

# COMMERCIAL PHOTOGRAPHY

## INDUSTRY SECTOR | Arts, Media, & Entertainment

### PATHWAY | Design, Visual, & Media Arts

#### COURSE ESSENTIAL QUESTION:

#### COURSE OVERVIEW:

This is a beginning Commercial Photography CTE course that will provide students with the knowledge of how the photographic industry started, where it is at today, and where it is going in the future. Students will be working with film & digital equipment and rely heavily on using Adobe Photoshop / Camera RAW as their digital darkroom. Throughout this year long course, they will be taking the “commercial” style approach to photography—meaning they will learn how to shoot all areas of commercial photography such as big set illustration, food, still life, portraiture, beauty, fashion, environmental, magazine, events & sports. The first unit of the course will focus on learning how to use both the film and digital camera / equipment while the second half of the course will focus on learning all the different commercial photographic styles. This course will also emphasize workforce skills such as Personal Responsibility, Interpersonal/Team Skills, Thinking and Problem-Solving Skills, Communication Skills and Technology Literacy.

#### INFORMATION:

- A. **Pre-requisite:** 16 years old or a 11th/12th grader
- B. **Abilities Required:** [Click here to enter text.](#)
- C. **Dress Requirement and Grooming:** Must dress code / industry Standard
- D. **Students must master 75% of the certificate competencies to receive a certificate.**
- E. **Fee:** Free to High School
- F. **Course Length:** 180
- G. **Textbook:** None
- H. **UC a-g Approved:** No
- I. **Industry Certification:** No
- J. **Sequencing to Include a Capstone:** Not Applicable
- K. **Community College Articulation:** No
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** No
- N. **Career Technical Student Organization:** No
- O. **Work- Based Learning:** No

**THEME: UNIT 1. UNDERSTANDING CAMERA SYSTEM**

**ENGAGING TITLE: "Before it Clicks, know this"**

**ESSENTIAL QUESTION: *Enter Essential Question***

**INSTRUCTIONAL HOURS: 6 hours**

### **Common Core Unit Objective**

At the conclusion of this unit, students will generate and build their knowledge, use precise language and apply imagination to create multiple commercial photographic images for brochures and ad campaigns for real world clients.

### **Key Assignments**

A1.0 - A2.0 (Client Project 1 Students will create multiple photographic images for promotional brochures and ad campaigns for real world clients.

### **Anchor Standards**

- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources

### **Pathway Standards**

A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary

### **Common Core Standards**

RLST 11-12.1.

### **RESOURCES:**

#### **Resources**

*Resources*



**THEME: UNIT 2. CAMERA FUNCTIONS**

**ENGAGING TITLE:** *Enter Section Title*

**ESSENTIAL QUESTION:** *Enter Essential Question*

**INSTRUCTIONAL HOURS:** 8 hours

### Common Core Unit Objective

At the conclusion of this unit, the student will use precise language, locate and collect information and generate and extend ideas to create a visual map of a Canon t5 camera that labels its buttons and identifies their functions to illustrate the basic functions of a DSLR camera.

### Key Assignments

Field Assignment: Student's First Photograph

### Anchor Standards

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

5.0 Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Manufacturing and Product Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques

### Pathway Standards

A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary

### Common Core Standards

RSLT 11-12.4

### RESOURCES:

#### Resources

*Resources*



**THEME: UNIT 3. OTHER PHOTOGRAPHIC EQUIPMENT**

**ENGAGING TITLE:** *Enter Section Title*

**ESSENTIAL QUESTION:** *Enter Essential Question*

**INSTRUCTIONAL HOURS:** 8 hours

### Common Core Unit Objective

After completing this lesson, the student will generate and extend ideas, apply imagination and plan and research to create a musical presentation that identifies common photographic accessories and their uses to demonstrate understanding of tripods, light reflectors and other accessories.

### Key Assignments

Writing Assignment: My Professional Studio. Field Assignment: Shooting with Master/Slave Lighting Units

### Anchor Standards

- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 4.0 Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Manufacturing and Product Design sector workplace environment

### Pathway Standards

A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.

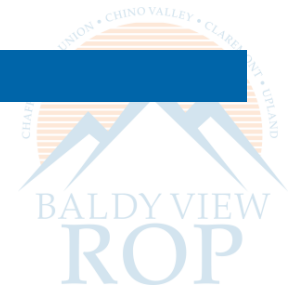
### Common Core Standards

11-12.8

### RESOURCES:

#### Resources

*Resources*



**THEME: UNIT 4. PROFESSIONAL COMMUNICATION**

**ENGAGING TITLE:** *Enter Section Title*

**ESSENTIAL QUESTION:** *Enter Essential Question*

**INSTRUCTIONAL HOURS:** *Enter total course hours spent on section*

### **Common Core Unit Objective**

In this unit students learn communication skills with crew and client to photographer communication, relevant to contemporary practices.

### **Key Assignments**

Communicate with the client before, during and after the photo shoot, communicate with corporate clients and art directors.

### **Anchor Standards**

- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

### **Pathway Standards**

A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone

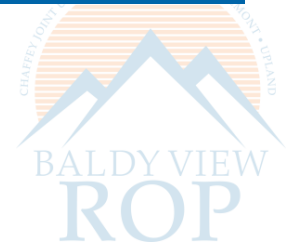
### **Common Core Standards**

LS 11-12.1

### **RESOURCES:**

#### **Resources**

*Resources*



**THEME: UNIT 5. BASIC PHOTOGRAPHIC CONCEPTS**

**ENGAGING TITLE:** *Enter Section Title*

**ESSENTIAL QUESTION:** *Enter Essential Question*

**INSTRUCTIONAL HOURS:** 8 hours

### **Common Core Unit Objective**

In this unit students will be introduced to more abstract and artistic forms of photography (i.e. long exposure). In this unit students are encouraged to move away from typical portraits and pictures to create unique art.

