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UNIT NARRATIVE

This unit builds on the previous units on commercial photography by now exploring the challenge of photographing people. From portraits and fashion shoots to travel and corporate settings, working with people is a skill every photographer needs. Students will not only learn how to choose the proper equipment for these types of shoots but also how including people can enhance a photo's story or purpose. Whether promoting a product, place, or idea, understanding how to work with human subjects is essential to creating engaging and marketable images.

The unit also focuses on building works for a strong photography portfolio. Students will learn how to select and organize their best work from this project with a goal of creating a cohesive collection tailored to specific audiences. In addition, the unit emphasizes soft skills like communication and time management, along with strategies to keep learning and growing as a photographer. By the end of the unit, students will have both the technical and professional tools to confidently showcase their work.

CONTENT STANDARDS

Below are the standards taught and assessed in this unit.

Readiness Standards
130.98&99 (c) Knowledge and Skills: (3) Professional communication strategies. (F) Listen and speak with diverse individuals; and (G) exhibit public relations skills (9) Applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. (C) model respect for intellectual property when manipulating, morphing, and editing digital images; (10) Develops career-building characteristics. (A) create a portfolio to document information such as work samples (12) understanding of commercial photography. (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	Supporting & Additional Content
Photographing People Explore genres like portraits, fashion, and lifestyle featuring people. **Technical Skills** Practice lighting, posing, and the exposure triangle (shutter speed, ISO, and aperture). **Portfolio Development** Select and organize images for specific audiences, like clients or galleries. **Professional Growth** Build soft skills and plan for technical and business growth in photography.	• 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 Questions: *(this question should be directed to the Key Understanding above)*

1. Why is the ability to photograph people important for commercial photographers?
2. How does including people in an image enhance its storytelling and emotional impact?
3. What strategies can photographers use to make their subjects feel comfortable during a shoot?
4. What factors should you consider when selecting images for a portfolio tailored to a specific audience or purpose?
5. How do technical skills and creative decision-making impact the effectiveness of a portfolio or photo series?
6. What organizational strategies can help photographers manage large quantities of digital images for portfolio development?
7. How do soft skills like communication and adaptability influence success in both photographing people and building a portfolio?
8. In what ways can creating a portfolio help you identify areas for growth and set goals as a photographer?

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

1. Photographing people is a fundamental skill for commercial photographers, as people are often the focus or context in various photography genres, from fashion to travel.
2. Including people in commercial images can attract attention, create emotional connections, and provide context to promote products, places, or services.
3. Effective portraiture requires photographers to make subjects feel comfortable, fostering authentic and engaging images.
4. Developing a professional portfolio involves curating work with a clear theme, purpose, and audience in mind.
5. A well-designed portfolio is a critical tool for securing opportunities in art schools, galleries, or client work.
6. Organization and culling are essential for managing and presenting large volumes of digital photos effectively.
7. Both technical skills (lighting, composition) and soft skills (interpersonal communication, adaptability) are crucial for growth as a creative and professional photographer.
8. Building a portfolio supports long-term career development and helps photographers refine their creative vision and specialization.

ROADMAP

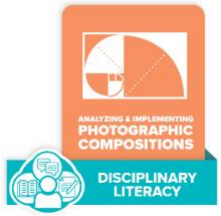
Suggested daily guide for instruction in this unit.

<table>
<tr><th>Lesson</th><th>Objective(s) and Standard(s)</th><th>Instructional Notes</th><th>Resources</th></tr>
<tr>
<td><u>DAY 1</u>

Unit Intro & Fashion/Model Photography</td>
<td>
SWBAT: identify an artistic direction or theme for the photo they will be composing at the end of the unit by creating an inspiration board using found images from print and/or online advertisements.

