are students doing?</p>
<p>Hook students into the lesson.</p> <p>(15 mins)</p>	<p>Introducing Lesson Topic and Learning Goals</p> <ul style="list-style-type: none"> ▪ Write the learning goals on the board: <ul style="list-style-type: none"> ○ Describe genres of photography ○ Frame an image according to its message ○ Explain the message in an image ○ Analyze an image's denotative and connotative meaning ○ Describe how various photographers used their life experiences to influence their work 	<ul style="list-style-type: none"> ▪ Students listen to the teacher. ▪ They write down the Learning Goals (LG) or discuss with a partner to make sure they understand the LG. ▪ They list their words relating to photography in two minutes. ▪ They work together in pairs to compare their ideas and create mind maps. ▪ They compare their mind maps together as a

	<ul style="list-style-type: none"> ○ Describe how photographers from different places collaborate ○ Use basic photography vocabulary to describe the framing process ○ Identify and describe photography inventions and discoveries ○ Identify the influence of past photographers on present day photography ○ Identify and describe techniques used by influential photographers <ul style="list-style-type: none"> ▪ Show students the text at the beginning of the lesson and discuss student's prior knowledge about photography. Set a timer and have them list all of the words that come to mind when they think of photography. Put students in pairs and have them combine their lists into categories. Students create a mind map. Students compare their mind maps classwide for discussion. For some students, sentence starters may be provided such as: <ul style="list-style-type: none"> ○ The similar ideas are ... ○ The maps are different because ... ▪ Let students take turns to evaluate the maps and promote student engagement. 	<p>class and evaluate their similarities and differences.</p>
<p>Students identify their own opinions and negotiate those opinions with their classmates.</p> <p>(15 mins)</p>	<p>1-1A: Warm up to lesson</p> <ul style="list-style-type: none"> ▪ Post the following 3 statements: 1. The photo files on your phone will last (continue to exist) for 100 years or more; 2. I can take better photos with an expensive camera than with my cell phone; 3. Photographs represent exactly what the photographer saw in real life. ▪ Lead a discussion about what the students think of each statement to check their understanding of each of them. ▪ Instruct students to write down their opinions and reasons for them in their notebooks. ▪ Divide students into small groups to share their ideas. Then, ask them to share their thoughts with the class. ▪ Tell students to try and reach a group consensus about which opinion for each of the three questions is 'more' correct. Consensus can be reached 	<ul style="list-style-type: none"> ▪ Students discuss their understanding of each of the three statements. ▪ Students write down their thoughts (agree/disagree) in their notebooks. ▪ They work in small groups to collect their ideas then share them with the class. ▪ Students will negotiate a consensus either in small groups or as a class.

	either as a class or in the same small groups.	
Students identify different photography genres and discuss their preferences. (30 mins)	1-1A: Photography Genres <ul style="list-style-type: none"> Open page <i>1-1A: Photography Genres</i>. Explain that students should match the genre of photography with the corresponding photo. Lead class discussion on their genre preferences (found on Moodle). Instruct students to write down their favourite genre and make notes about what kinds of things are often true of the genre and to describe its purpose (example found on Moodle). Option to do this in an online journal. Have them share with a partner or present to the class. 	<ul style="list-style-type: none"> Students' share their preferences with the whole class. They will describe their preferred genre and discuss with their partners or the entire class.
Students understand image framing. (45 mins)	1-1B: How to Read an Image: Framing <ul style="list-style-type: none"> Elicit from students what they think a frame is in photography. Play the video for them to confirm (on Moodle). Divide students into pairs. Each stage of <i>1-1B: Framing</i> requires pairs to discuss their ideas. Lead a class discussion with each pair taking turns to present their ideas from each stage of <i>1-1B: Framing</i>. Students read the page, <i>1-1B: Framing</i> and understand how to interpret an image by looking at what is inside an image, outside an image, and how to imagine the photographer and the camera. Lead analysis activity. In the same pairs, students exchange a photo they have taken. Each student analyzes their partner's photo while taking notes. Students get back into pairs and exchange their information, making guesses and confirming information (instructions on Moodle). 	<ul style="list-style-type: none"> Students take notes in their notebooks and listen to confirm. They read the information in <i>1-1B: Framing</i>. They work in pairs to discuss each stage of framing in <i>1-1B: Framing</i>. They will take turns presenting their ideas in a class discussion. They will work in pairs to analyze a photo their partner has taken, while taking notes. They will work in pairs, taking turns giving their information to their partner, while partners confirm or correct their analysis.
Students learn about the history of photography. (25 mins)	1-1C: Illuminating Photography <ul style="list-style-type: none"> Tell students they will watch a video about the history of photography. Tell students to make notes about what they hear in the video that answers the questions: Who? What? When? 	<ul style="list-style-type: none"> Students watch the video and take notes. Students may watch twice. Students take the quiz and attempt to recall

