Photography Post - Processing
UNIT 4 PLAN

TABLE OF CONTENTS

UNIT NARRATIVE - *What students will learn and do in this unit.*

In this unit, students build upon what they learned in the previous commercial photography 1 course on post-processing images. First, we will recap what they remember about the various types of editing software, guidelines and common practices for post-production. Followed by hands-on/in-app tutorials where students will learn with step-by-step instructions and guidance in the live Adobe Photoshop interface. Students will practice with everything from basic navigation of the interface to professionally retouching images. This unit culminates with a unit project where students will choose a theme, take photos, and design a striking magazine cover in Photoshop using the skills they learned in this and previous units.

CONTENT STANDARDS

*Below are the standards **taught** and **assessed** in this unit. This section details the **progression** of key student expectations/standards in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students** for in the subsequent course.*

UNIT STANDARDS		
Principles of Arts, A/V – 9th Grade	**Commercial Photography I – 10th Grade**	**Commercial Photography II– 11th Grade**
130.82 C. (4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems. (5) (A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for Arts, Audio/Video Technology, and Communications projects; and (9) The student understands principles of video game design. The student is expected to: (A) demonstrate knowledge and appropriate use of computer operating systems; (B) demonstrate appropriate use of hardware components, software programs, and storage devices; (C) demonstrate knowledge of sound editing; (D) demonstrate knowledge of file formats and cross-platform compatibility; (E) acquire and exchange information in a variety of electronic file sharing formats; and (F) combine graphics, images, and sound. (10) The student understands principles of graphic design and illustration. The student is expected to: (E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media. (11) The student understands principles of commercial photography. The student is expected to:(A) demonstrate knowledge of photographic composition and layout; and (B) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills.	130.98 C. (4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems. (5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects. (8) (D) employ mentoring skills. (12) (D) analyze and apply the elements and principles of art to photographs; (E) demonstrate knowledge of different types of cameras and lenses and their applications to photography; (F) demonstrate knowledge of photographic composition and layout; (G) demonstrate knowledge of different types of photographic media; (H) demonstrate knowledge of the basics of digital photography;	130.100 C. (2) apply mathematics knowledge and skills in accordance with industry standards to solve a problem. (4) The student understands and examines problem-solving methods. The student is expected to: (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems. (5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects. (9) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas; (C) model respect for intellectual property when manipulating, morphing, and editing digital images; (12) The student develops an increased understanding of commercial photography. The student is expected to: (O) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background.

UNPACKED STANDARDS *Focus standards for this unit.*

STANDARDS CLARIFICATION	
Standards	**Explanations**
130.100 C. (2) apply mathematics knowledge and skills in accordance with industry standards to solve a problem. (4) The student understands and examines problem-solving methods. The student is expected to: (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems. (5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects. (9) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas; (C) model respect for intellectual property when manipulating, morphing, and editing digital images; (12) The student develops an increased understanding of commercial photography. The student is expected to: (O) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background.	Labs 1-4 Students will work through in-app, hands-on practice where students will use critical-thinking skills to solve problems Unit 4 Project: students will use creativity connections, communications skills, commercial production principles as well as ethical conduct when working on their Magazine Cover project when they are taking and re-touching photos in post-production.

UNDERSTANDINGS AND QUESTIONS *Important big ideas and processes for the unit.*

KEY TAKEAWAYS AND GUIDING INQUIRIES	
Key Understandings	**Key Questions**
Photo editing software is a powerful tool that enhances, corrects, and transforms digital images.	How does photo editing software influence the way we perceive and use digital photography in modern media?
Different photo imaging software options offer varied capabilities, workflows, and user experiences.	What are the strengths and limitations of popular photo editing programs like Adobe Photoshop, Lightroom, and free alternatives?
Effective use of photo editing tools requires understanding both technical features and ethical considerations. Less is more.	What guidelines should photographers follow to ensure responsible and ethical use of photo editing software?
The digital darkroom has replaced traditional film-based editing, offering faster processing, greater flexibility, and creative control.	In what ways has the digital darkroom changed the workflow and creative possibilities for photographers?
Mastery of common editing tools—such as layers, masks, filters, and adjustments—is essential for professional-quality results.	How do specific editing tools and techniques contribute to the visual impact and storytelling of an image?
Post-processing is a critical step in the visual communication process, especially in professional design contexts like magazine covers. Having maximum control over lighting, colors, backgrounds and simple touch-ups is crucial for creating compelling visuals.	How can photo editing be used to create compelling visual narratives in media such as magazine covers?