TEKS: 130.98. (c) Knowledge and Skills:
(12) (M) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills;
(P) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background

<table>
<tr><th colspan="2">AGENDA</th></tr>
<tr><td>Slide deck</td><td>20 min</td></tr>
<tr><td>Lesson Activity – Inspiration Board</td><td>35 min</td></tr>
<tr><td>Lesson Discourse</td><td>5 min</td></tr>
</table>



</td>
<td>
TEACHER PRE-WORK/SETUP
(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.)
❑ Source magazine and other print media for this Unit
❑ Preview the Lesson Assignment for guidance and Pre-work

STUDENT GUIDANCE
❑ Student: Follow along with slidedeck and participate in discussion.
❑ Student: Lab Activity – Download Student Action Plan and begin Inspiration board
❑ Student: Discuss insights from research

TEACHER GUIDANCE:
❑ Teacher: Present Slidedeck (follow notes imbedded)
❑ Teacher: Introduce Inspiration board activity and facilitate
(Wrap-Up and Reflection):
❑ Teacher: Allow students to share their insights. Use Discourse Strategy Cheat Sheet found on the right under resources for support
</td>
<td>
SLIDEDECK:
Unit Intro & Fashion/Model Photography

LAB ACTIVITY:
Inspiration Board (Student Action Plan)

PARTICIPATION/ DISCUSSION:
Discourse Strategy Cheat Sheet

SUPPORT LINKS:
Diffit.me – EB/EL Support
Google doc translator
Sentence stems
</td>
</tr>
</table>

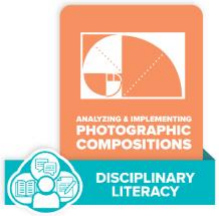
<table>
<tr><th>Lesson</th><th>Objective(s) and Standard(s)</th><th>Instructional Notes</th><th>Resources</th></tr>
<tr>
<td><u>DAY 2</u>

Sports and Action Photography</td>
<td>
SWBAT: demonstrate their knowledge of composition by experimenting with various vantage points to modify the look and feeling (mood) of a photo.

TEKS: 130.98. (c) Knowledge and Skills:

(12) (M) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills; (P) demonstrate knowledge of the principles of design in photographic work with a focus on composition,

<table>
<tr><th colspan="2">AGENDA</th></tr>
<tr><td>Slide deck</td><td>15 min</td></tr>
<tr><td>Lab Exercise: POV</td><td>40 min</td></tr>
<tr><td>Class Discourse/Findings & Wrap-up</td><td>5 min</td></tr>
</table>



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<td>
TEACHER PRE-WORK/SETUP

(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.)

STUDENT GUIDANCE

❑ Student: Follow along with slidedeck and participate in discussion.
❑ Student: Begin Lab Exercise – Wide angle lens – POV
❑ Student: Share findings with class

TEACHER GUIDANCE

❑ Teacher: Present – Slidedeck follow slide notes.
❑ Teacher: Facilitate guided practice with Lab Exercise
❑ Teacher: Allow students to share their insights. Use Discourse Strategy Cheat Sheet found on the right under resources for support
</td>
<td>
SLIDEDECK:
Sports and Action Photography

Lab Exercise:
Wide angle Lens - POV

PARTICIPATION/ DISCUSSION:
Discourse Strategy Cheat Sheet

SUPPORT LINKS:
Diffit.me – EB/EL Support
Google doc translator
Sentence stems
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</tr>
</table>

<table>
<tr><th>Lesson</th><th>Objective(s) and Standard(s)</th><th>Instructional Notes</th><th>Resources</th></tr>
<tr>
<td><u>DAY 3 & 4</u>

Editorial/ Lifestyle Photography</td>
<td>
SWBAT: generate visual and emotional correlations between an image's subject matter and the content of the item(s) they are illustrating by identifying and describing photos used in magazines and on the web in which the setting and the surroundings are just as important as the people in them.

TEKS: 130.98. (c) Knowledge and Skills:

(12)
(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,

<table>
<tr><th colspan="2">AGENDA</th></tr>
<tr><td>Slidedeck</td><td>30 min</td></tr>
<tr><td>Lesson Activity – Editorial Photography Research</td><td>Begin Day 1 – remainder of class</td></tr>
<tr><td>Lesson Activity – Editorial Photography: Share Research Findings</td><td>Day 2 – Wrap up, present and submit</td></tr>
</table>

</td>
<td>
TEACHER PRE-WORK/SETUP

(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.)

