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**UNIT NARRATIVE**

Commercial photography offers a wide range of career opportunities, from product photography to advertising and fashion shoots. While all photography careers share the goal of selling an image, commercial photography has the unique function of helping to market or promote a product. Photographers in this field work with clients and other creative individuals to create images that represent brands, products, or services. Success in commercial photography requires mastering technical skills like lighting and camera techniques as well as communication skills like conducting meetings and working with other members of a creative team to meet the high standards of clients and produce flawless images. Unlike fine art photography, where artistic vision drives the work, commercial photography focuses on fulfilling a client’s vision.

In this unit, students will explore the diverse types of commercial photography, gaining a foundational understanding of what it takes to work in this field. They will learn key lighting techniques used to enhance the appearance of products and experiment with creating their own product photography. Through hands-on experience, students will not only develop their photography skills but also begin to understand the challenges and precision required in commercial work.

## CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

### Readiness Standards

#### 130.98&99 (c) Knowledge and Skills:

(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:

- (A) employ communications skills;
- (B) employ teamwork and conflict-management skills;
- (C) conduct and participate in meetings;

(12) The student develops a basic understanding of commercial photography. The student is expected to:

- (I) demonstrate knowledge of photographic lighting techniques, including three-point lighting;
- (L) produce a variety of photographs using appropriate, current, industry-standard production processes;
- (M) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills;
- (O) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in photographic work, including the student's own work; and
- (P) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background

### Major Content

- Types of commercial photography
- Lighting Techniques (3-point Lighting)
- Product Photography

### Supporting & Additional Content

- Technology Applications.
- Use of equipment for shooting assignments.
- Vocabulary will be taught and reinforced as it applies to concepts and assignments covered.
- Leadership Characteristics – Communication Skills & Problem-Solving Methods.
- Critical thinking & problem-solving skills.
- Communication Strategies
- Formal and informal presentations

## UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

### Key Understandings: *(the "why" students need to learn the lesson)*

1. **Commercial Photography's Role in Marketing and Business:** Students will understand how commercial photography directly supports marketing, advertising, and product branding, making it essential to industries that rely on visuals to promote and sell products. Learning this field empowers students to create compelling imagery that serves a clear business purpose.
2. **Mastery of Lighting Techniques:** Lighting is one of the most crucial aspects of successful commercial photography. Students will learn how light can shape, enhance, and define the appearance of products, conveying quality and appeal, and how mastery of lighting techniques is necessary for creating professional images.
3. **Developing Client-Centered Creativity:** Commercial photography often requires balancing creative vision with a client's needs and brand identity. Students will learn how to interpret client requests and adapt their creative ideas to fulfill specific goals, an essential skill for building successful client relationships.
4. **Precision and Problem-Solving Skills:** Commercial photographers must maintain high standards of accuracy and solve problems efficiently under tight deadlines. Students will explore techniques to achieve the level of precision required in commercial work, learning how to troubleshoot issues on the fly and produce images with technical expertise.
5. **Ethical and Legal Awareness in Image Creation:** Understanding copyright and ethical considerations in photography is vital in today's commercial landscape. Students will learn to respect intellectual property and practice integrity in the creation, editing, and usage of digital images.
6. **Producing a Marketable Product:** At its core, commercial photography is about creating images that serve as marketable products themselves. Students will grasp that every image they create has potential value and that commercial success depends on delivering images that meet client expectations and industry standards.

### Key Questions: *(this question should be directed to the Key Understanding above)*

1. **Commercial Photography's Role in Marketing and Business:** How does commercial photography impact the success of a brand or product?
2. **Mastery of Lighting Techniques:** How does lighting affect the way a product is perceived in an image?
3. **Developing Client-Centered Creativity:** How can a photographer balance their own creative style with the needs and vision of a client?
4. **Precision and Problem-Solving Skills:** Why is attention to detail especially important in commercial photography?
5. **Ethical and Legal Awareness in Image Creation:** Why is it important to understand copyright laws in commercial photography?
6. **Producing a Marketable Product:** What makes a photograph "marketable" in the commercial world?

# ROADMAP

Suggested daily guide for instruction in this unit.