	<ul style="list-style-type: none"> Play the video, “<i>Illuminating Photography</i>”. Tell students they will take a small quiz about what they heard in the video. Put students into groups of three and give them time to share what they heard together and review. Play the video twice if necessary. Open <i>1-1C: Illuminating Photography Quiz</i>. Tell students to try and answer the questions as best as they can. Give students time to note what they forgot as they go through the quiz. Put students into larger groups of 4-5. Ask them to discuss the answers to the questions: 1. If there are 7.5 billion people in the world, how many photos on average is that per person? How many photos do you estimate you take each year? When do you take most of your Photos? 2. Describe your favourite photograph and explain why it’s so memorable for you. 3. Take a guess as to why people like to take photos so much. Why are they so important to us? (questions on Moodle). Remember to give students time for: <ul style="list-style-type: none"> Individual engagement with the videos (10-12 mins if played twice) Sharing with their group (5 mins) The quiz (10 mins) Discussing questions in groups (10 mins) 	<p>information.</p> <ul style="list-style-type: none"> Students discuss questions in groups.
<p>Students learn about a past photographer in a contextualized way.</p> <p>Students role-play an interview between two collaborating artists.</p> <p>(60 mins)</p>	<p>1-1D: Dali and Halsman-This Week’s Guest</p> <ul style="list-style-type: none"> Tell students they will be learning about Salvador Dali and Phillippe Halsman through research and role-play. Divide students into pairs, each pair has student A (Dali) and student B (Halsman). Direct students to <i>1-1D: This Week’s Guest</i> and deliver the instructions below (also found on Moodle <i>1-1D</i>). Have students individually read the information about their partner’s character. Tell students to pose 5-6 questions about their partner’s character. Students exchange questions and choose 1-2 of them that they think are interesting. Students research the answers to the questions as if they were that character 	<ul style="list-style-type: none"> Students are assigned a historical figure. They read through some information about their partner’s character. They will create 5-6 questions about their partner’s character. They will exchange questions with their partner and answer 1-2 of the questions posed by their partner. They will act out a role-play as if the characters were interviewing each other.

	<p>(i.e. Dali: 'Why were you so curious about the reactions of people when they are jumping?' Halsman: 'Because I thought the subject revealed their true selves during a jump'.).</p> <ul style="list-style-type: none"> Hold a class plenary answering the following questions: What have you learned about these two artists? What information was the most interesting? Play the video Dali Atomicus and ask students if they learned anything new. If there is time, ask students to read the extra information page and to discuss the questions there in small groups (questions on Moodle). Connect the Halsman photo to the modern day 'jump' shot and have students experiment with trying to get everyone in the air in the same shot. Remember to give students time for: <ul style="list-style-type: none"> Reading the information (5 mins) Thinking of questions (5 mins) Researching the answers to the questions (15 mins) Acting out the interview (10 mins) The class plenary (5 mins) The video and discussion (10 mins) The 'jump' shot (10 mins) 	<ul style="list-style-type: none"> They will contribute to a class discussion. They will take jump shots together as a group.
<p>Students choose one famous photographer and do research for a poster.</p> <p>Students choose one image from that photographer and 'read' it for a poster.</p> <p>(45 mins)</p>	<p>1-1E: Formative Assignment – Reading an Image</p> <ul style="list-style-type: none"> Tell students to search online for a famous photographer. The photographer they choose should no longer be practicing photography and should be easily accessible in terms of availability of information and images in your location. Introduce the task. Students should research a photographer and note down information about 1. When they were shooting, 2. Where they were shooting, 3. What/who they were shooting, 4. How they were shooting, 5. Why they were shooting. After they have gathered this information, have students choose an image. Instruct students to analyze the image the way we did in the lesson (inside the frame, outside the frame, the photographer and the camera). Direct students to create either real-world or digital posters of their 	<ul style="list-style-type: none"> Students will research and report on a famous photographer. They will analyze an image from their photographer. They will create a poster either in class or digitally. If in class, they can walk around to look at the work. If digital, posters can be posted and commented on.

	<p>photographer, including images and any relevant information.</p> <ul style="list-style-type: none"> ▪ Students can walk around and look at each other's posters, choose one they find interesting and reflect on the information they find there. 	
<p>Students recap the learning session and reflect on the success criteria.</p> <p>(5 mins)</p>	<p>1-1F: Wrap up & Reflection</p> <ul style="list-style-type: none"> ▪ Go through the success criteria checklist and jointly affirm the learnings using <i>1-1F: Consolidation - Success Criteria</i>. 	<ul style="list-style-type: none"> ▪ Students ask questions and clarify as necessary.