Description:

Series of self-contained but related classes covering the basic skills of digital photography (picture taking/camera controls, fine art, and editing), individuals can either attend one, two, or all sessions in the series depending on their preference and background experience/knowledge with digital cameras and art creation.

**Possible Advertising descriptions:**

* *Digital Photography Picture taking basics:*Want to get into photography but don't know where to start? Sign up for this class to learn and test out the basics of photo-taking and see how the simplest tools are the key to achieving the photos you want! This class is the first in a series of self-contacted but related classes covering the basic skills of digital photography (picture taking/camera controls, fine art, and editing), individuals can either attend one, two, or all sessions in the series depending on their preference and background experience/knowledge with digital cameras and art creation.
* *Digital Photography Fine Art basics:* Want to go from good picture taker to a photographer but don't know the first thing about art? Sign up for this class to learn and test out how to create art through photography and see why they say a picture can be worth a thousand words. This class is the second in a series of self-contacted but related classes covering the basic skills of digital photography (picture taking/camera controls, fine art, and editing), individuals can either attend one, two, or all sessions in the series depending on their preference and background experience/knowledge with digital cameras and art creation.
* *Digital Photography Editing basics:* Already an expert at taking and creating photos but wish you could do more with them? Sign up for this class to learn and test out the wonders editing can do to improve your photographs and see how you can use photographs as a form of self-expression and storytelling. This class is the third and final in a series of self-contacted but related classes covering the basic skills of digital photography (picture taking/camera controls, fine art, and editing), individuals can either attend one, two, or all sessions in the series depending on their preference and background experience/knowledge with digital cameras and art creation.

Format:

* Registration required (done via site specific processes)
	+ Limit 15.
	+ Must provide email address for sharing of class ppt after class.
* Pilot occurred: At Ramsey County Libraries: Maplewood branch as 1 class made up of 2hr sessions over 3 days (June 30rd-July 2nd 12:30-2PM) via zoom with independent final project work time all of July & August.
* Updates: Changed from 3 day class with registration required at all classes and final project at the end to 3 days of classes spread out over 1 month with each class being self-contained but loosely connected & each ending with different final projects. Plus, site specific wide photography competition starting on the day of final class & lasting for 1 week (including voting time).

Benefits/Goals:

* Free opportunity to learn the following digital literacy skills: using digital media equipment (camera and video recording function), the internet/social media as a tool to display & share your work and find additional resources/education, and combination of digital media equipment & art concepts to create digital storytelling.
* Free opportunity to learn, practice, and express artistic, self-expression, storytelling, and technology literacy skills.
* Optional add-on: Attendees can submit any of their final projects of one or more classes they attended or create a new, original photography project into the service site wide photography contest. Submission window: TBD based on class schedule but opens on the day of the last class and closes 1 week later; the winner will be determined over that weekend & announced by following Monday. Best submission as chosen by appropriate staff (teen/youth services or adult services) staff will win a prize of sites choosing that somehow helps give further access & incentive to students to continue learning & practicing these skills (e.g. gift card to best buy[/B&H](https://www.bhphotovideo.com/)/[usedphotopro](https://usedphotopro.com/), simple camera like instax or point & shoot, 1 time covering yearly usage fee for [springboard for the arts AV closet](https://springboardforthearts.org/professional-growth/avcloset/%5C) for a year, etc.).

Curriculum

**Digital Photography: Picture taking basics**

*Schedule*

1. Class overview- 5 minutes
	1. Introductions & Ice breaker question: what does good photography look like to you?
	2. Schedule
	3. Custom digital literacy certification opportunity
2. Basic camera controls- 15 minutes
	1. Shutter button, viewfinder/live view screen, front vs back camera, settings, and gallery
	2. Skill practice time #1- 10 minutes
3. 3 fundamental factors of creating a “good” picture
	1. Lighting- 15 minutes
		1. Natural vs artificial
		2. Setup
		3. Camera settings: How to use- flash, night mode, ISO, & adjustable exposure scale
		4. Skill practice time #2- 10 minutes
	2. Distance/Depth- 15 minutes
		1. Lens type
		2. Camera position
		3. Camera settings: lens types, live focus mode, panorama, zoom
		4. Skill practice time #3- 10 minutes
	3. Focus- 15 minutes
		1. Focal point
		2. Camera settings: setting focus point, using zoom to set focus point, determining depth of field
		3. Skill practice time #4- 10 minutes
4. Final project: Photography scavenger hunt- 1hr
5. Wrap up- 15 minutes
	1. Share back
	2. Q&A & additional resources