❑ Source magazine and other print media for this Unit
❑ Preview the Lesson Assignment for guidance and Pre-work

STUDENT GUIDANCE

❑ Student: (Day 1) Follow along with slidedeck and actively participate in discussion.
❑ Student: (Day 1) Download a copy of Lesson activity
❑ Student: (Day 2) Continue Lesson activity and share findings/discourse

TEACHER GUIDANCE

❑ Teacher: (Day 1) Present slidedeck and follow notes.
❑ Teacher: (Day 1) Introduce Lesson activity – Editorial Photography Research
❑ Teacher: (Day 2) Wrap up by having students discuss findings. Use Discourse Strategy Cheat Sheet found on the right under resources for support
</td>
<td>
SLIDEDECK:
Editorial/Lifestyle Photography

LESSON ACTIVITY:
Editorial Photography Research

PARTICIPATION/ DISCUSSION:
Discourse Strategy Cheat Sheet

SUPPORT LINKS:
<u>Diffit.me</u> – EB/EL Support
Google doc translator
Sentence stems
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</table>

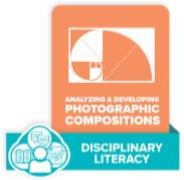
<table>
<tr><th>Lesson</th><th>Objective(s) and Standard(s)</th><th>Instructional Notes</th><th>Resources</th></tr>
<tr>
<td><u>DAY 5-9</u>

Editorial/ Lifestyle Photography Lab</td>
<td>
SWBAT: demonstrate their ability to promote an idea, feeling, or aspiration by capturing a photo(s) where the setting and surroundings are just as important as the people in them.

TEKS: 130.98. (c) Knowledge and Skills:

(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;

<table>
<tr><th colspan="2">AGENDA</th></tr>
<tr><td>• Intro to Lab
• Brainstorming
• Student worktime – developing photoshoot plans (Guided Practice)</td><td>Day 1</td></tr>
<tr><td>• Finalize photoshoot plans
• Practice Shoots/set-ups</td><td>Day 2</td></tr>
<tr><td>• Photoshoot days
• Editing and post-production</td><td>Days 3-4</td></tr>
</table>



</td>
<td>
TEACHER PRE-WORK/SETUP

(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.)

STUDENT GUIDANCE

❑ Student: Download and review Lab Assignment (Student Action Plan): Editorial/Lifestyle Photography

❑ Student: Begin Day 1 – Planning the photoshoot

TEACHER GUIDANCE

❑ Teacher: Present Lab Assignment and use Teacher Guidance Sheet as a guide for each day.

❑ Teacher: Facilitate and monitor Lab practice
</td>
<td>
LAB ASSIGNMENT (Student Action Plan): Editorial/Lifestyle Photography

LAB ASSIGNMENT (Teacher Guidance): Editorial/Lifestyle Photography

SUPPORT LINKS:

<u>Diffit.me</u> – EB/EL Support
Google doc translator
Sentence stems
</td>
</tr>
</table>

<table>
<tr><th>Lesson</th><th>Objective(s) and Standard(s)</th><th>Instructional Notes</th><th>Resources</th></tr>
<tr>
<td><u>DAY 10-18</u>

Fashion Shoot with a Mode – Studio Experience</td>
<td>
SWBAT: demonstrate an understanding of commercial photography production processes by planning and executing a fashion shoot with a model. This includes using three-point lighting, producing industry-standard photographs, evaluating images with principles of art and design, and applying design principles such as composition, color, and negative space.

