

Alignment: Worked Example

Big Ideas, Enduring Understandings & Essential Questions (Photography)

Big idea/Enduring Understanding: "The essence of photography is capturing light."

Essential questions that help learners develop their understanding of this idea:

How does light reflect mood?

What's the role of shadow?

How can I control the quality of natural lighting?

Note the criteria and examples in the links below as you consider this aspect of your plan.

Further Examples

Big ideas: examples and criteria : <http://bit.ly/1lku7Ba>

Essential questions: Examples and criteria: <http://bit.ly/1kHJ3Zt>

Prioritizing Learning (Photography)

Big Ideas:	In order to understand Big Idea(s)... learners will need to know, do, apply, value....	It will be important for learners to be familiar with...
<p>The <i>essence of photography is capturing light.</i></p> <p><i>Light can be adjusted to reflect mood.</i></p>	<p><i>The properties of light: golden light, color cast.</i></p> <p><i>How to avoid shadows.</i></p>	<p><i>Art & artists of photography: Gerhardt Richter; Anselm Keiffer, Ansel Adams, Yousef Karsh, etc and their perspectives</i></p>

Part C: Aligning Evidence and Assessment example (Photography)

Learning Outcomes	Evidence/Assessment	Activities
By the end of this course, learners will ...	<p>Learners will know they are meeting course goals when...</p> <p><i>How will learners demonstrate or apply this learning? Who will be responsible for assessing/evaluating? And how?</i></p>	To help learners make meaning and develop the knowledge, skills, attitudes that will help them be successful, they will engage in...
Understand how and why light may be controlled by the photographer.	<p>Evidence: Produce a piece of work for an end of term class show with invited jury. Learners produce a portfolio of their work, documenting various applications of lighting techniques and reflecting on the impact of their results. One piece will be self selected to enter into class show.</p> <p>Assessment: Pieces will be evaluated ongoing through the course in critique circles. In the class show, students will be assessed on their use of light to capture a specific mood. A rubric will be developed by the class for use by the jury.</p>	
Explain color of light, and recognize the use of golden light and color cast and the resulting effect on mood.	<p>Evidence: Analyze found photographic images and conclude what types of light sources were used and infer the intentions of the photographer in creating mood.</p> <p>Assessment: Weekly (online) posts of at least 2 photo references with a brief write up indicating use of light, and what may be inferred about lighting choices, mood and subject. Peer and instructor evaluated for thoroughness in the analysis and correct reference to technique.</p>	
Determine when and why to use a flash.	<p>Evidence: Produce a series of 10 images taken in different lighting conditions with notes about how decisions were made regarding the use of flash. Include successful and unsuccessful attempts.</p> <p>Assessment: Weekly critique circles, share 1 photos each week depicting different lighting conditions and decisions and justify your decisions according to the mood you were attempting to create. Integrate feedback from your peers in your portfolio notes. Give feedback to your peers.</p>	

Apply techniques for adjusting light (shutter speed, angle, etc) to minimize or enhance shadows on a subject.	<p>Evidence: Produce a series of 10 images demonstrating the adding/minimizing of shadows and reflect on the resulting effect on mood.</p> <p>Assessment: Weekly critique circles, share 1 photos each week depicting different lighting adjustments to reduce or enhance shadows on a subject and justify your decisions according to the mood you were attempting to create. Integrate feedback from your peers in your portfolio notes. Give feedback to your peers.</p>	
Prepare a portfolio with all required weekly work and notes attached.	<p>Evidence: Portfolio will include a total of 20 images with attached personal reflection and peer critique.</p> <p>Assessment: Self /instructor evaluation. Criteria to be established.</p>	
Apply emerging knowledge of the qualities of light that make an impactful photograph (to select a piece for the class show).	<p>Evidence: Learners will select and prepare a piece for the class show and explain why that piece was selected..</p> <p>Assessment: Piece will be assessed by jury on a class created rubric.</p>	
Be familiar with the art and artists of photography: Gerhardt Richter; Anselm Keiffer, Ansel Adams, Yousef Karsh, and their perspectives.	<p>Evidence: Analyze found photographic images and conclude what types of light sources were used and infer the intentions of the photographer in creating mood.</p> <p>Assessment: One of the two weekly posted image references will be from a photographic artist referenced on the course reading list. Peer and instructor evaluated for thoroughness in the analysis and correct reference to technique.</p>	
Appreciate the role of light in creating an emotional impact in a photograph.	<p>Evidence: Create an artist statement to accompany the selected piece discussing the rationale for lighting techniques applied in the photograph.</p> <p>Assessment: Feedback from peers: critique circles - revise and submit to instructor.</p>	

Completed course plan example (Photography)

The goal in backwards design is to ensure that the learning activities and teaching strategies support the outcomes that you have defined and align with the enduring understandings and essential questions that you have deemed important for your context. *In the example below, activities/strategies are highlighted in orange.*