*Site custom digital literacy certification opportunity:* This class is a CTEP Americorps approved site custom digital literacy assessment & certification for basic digital camera controls and fundamental factors of photo composition. In order to receive said certification, students must turn in & earn a 75% or better total score on the 5 following class assignments.

**Class assignments:**

* *Skill practice #1-basic camera controls:* Create 1 or more creative & original photos utilizing basic camera controls.
* *Skill practice #2-lighting:* Create 1 or more creative & original photos utilizing lighting as the main variable.
* *Skill practice #3-distance/depth:* Create 1 or more creative & original photos utilizing distance/depth as the main variable.
* *Skill practice #4-focus:* Create 1 or more creative & original photos utilizing focus as the main variable.
* *Final Project-Photography Scavenger Hunt:* Create 10 or more good photos that utilize a combination of the basic photography skills (camera settings, lighting, distance, and focus) to create photographs that answer different prompts from the photography scavenger hunt list.

**Assignment requirements:** In addition to turning in photos for each assignment, all assignments must be emailed to instructor by the end of the day the class occurs on (11:59 PM), only include photos that are students' own original & individual effort, & each file named by which assignment it is for- for final project also add name of prompt answered (i.e. practice1.jpg, final project-red object.jpg, etc.).

**Grading standards:** Each assignment will be individually graded with the skill practices being out of 9pts each (3pts per criteria) & the final project out of 18pts (6pts per criteria), when combined the final score will be out of 54pts. See rubrics below for grading criteria in detail.

* **What if I fail certification the first time?:** Every student who fails certification can request a 1 time 1 week extension during which they can receive feedback/additional instruction to apply toward re submitting assignments for regrading & possible final score improvement to passing level.

*Rubric: skill practices*

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|  | **Exceeds expectations (3pts)** | **Average (2pts)** | **Failure (1pt)** |
| **Effort** | Turned in more than one photo per practice &/or those turned in exceed the basic standards (e.g. turned in ahead of time in proper image file format/properly attached). | Turned in the minimum # of photos per practice which all meet the basic standards (e.g. turned in on time, in raw image format- .cr2 or .raw, &/or improperly attached in email, but are re turned in in proper image file format/attachment by end of next business day from original class day). | Turned in less than the minimum # of photos per practice, or photos turned in don’t meet basic standards (e.g. turned in late, not attached in email at all by original due date, or not re turned in in proper image file format/attachment by end of next business day from original class day). |
| **Skill**  | Shows complete understanding of picture taking skills learned so far (e.g. no unintentional blur/grain, correctly exposed, colors & details are clear and crisp). | Shows promising/growing understanding of picture taking skills learned so far (e.g. slight unintentional blurriness/grain, slightly over/under exposed, colors & details are mostly clear and usable). | Shows little to no understanding of picture taking skills learned so far (e.g. lots of unintentional blurriness/grain, completely over/under exposed, &/or colors & details are unclear and shoddy). |
| **Creativity** | Shows completely original and creative thought in choice of subject matter and application of picture taking skills learned so far (e.g. photo is more than just a picture of object, evokes feeling/personality/meaning, etc.). | Shows somewhat original and creative thought in choice of subject matter and application of picture taking skills learned so far (e.g. subject matter is unoriginal/cliche but use of picture taking skills is creative or vice versa). | Shows little to no original and creative thought in choice of subject matter and application of picture taking skills learned so far (e.g. photo is rip off of another artist's/students own previous work, less of a photo and more of a picture taken for the sake of turning something in). |