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources								
<p><b>DAY 1</b> <i>A Brief History of Commercial Photography</i></p>	<p><b>SWBAT:</b> analyze and compare advertisements from a variety of media by sorting them into different categories like still-life, fashion, sports, etc. and identify aspect of each image's composition.</p> <p><b>TEKS: 130.98.</b> (c) Knowledge and Skills:</p> <p>(O) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in photographic work, including the student's own work; and</p> <table border="1" data-bbox="289 717 837 1031"> <thead> <tr> <th colspan="2">AGENDA</th> </tr> </thead> <tbody> <tr> <td>Do Now (Photo Analysis – Principles of Design)</td> <td>5 min</td> </tr> <tr> <td>Slidedeck – Brief History of Commercial Photography</td> <td>15 min</td> </tr> <tr> <td>Lesson Assignment: Advertisement Analysis</td> <td>40 min</td> </tr> </tbody> </table> <div data-bbox="403 1097 741 1399"> <p>ANALYZING &amp; DEVELOPING PHOTOGRAPHIC COMPOSITIONS</p> <p>DISCIPLINARY LITERACY</p> </div>	AGENDA		Do Now (Photo Analysis – Principles of Design)	5 min	Slidedeck – Brief History of Commercial Photography	15 min	Lesson Assignment: Advertisement Analysis	40 min	<p><b>TEACHER PRE-WORK/SETUP</b></p> <p><i>(If applicable/Class sets) Download a copy of Assignment and slidedeck as PPT. Edit/modify to fit your class needs (do now/exit tickets, printable ppt notes etc.)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Preview the Lesson Assignment for guidance and Pre-work</li> </ul> <p><b>STUDENT GUIDANCE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student: Follow along with slidedeck and participate in discussion.</li> <li><input type="checkbox"/> Student: Follow guided instruction – Small Group Ad Analysis</li> <li><input type="checkbox"/> Student: Independent work time</li> <li><input type="checkbox"/> Student: Share finding with the class</li> </ul> <p><b>TEACHER GUIDANCE:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher: Present Slidedeck (follow notes imbedded) introduce Advertisement Analysis assignment</li> <li><input type="checkbox"/> Teacher: Group students together to begin ad analysis assignment.</li> </ul> <p><b>(Wrap-Up and Reflection):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher: Allow students to share their findings with the class.</li> </ul>	<p><b>SLIDEDECK:</b> <b>Commercial Photography Intro</b></p> <div data-bbox="1738 578 1801 656"> </div> <p><b>Lesson Assignment (Teacher Guidance): Advertisement Analysis</b></p> <div data-bbox="1738 824 1822 902"> </div> <p><b>SUPPORT LINKS:</b> <a href="#">Diffit.me</a> – EB/EL Support Google doc translator Sentence stems</p>
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<p><b>DAY 2</b></p> <p><b>Making Commercial Photographs</b></p>	<p><b>SWBAT:</b> differentiate between fine-art photography and commercial photography by analyzing the similarities and differences using a Venn Diagram.</p> <p><b>TEKS: 130.98.</b> (c) Knowledge and Skills:</p> <p>(12) (M) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills;</p>	<p><b>TEACHER PRE-WORK/SETUP</b></p> <p><i>(If applicable/Class sets) Download a copy of Assignment and slidedeck as PPT. Edit/modify to fit your class needs (do now/exit tickets, printable ppt notes etc.)</i></p>	<p><b>SLIDEDECK:</b> <b>Making Commercial Photographs</b></p>  <p><b>Lab Exercise:</b> <b>Photoshoot Roleplay</b></p>  <p><b>PARTICIPATION/ DISCUSSION:</b> <b>Discourse Strategy Cheat Sheet</b></p>  <p><b>SUPPORT LINKS:</b> <a href="https://www.diffit.me">Diffit.me</a> – EB/EL Support Google doc translator Sentence stems</p>										
	<table border="1" data-bbox="289 597 837 976"> <thead> <tr> <th colspan="2" data-bbox="289 597 837 659">AGENDA</th> </tr> </thead> <tbody> <tr> <td data-bbox="289 659 682 716">Slide deck</td> <td data-bbox="682 659 837 716">20 min</td> </tr> <tr> <td data-bbox="289 716 682 802">Fine art VS Commercial Analysis (group work)</td> <td data-bbox="682 716 837 802">20 min</td> </tr> <tr> <td data-bbox="289 802 682 859">Class Discourse</td> <td data-bbox="682 802 837 859">5 min</td> </tr> <tr> <td data-bbox="289 859 682 915">Photoshoot Roleplay</td> <td data-bbox="682 859 837 915">10 min</td> </tr> <tr> <td data-bbox="289 915 682 976">Class Discourse/Findings &amp; Wrap-up</td> <td data-bbox="682 915 837 976">5 min</td> </tr> </tbody> </table> 	AGENDA		Slide deck	20 min	Fine art VS Commercial Analysis (group work)	20 min	Class Discourse	5 min	Photoshoot Roleplay	10 min	Class Discourse/Findings & Wrap-up	5 min
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<p><b>TEACHER GUIDANCE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher: Present – <b>Slidedeck</b> follow slide notes.</li> <li><input type="checkbox"/> Teacher: Observe and support in group photo analysis</li> <li><input type="checkbox"/> Teacher: Lead discourse to share experiences and techniques using <b>Discourse Strategy Cheat Sheet</b></li> <li><input type="checkbox"/> Teacher: Facilitate instruction of Lab Exercise</li> </ul>													