ROADMAP *Suggested daily guide for instruction in this unit.*

Unit 4: Lesson 1 – 4 Photo editing software options and practices access prior knowledge	DAY(S): 1

OBJECTIVE: SWBAT explain the basic photo editing software options available and guidelines for usage by reviewing, discussing and practicing with them hands-on in Canvas modules and Adobe Photoshop.

SE(S), PACING TIMES	INSTRUCTIONAL NOTES	PRINT RESOURCES & SUPPORTS

TEKS: 130.100 C. (12) The student develops an increased understanding of commercial photography.

Pacing Times	
Unit 4 discussion 1 (Do Now)	5 min
Present daily Lesson(s)/Discussion	45 min
Hands-on	10 min

DEVELOPING & USING TECHNICAL MODELS & SYSTEMS

DISCIPLINARY LITERACY

Teacher Pre-Work
- ❑ Assign Unit lessons/assignment/lab via Canvas/eDynamic dashboard
- ❑ Print copies for students if Canvas is unavailable (Located on the right column of this page under Print Resources & Supports)
- ❑ Ensure equipment is ready and expectations/procedures covered.
- ❑ Set up tether tool for any planned live demos, or set-up stations for students to practice quick challenges, activities, warm-up's, etc.

Student Guidance
- ❑ Open student course dashboard (via Clever/eDynamicLearning) and answer Unit 4: Discussion 1 using complete sentences.
- ❑ Follow along with instructor and participate in discussion/activities

Teacher Notes
- ❑ Have students discuss their Do Now responses
- ❑ Present Lesson 1 – 4 (These do not have to be in-depth lectures. It should just be re-stamping prior knowledge)
- ❑ CFU during presentation
- ❑ Examine/model Adobe Photoshop and Lightroom interfaces. Students can follow along on their screens

Commercial Photography II
Unit 4 Print Resources & Teacher Guidance

SUPPORT LINKS:

Diffit.me – *EB/EL Support*
Google doc translator
Sentence stems
Discourse Strategy Cheat Sheet

- Unit 4: Photography Post Processing
  - Unit 4 Discussion 1
    5 pts
  - Lesson 01: What Is Photo Editing Software?
  - Lesson 02: Photo Editing Software: Options from Adobe
  - Lesson 03: Photo Editing Software: Other Options
  - Lesson 04: Photo Editing: Doing It Right

Unit 4: Lesson 5, 6, & Labs (1-4)

DAY(S): Approx. 2-3

OBJECTIVE: SWBAT explain the basic photo editing tools and their common features by reviewing, discussing and practicing with them hands-on in Canvas modules and Adobe Photoshop.

SE(S), PACING TIMES	INSTRUCTIONAL NOTES	PRINT RESOURCES & SUPPORTS

SE(S), PACING TIMES

TEKS: 130.100 C. (12) The student develops an increased understanding of commercial photography.

Pacing Times 1 to 2 days	
Unit 4 Discussion Question (Do Now)	5-10 min
Present daily Lesson(s)/Discussion	Flex.
Begin Unit 4 Labs	Flex.
Answer Critical Thinking Questions	5 min
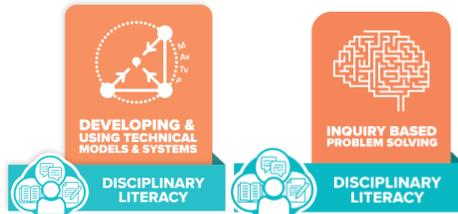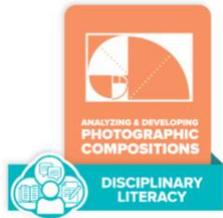
INSTRUCTIONAL NOTES

Teacher Pre-Work
- ❑ Assign Unit lessons/assignment/lab via Canvas/eDynamic dashboard
- ❑ Print copies for students if Canvas is unavailable (Located on the right column of this page under Print Resources & Supports)
- ❑ Ensure equipment is ready and expectations/procedures covered.
- ❑ Set up tether tool for any planned live demos, or set-up stations for students to practice quick challenges, activities, warm-up's, etc.