*Rubric: final project*

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|  | **Exceeds expectations (6pts)** | **Average (4pts)** | **Failure (1pt)** |
| **Effort** | Turned in more than the minimum # of photos which exceed the basic standards (e.g. turned in ahead of time in proper image file format/properly attached). | Turned in the minimum # of photos which all meet the basic standards (e.g. turned in on time, in raw image format- .cr2 or .raw, &/or improperly attached in email, but are re turned in in proper image file format/attachment by end of next business day from original class day). | Turned in less than the minimum # of photos or no photos, or images turned in don’t meet basic standards (e.g. turned in late, not attached in email at all by original due date, or not re turned in in proper image file format/attachment by end of next business day from original class day). |
| **Skill**  | All photos show complete understanding of all picture taking skills (e.g. no unintentional blur/grain, correctly exposed, colors & details are clear and crisp). | Most photos show promising/growing understanding of all picture taking skills (e.g. slight unintentional blur/grain, slightly over/under exposed, colors & details are mostly clear and usable). | Little to no photos show understanding of all picture taking skills (e.g. lots of unintentional blur/grain, completely over/under exposed, &/or colors & details are unclear and shoddy). |
| **Creativity** | All photos show completely original and creative thought in choice of subject matter and application of all picture taking skills (e.g. photos are more than just pictures of an object, evokes feeling/personality/meaning, etc.). | Photos show somewhat original and creative thought in choice of subject matter and application of all picture taking skills learned so far (e.g. subject matter is unoriginal/cliche but use of picture taking skills is creative or vice versa). | Photos show little to no original and creative thought in choice of subject matter and application of all picture taking skills learned so far (e.g. photo is rip off of another artist's/students own previous work, less of a photo and more of a picture taken for the sake of turning something in). |

*Digital Literacy Standards:*

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| **Assignments** | **Learning Outcomes** |
| Skill practices #1: basics camera controls | Demonstrates understanding and creative use of basic camera controls to create photographs. |
| Skill practice #2: lighting | Demonstrates understanding of & creative use of lighting and related camera settings to create photographs. |
| Skill practice #3: distance/depth | Demonstrates understanding of & creative use of distance and depth and related camera settings to create photographs. |
| Skill practice #4: focus | Demonstrates understanding of & creative use of focus and related camera settings to create photographs. |
| Final Project: Photography scavenger hunt | Demonstrate understanding and creative use of basic camera controls and the 3 fundamental factors to create photographs that answer a given photograph prompt. |
| **Northstar module or customized digital literacy skill based on Northstar modules** | **Learning outcomes that align with Northstar Digital Literacy Standards** |
| Information Literacy 1 | Define a problem, formulate a question, or identify a decision that needs to be made. |
| Information Literacy 5 | Plan steps required to solve the problem or accomplish the task. |
| Information Literacy 12 | Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. |
| Information Literacy 13 | File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.) |
| Information Literacy 16 | Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions. |
| Information Literacy 19 | Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met? |
| Mobile phone (based on windows/macOS 1) | Distinguish between different types of phone operating systems (android, apple, windows, google) |
| Mobile phone (based on basic computer 14) | Demonstrate understanding that operating systems are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different phones. |
| Mobile phone (based on basic computer 17) | Identify and locate core apps on phone (e.g. camera, clock, calendar, phone, messages, store). |
| Mobile phone (based on Microsoft office 2) | Identify the parts of app window (for camera app- camera view, settings, modes bar, quick access settings bar) |
| Mobile phone (based on internet basics 12) | Demonstrate ability to trash and retrieve items using the trash in select apps |
| Mobile phone (based on internet basics 14) | Utilize common controls for screen interaction (e.g, tap, swiping, double tap, pinch in/out). |

**Digital Photography: Fine art basics**

*Schedule:*

1. Class overview- 5 minutes
	1. Introductions & Ice breaker question: what does good photography look like to you?
	2. Schedule
	3. Custom digital literacy certification opportunity
2. Art of photography-1hr
	1. Angles & shots
		1. Skill practice #1- 15 minutes
	2. Composition styles & Techniques
		1. Skill practice #2- 15 minutes
	3. Elements & Principles
		1. Skill practice #3- 15 minutes
3. Final project: Photo Series- 1hr
	1. Project parameters
	2. Free time to brainstorm and get started photographing
4. Wrap up- 15 minutes
	1. Share back
	2. Q&A & additional resources

*Site custom digital literacy certification opportunity:* This class is a CTEP Americorps approved site custom digital literacy assessment & certification for basic fine art concepts and digital camera controls. In order to receive said certification, students must turn in & earn a 75% or better total score on the 4 following class assignments.