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources						
<p><b>DAY 3 - 4</b></p> <p><b>Lab Assignment:</b></p> <p><b>Exploring Light Modifiers</b></p>	<p><b>SWBAT:</b> demonstrate the effects of different light modifiers on a still subject by experimenting with various lighting setups while documenting the differences in quality, intensity, and shadow.</p> <p><b>TEKS: 130.98.</b> (c) Knowledge and Skills:</p> <p>(12) (I) demonstrate knowledge of photographic lighting techniques</p> <table border="1" data-bbox="289 553 837 808"> <thead> <tr> <th colspan="2" data-bbox="289 553 837 610">AGENDA</th> </tr> </thead> <tbody> <tr> <td data-bbox="289 610 680 748"> <ul style="list-style-type: none"> <li>How to use light modifiers slidedeck</li> <li>Light modifiers demo – Guided practice</li> </ul> </td> <td data-bbox="680 610 837 748">Day 1</td> </tr> <tr> <td data-bbox="289 748 680 808">Light modifiers – Lab work</td> <td data-bbox="680 748 837 808">Day 2</td> </tr> </tbody> </table> <div data-bbox="289 857 827 1084">     </div>	AGENDA		<ul style="list-style-type: none"> <li>How to use light modifiers slidedeck</li> <li>Light modifiers demo – Guided practice</li> </ul>	Day 1	Light modifiers – Lab work	Day 2	<p><b>TEACHER PRE-WORK/SETUP</b></p> <p><i>(If applicable/Class sets) Download a copy of Assignment and slidedeck as PPT. Edit/modify to fit your class needs (do now/exit tickets, printable ppt notes etc.) Use tether cord for live demo See video for support in understanding if applicable (found under Support links on the right)</i></p> <p><b>STUDENT GUIDANCE</b></p> <ul style="list-style-type: none"> <li>❑ Student: (Day 1) Follow along with slidedeck and actively participate in discussion.</li> <li>❑ Student: (Day 1) Participate in guided practice – Shooting with various light modifiers</li> <li>❑ Student: (Day 1) Download a copy of Lab Assignment: Exploring Light Modifiers Follow steps 1-5 and use the shooting data sheet at the bottom of the assignment page.</li> <li>❑ Student: (Day 2) Continue Lab Assignment and share findings/discourse</li> </ul> <p><b>TEACHER GUIDANCE</b></p> <ul style="list-style-type: none"> <li>❑ Teacher: (Day 1) Present slidedeck and follow notes.</li> <li>❑ Teacher: (Day 1) Use Lighting Comparison Visualizer to show students various light modifiers comparison. Have students practice on their own or select some settings for you to try. Discuss results</li> <li>❑ Teacher: (Day 1) Introduce Lab Assignment: Exploring Light Modifiers</li> <li>❑ Teacher: (Day 1) Facilitate guided practice/short demo if needed.</li> <li>❑ Teacher: (Day 2) Facilitate Independent practice</li> <li>❑ Teacher: (Day 2) Wrap up by having students discuss each of the lighting methods and what subject each set-up would be best suited for.</li> </ul>	<p><b>SLIDEDECK:</b></p> <p><b>Exploring Light Modifiers</b></p>  <p><b>Lab Assignment: Exploring Light Modifiers</b></p>  <p><b>PARTICIPATION/ DISCUSSION:</b></p> <p><b>Discourse Strategy Cheat Sheet</b></p>  <p><b>SUPPORT LINKS:</b></p> <p><b>Light Modifiers Comparison – Video</b></p> <p><a href="https://www.diffit.me">Diffit.me</a> – EB/EL Support</p> <p>Google doc translator</p> <p>Sentence stems</p>