### **Key Assignments**

Project

### **Anchor Standards**

6.5 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.7 Maintain a safe and healthful working environment.

8.1 Access, analyze, and implement quality assurance standards of practice.

10.0 Apply essential technical knowledge and skills common to all pathways in the Manufacturing and Product Design sector, following procedures when carrying out experiments or performing technical tasks.

### **Pathway Standards**

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

### **Common Core Standards**

RSLT 11.12.1

### **RESOURCES:**

#### **Resources**

*Resources*



**THEME: UNIT 6. FLASH PHOTOGRAPHY**

**ENGAGING TITLE:** *Enter Section Title*

**ESSENTIAL QUESTION:** *Enter Essential Question*

**INSTRUCTIONAL HOURS:** 2 hours

### **Common Core Unit Objective**

In this unit students are introduced to advanced off-camera, multiple light flash devices through extensive hands-on practice. In addition, students will learn complex elements of light theory.

### **Key Assignments**

Shooting with Flash: Miniatures and Knick-Knacks, Photo Shoot-With Flash, Writing Assignment: If I were a Professional

### **Anchor Standards**

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Set up a work area, or shop, to avoid potential health concerns and safety hazards including but not limited to ergonomics, electrical (shock), wires (tripping), fumes (lung health), noise (hearing loss), fire (burns), and so forth, incorporating ergonomics.

### **Pathway Standards**

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

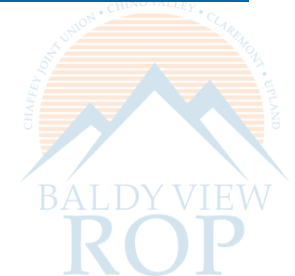
### **Common Core Standards**

RSLT 11-12.1

### **RESOURCES:**

#### **Resources**

*Resources*



**THEME: UNIT 7. PHOTOSHOP: DIGITAL DARKROOM**

**ENGAGING TITLE:** *Enter Section Title*

**ESSENTIAL QUESTION:** *Enter Essential Question*

**INSTRUCTIONAL HOURS:** 10 hours

### **Common Core Unit Objective**

Students will gain advanced knowledge of Adobe Photoshop CS6 including common industry editing techniques and enhancement tools.

### **Key Assignments**

Photoshop Film Exercise, Photoshop Yourself Exercise

### **Anchor Standards**

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

### **Pathway Standards**

A2.6

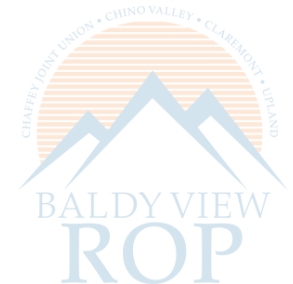
### **Common Core Standards**

RLST 11-12.1

### **RESOURCES:**

#### **Resources**

*Resources*





**THEME: UNIT 8. PROFESSIONAL COMMUNICATION**

**ENGAGING TITLE:** *Enter Section Title*

**ESSENTIAL QUESTION:** *Enter Essential Question*

**INSTRUCTIONAL HOURS:** Total course hours spent on Section

### Common Core Unit Objective

Students will learn industry best practices for communicating with clients, finding new clients, and working with assistants.

### Key Assignments

Industry Improvements

### Anchor Standards

- 2.0 Acquire and accurately use Manufacturing and Product Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.

### Pathway Standards

A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

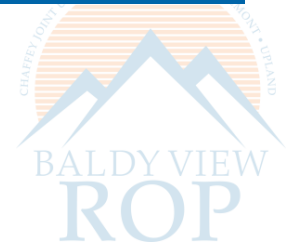
### Common Core Standards

11-12.8

### RESOURCES:

#### Resources

*Resources*



**THEME: UNIT 9. HISTORY OF PHOTOGRAPH**

**ENGAGING TITLE:** *Enter Section Title*

**ESSENTIAL QUESTION:** *Enter Essential Question*

**INSTRUCTIONAL HOURS:** Total course hours spent on Section

### **Common Core Unit Objective**

Students will learn a brief history of photography ranging from its earliest 20th century origins to the modern digital age.

### **Key Assignments**

Historical Photographer Report, Modern Photographer Report

### **Anchor Standards**

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task

### **Pathway Standards**

*Enter Pathway Standards*

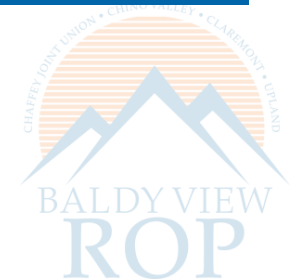
### **Common Core Standards**

*Enter Common Core Standards*

## **RESOURCES:**

### **Resources**

*Resources*



**THEME: UNIT 10. PORTFOLIO CREATION**

**ENGAGING TITLE:** *Enter Section Title*

**ESSENTIAL QUESTION:** *Enter Essential Question*

**INSTRUCTIONAL HOURS:** *Enter total course hours spent on section*

### Common Core Unit Objective

Students will prepare for their new professional career by creating both a physical photo portfolio and an online business profile to market their work and immediately recruit new business.

### Key Assignments

Complete Portfolio

### Anchor Standards

- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 3.0 Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans

### Pathway Standards

A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.

### Common Core Standards

11-12.8

## RESOURCES:

### Resources

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