Student Guidance
- ❑ Open student course dashboard (via Clever/eDynamicLearning) and answer Unit 4: Discussion 2 using complete sentences.
- ❑ Follow along with instructor and participate in discussion/activities
- ❑ Begin Lab tutorials 1-4. Submit in each applicable Dropbox
- ❑ Answer critical thinking questions when completed and begin looking over Unit 4 Project: Magazine Cover.
- ❑ Start pre-planning for your shoot and researching themes.

Teacher Notes
- ❑ Have students discuss their Do Now responses
- ❑ Present Lessons 5 & 6 (These do not have to be in-depth lectures. It should just be re-stamping prior knowledge)
- ❑ CFU during presentation
- ❑ Model Lab tutorials on-screen so students can follow along if needed.
- ❑ Monitor student Labs and support through labs
- ❑ Have students submit via Module Dropbox then have students answer critical thinking questions.
- ❑ If students finish early, have them begin their Magazine Project
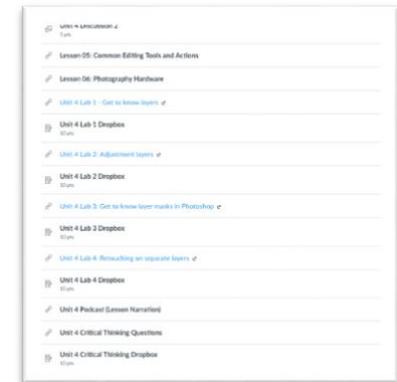
PRINT RESOURCES & SUPPORTS

Commercial Photography II
Unit 4 Print Resources & Teacher Guidance

SUPPORT LINKS:

Diffit.me – *EB/EL Support*
Google doc translator
Sentence stems
Discourse Strategy Cheat Sheet

Unit 4 – Project: Design a Magazine Cover

Day(s): Approx 12-15

OBJECTIVE:	SWBAT communicate their ideas into new forms and demonstrate their knowledge of principles of design by planning and executing various phases of a magazine cover, including pre-planning photoshoot, sketching out cover ideas, shooting production images, and designing the final cover with all the text and graphics elements.

SE(S), PACING TIMES	INSTRUCTIONAL NOTES	PRINT RESOURCES & SUPPORTS

TEKS: 130.100 C.
(2) apply mathematics knowledge and skills in accordance with industry standards to solve a problem.
(4) The student understands and examines problem-solving methods. The student is expected to: (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems.
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.
(9) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas; (C) model respect for intellectual property when manipulating, morphing, and editing digital images;
(12) The student develops an increased understanding of commercial photography. The student is expected to: (O) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background.

Pacing Times	
Canvas/eDynamic Project overview	5 min
Work Time (Follow Pacing on Student guide)	Days 1-14
Students Present Work	Day 16
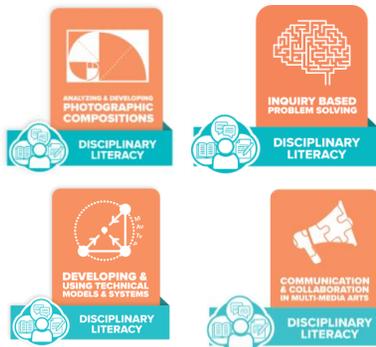
Teacher Pre-Work
- ☐ Assign Unit lessons/assignment/lab via Canvas/eDynamic dashboard
- ☐ Print copies for students if Canvas is unavailable (Located on the right column of this page under Print Resources & Supports)
- ☐ Ensure equipment is ready and expectations/procedures covered.
- ☐ Set up tether tool for any planned live demos, or set-up stations for students to practice quick challenges, activities, warm-up's, etc.
- ☐ TRY TO SECURE PHYSICAL MAGAZINES FOR STUDENTS TO GET THEIR HANDS-ON.