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<p><b>DAY 5 - 10</b></p> <p><b>Types of Commercial Photography &amp; Planning a Shoot</b></p>	<p><b>SWBAT: produce a variety of commercial photographs by using current, industry-standard processes such as conduct and participate in meetings, use lighting techniques, and collaborate as a team to meet a “client’s” needs.</b></p> <p><b>TEKS: 130.98.</b> (c) Knowledge and Skills:</p> <p>(8)(A) employ communications skills;            (B) employ teamwork and conflict-management skills;            (C) conduct and participate in meetings;            (12) (I) demonstrate knowledge of photographic lighting techniques.            (L) produce a variety of photographs using appropriate, current, industry-standard production processes;</p> <table border="1" data-bbox="289 646 837 1040"> <thead> <tr> <th colspan="2">AGENDA</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Slide Deck – Types of Commercial Photography</li> <li>Assignment Schedule</li> </ul> </td> <td>Day 1</td> </tr> <tr> <td>Lab Day – Detailed Planning and Pre-Production</td> <td>Day 2</td> </tr> <tr> <td>Lab Day – Photo Shoot Days/Post-Production Days</td> <td>Days 3-5</td> </tr> <tr> <td>Present and discuss</td> <td>Day 6</td> </tr> </tbody> </table> <div data-bbox="310 1117 808 1339"> </div>	AGENDA		<ul style="list-style-type: none"> <li>Slide Deck – Types of Commercial Photography</li> <li>Assignment Schedule</li> </ul>	Day 1	Lab Day – Detailed Planning and Pre-Production	Day 2	Lab Day – Photo Shoot Days/Post-Production Days	Days 3-5	Present and discuss	Day 6	<p><b>TEACHER PRE-WORK/SETUP</b></p> <p><i>(If applicable/Class sets) Download a copy of Assignment and slidedeck as PPT. Edit/modify to fit your class needs (do now/exit tickets, printable ppt notes etc.)</i></p> <p><b>STUDENT GUIDANCE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student: (Day 1) Follow along with slidedeck/actively</li> <li><input type="checkbox"/> Student: (Day 1) Begin Lab Assignment: Planning a Shoot, part 1 - Deciding roles &amp; Planning (schedule meetings)</li> <li><input type="checkbox"/> Student: (Day 2) Planning and pre-production</li> <li><input type="checkbox"/> Student: (Days 3-5) Photo shoots and post-production</li> <li><input type="checkbox"/> Student: (Day 6) Present and discuss findings</li> </ul> <p><b>TEACHER GUIDANCE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher: (Day 1) Present slidedeck and follow notes then have students’ complete reflection activity.</li> <li><input type="checkbox"/> Teacher: (Day 1) Introduce Lab Assignment: Planning a Shoot and facilitate independent practice.</li> <li><input type="checkbox"/> Teacher: (Days 2-5) Facilitate Planning and pre-production</li> <li><input type="checkbox"/> Teacher (Day 6) Have students present work</li> </ul>	<p><b>SLIDEDECK:</b></p> <p><b>Types of Commercial Photography</b></p> <div data-bbox="1690 414 1837 462"> </div> <p><b>LAB ASSIGNMENT (Teacher Guidance):</b></p> <p><b>Planning a Shoot</b></p> <div data-bbox="1732 649 1816 730"> </div> <p><b>SUPPORT LINKS:</b></p> <p><a href="https://www.diffit.me">Diffit.me</a> – EB/EL Support  <a href="#">Google doc translator</a>  <a href="#">Sentence stems</a></p>
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<p><b>DAY 11</b></p> <p><i>Product Illustration - Making a "Knockout"</i></p>	<p><b>SWBAT:</b> demonstrate their ability to remove ("Knockout") a background from an image for a product shot by using the lasso tools to select the image and mask the background.