Big Ideas/Enduring Understandings: <i>The essence of photography is capturing light.¹</i> Essential Questions: <i>How does light reflect mood?</i> <i>What's the role of shadow?</i> <i>How can I control the quality of natural lighting?</i>		
<i>Understand how and why light may be controlled by the photographer.</i>	Evidence: <i>Learners produce a portfolio of their work, documenting various applications of lighting techniques and reflecting on the impact of their results. One piece will be self selected to enter into class show.</i> Assessment: <i>End of term class photography show with invited jury</i> of local artists. Pieces will be evaluated on their use of light to capture a specific mood. A rubric will be developed by the class for use by the jury.	<i>Attend a photography show or visit an online gallery. What qualities of light transform a photograph and make it art?</i> <i>How do juries evaluate submissions? Review criteria. Build rubric together - think, pair share - each pair contributes a criteria - they are grouped and gaps are addressed - entered into a shared doc for refining.</i>
Learning Outcomes	Evidence/Assessment	Activities
<i>Explain color of light, and recognize the use of golden light and color cast and the resulting effect on mood.</i>	Evidence: <i>Analyze found photographic images and conclude what types of light sources were used and infer the intentions of the photographer in creating mood.</i> Assessment: <i>Weekly (online) posts of at least 2 photo references with a brief write up indicating use of light, and what may be inferred about lighting choices, mood and subject. Peer and instructor evaluated for thoroughness in the analysis and correct reference to technique.</i>	<i>Readings. Bring in photo to discuss as a group. Which photos in your group made an emotional impact? Why? What effect did lighting have on the response?</i>

¹ Note: these big ideas and essential questions are adapted from: *Completed course planning doc using UbD methodology: from: U. of Alaska-Fairbanks Faculty Resource: What is Understanding by Design and why should I use it?*

<p><i>Determine when and why to use a flash.</i></p>	<p>Evidence: Produce a series of 10 images taken in different lighting conditions with notes about how decisions were made regarding the use of flash. Include successful and unsuccessful attempts.</p> <p>Assessment: Weekly critique circles, share 1 photos each week depicting different lighting conditions and decisions and justify your decisions according to the mood you were attempting to create. Integrate feedback from your peers in your portfolio notes. Give feedback to your peers.</p>	<p>Monthly lighting labs - demo of various approaches to flash - when and when not to use. Practice with cameras.</p> <p>Weekly critique circles. First task: each group contributes to a shared doc. which will serve as Critique Guidelines for the circles. Steps: Research - what is critique process? Discuss - what would be helpful feedback? Contribute - 3 guidelines to shared Critique Guidelines doc.</p> <p>Reading: The value of critique in art. Determine how critique will be handled in peer critique circles. Build group agreements and feedback guidelines for critique circles.</p> <p>Readings. Bring in photo to discuss as a group. Which photos in your group made an emotional impact? Why? What effect did lighting have on the response?</p>
<p><i>Apply techniques for adjusting light (shutter speed, angle, etc) to minimize or enhance shadows on a subject.</i></p>	<p>Evidence: Produce a series of 10 images demonstrating the adding/minimizing of shadows and reflect on the resulting effect on mood. Include successful and unsuccessful attempts.</p> <p>Assessment: Weekly critique circles, share 1 photos each week depicting different lighting adjustments to reduce or enhance shadows on a subject and justify your decisions according to the mood you were attempting to create. Integrate feedback from your peers in your portfolio notes. Give feedback to your peers.</p>	<p>Critique circles - bring 2 photos to share each week - include successful and unsuccessful attempts. What did you learn from your attempts/experiments? Share your rationale for lighting decisions, techniques applied and discuss results. Integrate feedback in notes.</p>
		<p>Critique circles - bring 2 photos to share each week - include successful and unsuccessful attempts. What did you learn from your attempts/</p>

		<i>experiments? Share your rationale for lighting decisions, techniques applied and discuss results. Integrate feedback in notes.</i>
<i>Prepare a portfolio with all required weekly work and notes attached.</i>	<p>Evidence: Portfolio will include a total of 20 images with attached personal reflection and peer critique.</p> <p>Assessment: Self /instructor evaluation. Criteria to be established.</p>	<i>Portfolio working groups in critique circles.</i>
<i>Apply emerging knowledge of the qualities of light that make an impactful photograph (to select a piece for the class show).</i>	<p>Evidence: Learners will select and prepare a piece for the class show and explain why that piece was selected.</p> <p>Assessment: Piece will be assessed by jury on a class created rubric.</p>	<i>Rubric refined and finalized by class. How does it reflect the understanding implied in overarching "big idea" about photography?</i>
<i>Be familiar with the art and artists of photography: Gerhardt Richter; Anselm Kiefer, Ansel Adams, Yousef Karsh, and their perspectives.</i>	<p>Evidence: Analyze found photographic images and conclude what types of light sources were used and infer the intentions of the photographer in creating mood.</p> <p>Assessment: One of the two weekly posted image references will be from a photographic artist referenced on the course reading list. Peer and instructor evaluated for thoroughness in the analysis and correct reference to technique.</p>	<i>Explore online photography journals, magazines, etc. Jigsaw activity : each group selects an artist - learns about and disperses to form new groups where each teaches new group about what was learned.</i>
<i>Appreciate the role of light in creating an emotional impact in a photograph.</i>	<p>Evidence: Create an artists statement to accompany the selected piece discussing the rationale for lighting techniques applied in the photograph.</p> <p>Assessment: Feedback from peers: critique circles - revise and submit to instructor.</p>	<i>What makes a good artist statement? Critique examples. Write draft and review with peer.</i>