**Class assignments:**

* *Skill practice #1-angles/shots:* Create 1 or more photos that utilize at least one camera angle & shot type combo in a creative & original way.
* *Skill practice #2-Composition styles/techniques:* Create 1 or more photos that utilizes at least composition style & technique of art combo in creative & original way.
* *Skill practice #3-elements/principles:* Create 1 or more photos that utilizes at least element & principle of art combo in creative & original way.
* *Final Project-Photoseries:* Create a photo series with a minimum of 5 photos & accompanying artist statements (what & why) that utilizes a combo of fine art concepts to answer one of the given prompts in a creative and original way. Submit in format of powerpoint/slides-title slide, artist statement, & 1 image per slide.

**Assignment requirements:** In addition to turning in photos for each assignment, all assignments must be emailed to instructor by the end of the day the class occurs on (11:59 PM), only include photos that are students' own original & individual effort, & each file named by which assignment it is for- for final project also add name of prompt answered (i.e. practice1.jpg, final project-photo2.jpg, etc.).

**Grading standards:** Each assignment will be individually graded with the skill practices being out of 9pts each (3pts per criteria) & the final project out of 18pts (6pts per criteria), when combined the final score will be out of 45pts. See rubrics below for grading criteria in detail.

* **What if I fail certification the first time?:** Every student who fails certification can request a 1 time 1 week extension during which they can receive feedback/additional instruction to apply toward re submitting assignments for regrading & possible final score improvement to passing level.

*Rubric: skill practices*

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|  | **Exceeds expectations (3pts)** | **Average (2pts)** | **Failure (1pt)** |
| **Effort** | Turned in more than one photo per practice &/or those turned in exceed the basic standards (e.g. turned in ahead of time in proper image file format/properly attached). | Turned in the minimum # of photos per practice which all meet the basic standards (e.g. turned in on time, in raw image format- .cr2 or .raw, &/or improperly attached in email, but are re turned in in proper image file format/attachment by end of next business day from original class day). | Turned in less than the minimum # of photos per practice, or photos turned in don’t meet basic standards (e.g. turned in late, not attached in email at all by original due date, or not re turned in in proper image file format/attachment by end of next business day from original class day). |
| **Skill**  | Shows complete understanding of fine art concepts learned so far (e.g. fine art concept used is apparent & done well). | Shows promising/growing understanding of fine art concepts learned so far (e.g. fine art concept used is apparent but perhaps not done as well). | Shows little to no understanding of fine art concepts learned so far (e.g. fine art concept used isn’t apparent/present at all). |
| **Creativity** | Shows completely original and creative thought in choice of subject matter and application of fine art skills learned so far (e.g. feels personal and intentional, goes beyond taking a picture for the sake of turning something in, etc.). | Shows somewhat original and creative thought in choice of subject matter and application of fine art skills learned so far (e.g. subject matter is a bit unoriginal/cliche but there is an attempt at personalizing). | Shows little to no original and creative thought in choice of subject matter and application of fine art skills learned so far (e.g. photo is rip off of another artist's/students own previous work, less of a photo and more of a picture taken for the sake of turning something in). |