</p> <p><b>TEKS:</b> 130.98. (c) Knowledge and Skills:</p> <p>(12)(L) produce a variety of photographs using appropriate, current, industry-standard production processes;</p> <table border="1" data-bbox="289 540 837 802"> <thead> <tr> <th colspan="2" data-bbox="289 540 837 599">AGENDA</th> </tr> </thead> <tbody> <tr> <td data-bbox="289 599 680 683">Slidedeck – Product Illustration Photography</td> <td data-bbox="680 599 837 683">20 min</td> </tr> <tr> <td data-bbox="289 683 680 742">Guided/Independent practice</td> <td data-bbox="680 683 837 742">35 min</td> </tr> <tr> <td data-bbox="289 742 680 802">Wrap-up</td> <td data-bbox="680 742 837 802">5 min</td> </tr> </tbody> </table> <div data-bbox="289 894 827 1117" style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>INQUIRY BASED PROBLEM SOLVING</b></p>  <p><b>DISCIPLINARY LITERACY</b></p> </div> <div style="text-align: center;">  <p><b>DEVELOPING &amp; USING TECHNICAL MODELS &amp; SYSTEMS</b></p>  <p><b>DISCIPLINARY LITERACY</b></p> </div> </div>	AGENDA		Slidedeck – Product Illustration Photography	20 min	Guided/Independent practice	35 min	Wrap-up	5 min	<p><b>TEACHER PRE-WORK/SETUP</b></p> <p><i>(If applicable/Class sets) Download a copy of Assignment and slidedeck as PPT. Edit/modify to fit your class needs (do now/exit tickets, printable ppt notes etc.)</i></p> <p><b>STUDENT GUIDANCE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student: Follow along with slidedeck and actively participate.</li> <li><input type="checkbox"/> Student: Lab exercise: Practice "Knockout" – Download product images online and use photoshop to knock out at least 5.</li> </ul> <p><b>TEACHER GUIDANCE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher: Present slidedeck and follow notes.</li> <li><input type="checkbox"/> Teacher: Have students practice knocking out some product items</li> <li><input type="checkbox"/> Teacher: Facilitate and monitor Lab practice</li> </ul>	<p><b>SLIDEDECK: Product Illustration</b></p> <div data-bbox="1738 467 1822 553" style="text-align: center;">  </div> <p><b>SUPPORT LINKS:</b></p> <p><a href="#">Diffit.me</a> – EB/EL Support  <b>Google doc translator</b>  <b>Sentence stems</b></p>
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Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources						
<p><b>DAY 12-19</b> <i>Creating a Product Shoot</i></p>	<p><b>SWBAT:</b> demonstrate their ability to create professional quality product shots by effectively utilizing photographic equipment, composition principles, and basic lighting techniques including 3-point lighting.</p> <p><b>TEKS: 130.98. (c) Knowledge and Skills:</b></p> <p>(8)(A) employ communications skills;            (B) employ teamwork and conflict-management skills;            (C) conduct and participate in meetings;            (12)(L) produce a variety of photographs using appropriate, current, industry-standard production processes;</p>	<p><b>TEACHER PRE-WORK/SETUP</b></p> <p><i>(If applicable/Class sets) Download a copy of Assignment and slidedeck as PPT. Edit/modify to fit your class needs (do now/exit tickets, printable ppt notes etc.)</i></p> <p><b>Set up student workstations for product shoot</b></p>	<div data-bbox="1738 253 1808 342"></div> <p><b>Student Action Plan</b></p> <div data-bbox="1688 444 1835 493"></div> <p><b>LAB ASSIGNMENT (Teacher Guidance):</b> <b>Creating a Simple Product Shot</b></p> <div data-bbox="1738 695 1822 781"></div> <p><b>SUPPORT LINKS:</b>  <a href="https://www.diffit.me">Diffit.me</a> – EB/EL Support  <b>Google doc translator</b>  <b>Sentence stems</b></p>						
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<p><b>TEACHER GUIDANCE</b></p> <ul style="list-style-type: none"> <li>❑ Teacher: (Day 1) Present slidedeck and follow notes.</li> <li>❑ Teacher: (Day 1) Introduce Lab Assignment: Creating a Product Shoot</li> <li>❑ Teacher: (Day 2 - 5) Facilitate independent work.</li> <li>❑ Teacher: (Days 6 – 8) Facilitate Presentations/Critiques</li> </ul>									