TEKS: 130.98. (c) Knowledge and Skills:

(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;

<table>
<tr><th colspan="2">AGENDA</th></tr>
<tr><td>Intro, Inspiration Board Review, and Planning
Introduce project objectives
Discuss safety rules and regulations
Review inspiration boards
Finalize design direction
Assign roles
Decide on shoot type (catalog-style or fashion editorial)</td><td>Day 1</td></tr>
<tr><td>Pre-Production Meeting
Create meeting agenda
Determine parliamentary procedures
Create detailed shoot schedule
Record and share decisions</td><td>Day 2</td></tr>
<tr><td>Day 3: Equipment Setup and Test Shots
Gather necessary equipment
Choose and prepare location
Begin setting up lighting and backgrounds
Conduct initial test shots with stand-in model</td><td>Day 3-4</td></tr>
</table>
</td>
<td>
TEACHER PRE-WORK/SETUP

(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.)

Set up student workstations for product shoot

STUDENT GUIDANCE

❑ Student: Download and review Lab Assignment (Student Action Plan): Fashion Shoot with a Model

❑ Student: Begin Day 1 – Intro, Inspiration board Review, and Planning the photoshoot

TEACHER GUIDANCE

❑ Teacher: Present Lab Assignment and use Teacher Guidance Sheet as a guide for each day.

❑ Teacher: Facilitate and monitor Lab practice

❑ Teacher: Allow students to share their insights at the end of each class. Use Discourse Strategy Cheat Sheet found on the right under resources for support
</td>
<td>
LAB ASSIGNMENT (Student Action Plan): Fashion Shoot with a Model

LAB ASSIGNMENT (Teacher Guidance): Fashion Shoot with a Model

SUPPORT LINKS:

<u>Diffit.me</u> – EB/EL Support
Google doc translator
Sentence stems
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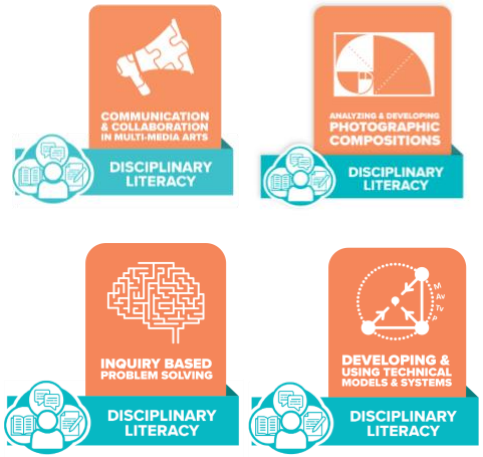
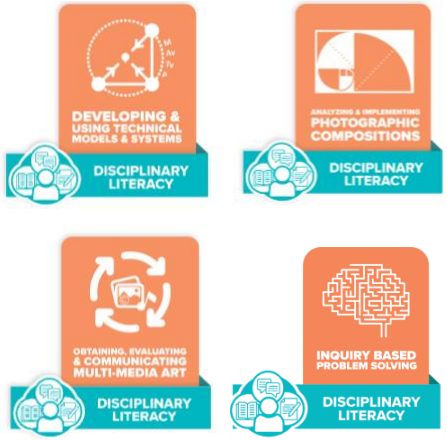
</tr>
</table>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	Final Preparations — Day 5 • Finalize all preparations for the shoot • Ensure clarity on roles and responsibilities **Fashion Shoot Days** — Days 6-7 • Photograph the model • Explain shoot concept and expectations • Ensure gray card shot for each lighting change • Take multiple shots per look **Post-Production** — Day 8 • Download images and create proof sheets • Select and process best shots • Color balance images **Presentation and Review** — Day 9 • Make prints of final shots (optional) • Prepare presentation of final images • Review project as a team • Discuss successes and areas for improvement 		

<table>
<tr><th>Lesson</th><th>Objective(s) and Standard(s)</th><th>Instructional Notes</th><th>Resources</th></tr>
<tr>
<td><u>DAY 19 - 23</u>
Portfolio Pre-Development
&
Review/Flex day</td>
<td>
SWBAT: Develop career-building characteristics and create a cohesive photography portfolio by selecting, post-processing, and sequencing their best photos, which includes an artist's statement and reflective essay.