*Rubric: final project*

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|  | **Exceeds expectations (6pts)** | **Average (4pts)** | **Failure (1pt)** |
| **Effort** | Turned in more than the minimum # of photos which exceed the basic standards (e.g. turned in ahead of time in proper image file format/properly attached). | Turned in the minimum # of photos which all meet the basic standards (e.g. turned in on time, in raw image format- .cr2 or .raw, &/or improperly attached in email, but are re turned in in proper image file format/attachment by end of next business day from original class day). | Turned in less than the minimum # of photos or no photos, or images turned in don’t meet basic standards (e.g. turned in late, not attached in email at all by original due date, or not re turned in in proper image file format/attachment by end of next business day from original class day). |
| **Skill** | All photos show complete understanding of fine art concepts learned so far (e.g. utilizes combination of fine art concepts in each photo properly, combination of concepts feels cohesive & complementary). | Most photos show promising/growing understanding of fine art concepts learned so far (e.g. utilizes at least one different fine art concept per photo properly, concepts of one photo don't mesh well with another). | Little to no photos show understanding of picture taking concepts learned so far (e.g. no fine art concepts are apparent in any photos or concepts used feel all over the place). |
| **Creativity** | Photos work well together to tell an original, creative story using a combination of fine art concepts (e.g. feels personal and intentional, series would be incomplete if one photo was taken out, etc.). | Photos work somewhat together to tell an original, creative story (e.g. story is a bit unoriginal/cliche but there is an attempt at personalizing through use of fine art concepts or vice versa). | Photos show little to no original and creative thought in choice of subject matter and application of all fine art skills learned so far (e.g. photo is rip off of another artist's/students own previous work or overdone/cliche idea). |

*Digital Literacy Standards*

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| **Assignments** | **Learning Outcomes** |
| Skill practices 1-3 | Demonstrate knowledge of and ability to use photography concepts and related camera settings in constructing photos. |
| Final project: Photo series proposal | * Demonstrate ability to put in forethought and planning into creating a photo series.
* Demonstrate ability to use email and Microsoft powerpoint/Google Docs.
 |
| Final project: Photo series finale draft | * Demonstrate ability to produce a creative and original story using image files and text.
* Demonstrate ability to select and use a combination of fine art concepts to construct meaningful photographs.
* Demonstrate ability to use email and Microsoft Powerpoint/Google Slides.
 |
| **Northstar module or customized digital literacy skill based on Northstar modules** | **Learning outcomes that align with or are based on Northstar Digital Literacy Standards** |
| Mobile Phone (based on internet basics 14) | Utilize common controls for screen interaction (e.g, tap, swipe, double tap, pinch in/out). |
| Information Literacy 1 | Define a problem, formulate a question, or identify a decision that needs to be made. |
| Information Literacy 5 | Plan steps required to solve the problem or accomplish the task. |
| Information Literacy 12 | Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. |
| Information Literacy 13 | File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.) |
| Information Literacy 16 | Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions. |
| Information Literacy 19 | Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met? |
| Mobile Phone (based on Microsoft office 2) | Identify the parts of app window (e.g., for camera app-camera view, settings, modes bar, quick access settings bar) |
| Mobile phone (based on internet basics 14) | Utilize common controls for screen interaction (e.g, tap, swiping, double tap, pinch in/out). |

**Digital photography: Editing Basics**

*Schedule:*

1. Class overview- 5 minutes
	1. Introductions & Ice breaker question: what does good photography look like to you?
	2. Schedule
	3. Custom digital literacy certification opportunity
2. Photo editing basics
	1. Ethics & consequences- 10 minutes
	2. Retouching editing tools- 30 minutes
		1. Skill practice #1- 15 minutes
	3. Manipulation editing tools- 30 minutes
		1. Skill practice #3- 15 minutes
3. Final project: Editing Comparison Diptychs- 1 hr
4. Wrap up- 15 minutes
	1. Share back
	2. Q&A & additional resources

*Site custom digital literacy certification opportunity:* This class is a CTEP Americorps approved site custom digital literacy assessment & certification for basic photo retouching and manipulation tools.In order to receive said certification, students must turn in & earn a 75% or better total score on the 3 following class assignments.

**Class assignments:**

* *Skill practice #1-retouching editing tools:* Create 1 or more creative & original photos that utilize a combo of retouching editing tools.
* *Skill practice #2- manipulation editing tools:* Create 1 or more creative & original photos that utilize a combo of manipulation editing tools.
* *Final Project-Before & after comparisons:* Create 6 or more creative & original editing diptychs using 6 or more different photo editing tutorials from the given websites on your own photos.

**Assignment requirements:** In addition to turning in photos for each assignment, all assignments must be emailed to instructor by the end of the day the class occurs on (11:59 PM), only include photos that are students' own original & individual effort, & each file named by which assignment it is for- for final project also add name of prompt answered (i.e. practice1.jpg, final project-double exposure photoshoproadmap.jpg, etc.).