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<b>DAY 20</b> Unit 4 Assessment			

## UNPACKED STANDARDS

Focus standards for this unit.

Standards Clarification		
Standards	Specificity	Notes/Explanations/Examples
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to: (A) employ communications skills; (B) employ teamwork and conflict-management skills; (C) conduct and participate in meetings;	Cognition: Apply  Content: Leadership characteristics including, conducting/participating in meetings, and employing communication and conflict management skills.	Activities such as participating in meetings, not only allows for practicing effective communication, and conflict management, but it plays a crucial role in enhancing collaboration and professionalism. Students will lead project discussions, participate in critiques, and simulate client interactions to practice setting goals and providing feedback. Clear communication is essential during shoots to convey creative visions, build rapport with clients, and present work effectively. Conflict management helps students mediate creative differences, address on-set challenges, and handle critique sessions constructively. These skills not only improve teamwork and problem-solving in class but also prepare students for the demands of the commercial photography industry.
(12) The student develops a basic understanding of commercial photography. The student is expected to: (I) demonstrate knowledge of photographic lighting techniques, including three-point lighting; (L) produce a variety of photographs using appropriate, current, industry-standard production processes;	Cognition: Develop, demonstrate, and produce  Content: a basic understanding of commercial photography by demonstrating knowledge of photographic, industry-standard production processes and lighting techniques, including three-point lighting	Practicing photographic lighting techniques through the "Planning a Shoot" and "Creating a Product Shot" projects helps students develop essential technical and creative skills. In the planning phase, students experiment with different lighting setups, such as using softboxes to create soft, even light or directional lighting to enhance textures and details. For the product shot, they learn how to control reflections, eliminate shadows, and use modifiers like reflectors or diffusers to achieve professional-quality results. These hands-on experiences improve their ability to adapt lighting techniques for various subjects and scenarios, preparing them to create visually compelling images in real-world photography settings.
(M) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills; (O) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in photographic work, including the student's own work; and (P) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background.	Cognition: Evaluate, Identify, and Demonstrate  Content: photographs using principles of art and design, commercial photography standards, and critical-thinking skills to discuss, analyze, critique, and write about visual aspects such as composition, color, design, shape, shadow, negative space, and background in photographic work, including the student's own work.	Evaluating photographs during critiques using the principles of art, commercial photography standards, and critical thinking skills helps students refine their analytical and creative abilities. By assessing elements like composition, balance, and color harmony, they develop an eye for strong visual design. Applying commercial standards ensures they consider the intended purpose and client expectations, such as branding consistency or marketability. Critical thinking enables them to provide constructive feedback, identify areas for improvement, and justify their opinions with evidence. This process not only sharpens their technical and aesthetic judgment but also prepares them to meet professional expectations in the photography industry.

## VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

### Key Content Vocabulary

*List and define key vocabulary terms*

**Art Director-** Designs the composition of the shot and picks the location or designs the set.

**Client –** Supplies the product to be photographed.

**Commercial Photography –** A tool to sell or promote a product with the goal of meeting the client's needs.

**Continuous tone –** Refers to images that have virtually unlimited range of color or shades of greys.

**Creative Director –** Decides on the overall theme, mood, and direction of the image.

**Creative Team –** Usually the ones that select the final shots that you see in an ad or publication.

**Derivative –** Works based off another person's work.

**Engraving & Etching –** Original method of creating illustrations which were done by hand.

**Halftone –** Simulates continuous-tones of a photograph by varying the size of tiny dots of ink that make up an image.

**Post-Production / Image Compositing (Re-touching) –** Done after the photo shoot is complete. This step involves editing and processing the final photos.

**Producer –** makes sure all the different people involved in making the image can do their jobs, meet the time schedule for the shoot, and stay within the budget. The producer also gets any permits (permission) necessary for the shoot, such as location permits.

**Prop Stylist (product stylist) –** Selects and places objects and furnishings in the location or set.

**Hard Light –** When there is nothing between the light and the subject.

**Beauty Dish –** A beauty dish slightly diffuses the light and spreads it out. Shadows are lightened and the edges of the shadows are broken up.

Grid – A grid is a metal honeycomb filter that is placed in front of the light. It narrows the spread of light and focuses it which causes shadows to appear darker.

Silver Umbrella – These tend to reflect light without diffusing it, which causes the shadows to be darker but not quite as harsh.

Shoot-through Umbrella – The umbrella diffuses the light before it gets to the subject lowering the contrast a bit.

Small Softbox – Produces very diffused light that appears to wrap around the subject.

Large Softbox – Produces very even, low contrast lighting with soft shadows. Flattering but not dramatic.