TEKS: 130.98. (c) Knowledge and Skills:
(10) Develops career-building characteristics. (A) create a portfolio to document information such as work samples

<table>
<tr><th colspan="2">AGENDA</th></tr>
<tr><td>Slide deck</td><td>15 min</td></tr>
<tr><td>Project Intro and start</td><td>40 min</td></tr>
<tr><td>Class Discourse/Findings & Wrap-up</td><td>5 min</td></tr>
</table>



</td>
<td>
TEACHER PRE-WORK/SETUP

(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.)

STUDENT GUIDANCE

❑ Student: Follow along with slidedeck and actively participate in discussion.

❑ Student: Download a copy of Portfolio Project Action Plan and begin reviewing criteria and rubric.

TEACHER GUIDANCE

❑ Teacher: Present slidedeck and follow slide notes.

❑ Teacher: (Day 2) Facilitate review for Unit 4 Assessment
</td>
<td>
SLIDEDECK:
Portfolio Development

LAB ASSIGNMENT
(Student Action Plan): Final Portfolio Project

SUPPORT LINKS:

Diffit.me – EB/EL Support
Google doc translator
Sentence stems
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</tr>
<tr><td colspan="4"><u>DAY 24</u>
Unit 4 Assessment</td></tr>
</table>

UNPACKED STANDARDS

Focus standards for this unit.

Standards Clarification 130.98&99 (c) Knowledge and Skills:		
Standards	**Specificity**	**Notes/Explanations/Examples**
(3) Professional communication strategies. (F) Listen and speak with diverse individuals; and (G) exhibit public relations skills	Cognition: Apply Content: Professional communication strategies including, listening and speaking with diverse individuals; and exhibiting public relation 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.
(9) Applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. (C) model respect for intellectual property when manipulating, morphing, and editing digital images;	Cognition: Applies Content: Ethical decision making and models respect for intellectual property when manipulating, morphing, and editing digital images	Activities like the inspiration board and fashion model shoot presents an opportunity for students to model ethical decision making practices.
(10) Develops career-building characteristics. (A) create a portfolio to document information such as work samples	Cognition: Develops Content: career-building characteristics	Students will begin compiling their best work into a cohesive portfolio. The portfolio will have a clear theme, be well-sequenced, and include post-processed photos that highlight their best qualities.
(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 unit projects helps students develop essential technical and creative skills.

Standards Clarification 130.98&99 (c) Knowledge and Skills:		
Standards	**Specificity**	**Notes/Explanations/Examples**
(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 research and 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

1. **Depth of Field**: The distance between the nearest and farthest objects in a photo that appear acceptably sharp. It is influenced by the aperture, focal length, and distance from the subject.
2. **Editorial Photography**: Photography used to illustrate a story or article, typically found in magazines and newspapers. It often focuses on the narrative and context rather than selling a product.
3. **Fashion Photography**: A genre of photography that focuses on clothing and other fashion items. It often involves models and is used in advertising and editorial contexts.
4. **Lifestyle Photography**: A style of photography that captures real-life events or milestones in an artistic manner. It aims to tell stories about people's lives or to inspire people in different times.
5. **Rapport**: A harmonious relationship in which the people or groups involved understand each-other and feel comfortable sharing ideas.
6. **Model**: A person who poses for photographs, often to showcase fashion, products, or artistic concepts.

7. **Mood**: The emotional tone or atmosphere of a photograph. It is influenced by lighting, composition, color, and subject matter.
8. **Perspective**: The angle or viewpoint from which a photograph is taken. It affects how the subject and surroundings are perceived.
9. **Post-Processing**: The editing and enhancement of photos after they have been taken. This can include adjustments to exposure, color, sharpness, and other elements.
10. **Shutter Speed**: The length of time the camera shutter is open, allowing light to hit the camera sensor. It affects the exposure and motion blur in the image.
11. **Styling**: The process of selecting and arranging clothing, accessories, and props for a photo shoot to create a specific look or theme.
12. **Vantage Point**: The position from which a photograph is taken. Different vantage points can change the composition and impact of the image.
13. **Wide-Angle Lens**: A lens with a short focal length that captures a wider field of view. It is often used for landscapes, architecture, action, and creative perspectives.