Student Guidance
- ☐ Open student course dashboard (via Clever/eDynamicLearning) and navigate to applicable lesson/assignment/activity/lab
- ☐ Look for ideas and inspiration. Use links provided in Student Guide or bring in your own inspiration from home (Tangible is better).
- ☐ Decide on an appropriate theme (fashion, health, sports, etc.) and name for your magazine or design one for your favorite magazine.
- ☐ Write at least 3 cover blurbs for your magazine.
- ☐ Sketch out each idea and get feedback from your peers.
- ☐ Plan and execute a photoshoot to be used for your magazine cover and use Shooting Data Sheet to document settings(recommended) or use a photo that you currently have.
- ☐ Use Photoshop to create magazine cover. Use provided resources
- ☐ Finalize and share your magazine cover via Canvas/eDynamic dashboard Dropbox, unless otherwise specified.

Teacher Notes
- ☐ Have students select their top 10 magazine cover designs.
- ☐ Have students share and discuss in groups.
- ☐ Have students determine their theme and name for magazine.
- ☐ Then have students write at least three cover blurbs.
- ☐ Discuss and refine blurbs with students.
- ☐ Students sketch out ideas/share with peers for constructive feedback.
- ☐ Have students follow guidance sheet steps.

Magazine or Poster Design Project
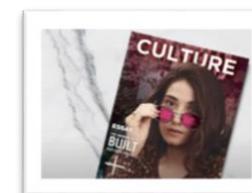
EXEMPLARS

Shooting Data Sheet

SUPPORT LINKS:

Diffit.me – *EB/EL Support*
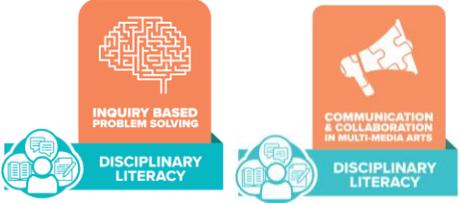**Google doc translator**
Sentence stems
Discourse Strategy Cheat Sheet

Lesson: Flex Day/Submission/Presentations		Day(s): 1-2
OBJECTIVE:	SWBAT prepare for the unit exam by reviewing and discussing unit 4 materials.	

SE(S), PACING TIMES	INSTRUCTIONAL NOTES	PRINT RESOURCES & SUPPORTS
	Teacher Pre-Work ☐ Create a system for class presentations **Student Guidance** ☐ Complete & submit any pending Unit 4 work. ☐ (optional/if time allows) Present Magazine Cover work and talk about your theme and processes.	

Unit 4 Exam	S & S Day(s): 20

VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

Adobe Photoshop - has been considered the industry standard for image editing for many years

Blurb - a short, promotional text that teases and/or summarizes content to attract readers.

Color adjustments - allow you to adjust color hue or brightness

Cropping - Creates a new image by selecting a particular portion of the original photograph.

Filters - Create different effects in the photographs; you can usually control the degree that it will change the photograph.

Gimp - A free open source photo editing program that is often compared to Photoshop.

Image scaling - The process of resizing an image, making it either smaller or larger in size.

Layers - A feature in some software programs that separates various elements in an image.

Lightroom - Created to help professionals manage and speed up the processing of RAW photographs.

Lightzone - Similar to Adobe's Lightroom in both operation and cost. It is designed to handle RAW image files.

Noise - Essentially the presence of color specks in areas where there should be none.

Noise reduction - Reduces speckling, dust particles, scratches, and minute light disturbances in an image.

Paintshop Pro - Like Adobe Photoshop, PaintShop Pro is considered one of the more premier image editing programs.

photo editing software programs - allows a photographer to edit or manipulate photographs that were taken by a digital camera (or that were taken with a film camera and scanned into the computer)

Photoshop Elements - Although the software does not have some of the higher-end features, it does have the core set of tools and features that have made Adobe Photoshop so popular over the years.