**Grading standards:** Each assignment will be individually graded with the skills practice being out of 9pts (3pts per criteria) & the final project out of 18pts (9pts per criteria) & all will be combined into final score out of 36 possible points. See rubrics below for grading criteria in detail.

* **What if I fail certification the first time?:** Every student who fails certification can request a 1 time 1 week extension during which they can receive feedback/additional instruction to apply toward re submitting assignments for regrading & possible final score improvement to passing level.

*Rubric: skill practices*

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| --- | --- | --- | --- |
|  | **Exceeds expectations (3pts)** | **Average (2pts)** | **Failure (1pt)** |
| **Effort** | Turned in more than one photo per practice &/or those turned in exceed the basic standards (e.g. turned in ahead of time in proper image file format/properly attached). | Turned in the minimum # of photos per practice which all meet the basic standards (e.g. turned in on time, in raw image format- .cr2 or .raw, &/or improperly attached in email, but are re turned in in proper image file format/attachment by end of next business day from original class day). | Turned in less than the minimum # of photos per practice, or photos turned in don’t meet basic standards (e.g. turned in late, not attached in email at all by original due date, or not re turned in in proper image file format/attachment by end of next business day from original class day). |
| **Skill**  | Shows complete understanding of editing skills learned so far (e.g. no unintentional blur/grain, correctly exposed, colors & details are clear and crisp). | Shows promising/growing understanding of editing skills learned so far (e.g. slight unintentional blur/grain, slightly over/under exposed, colors & details are mostly clear and usable). | Shows little to no understanding of editing skills learned so far (e.g. lots of unintentional blur/grain, completely over/under exposed, &/or colors & details are unclear and shoddy). |
| **Creativity** | Shows completely original and creative thought in choice of subject matter and application of editing skills learned so far (e.g. complements & emphasizes emotions and deeper meaning in original photo, goes beyond making editing for the sake of turning something in, etc.). | Shows somewhat original and creative thought in choice of subject matter and application of editing skills learned so far (e.g. at least tried to/took risks to improve on original photo through editing, photos at least aren’t hurt by editing creative choices). | Shows little to no original and creative thought in choice & application of both retouching & manipulation editing skills (e.g. complete copy of tutorial or other artists work, editing choices don’t mesh well with original photo). |

*Rubric: final project*

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|  | **Exceeds expectations (6pts)** | **Average (4pts)** | **Failure (1pt)** |
| **Effort** | Turned in more than the minimum # of photos which exceed the basic standards (e.g. turned in ahead of time in proper image file format/properly attached). | Turned in the minimum # of photos which all meet the basic standards (e.g. turned in on time, in raw image format- .cr2 or .raw, &/or improperly attached in email, but are re turned in in proper image file format/attachment by end of next business day from original class day). | Turned in less than the minimum # of photos or no photos, or images turned in don’t meet basic standards (e.g. turned in late, not attached in email at all by original due date, or not re turned in in proper image file format/attachment by end of next business day from original class day). |
| **Skill**  | All photos show complete understanding of both retouching & manipulation editing skills (e.g. no unintentional blur/grain, correctly exposed, colors & details are clear and crisp, goes beyond necessary edits to fully utilize editing to improve overall image quality). | Most photos show promising/growing understanding of both retouching & manipulation editing skills (e.g. slightly over/under exposed, colors & details are mostly clear and usable, at least necessary edits have been done). | Little to no photos show understanding of both retouching & manipulation editing skills (e.g. very over/under exposed, colors & details are unclear and shoddy, edits made little improvement to or worsen quality of original photos. |
| **Creativity** | All photos show completely original and creative thought in choice & application of both retouching & manipulation editing skills (e.g. complements & emphasizes emotions and deeper meaning in original photo, goes beyond making editing for the sake of turning something in, etc.). | Photos show somewhat original and creative thought in choice & application of both retouching & manipulation editing skills (e.g. edits at least overall change creative outcome of image, possibly took creative risks that didn’t quite work, edits may be bit cliche/unoriginal). | Photos show little to no original and creative thought in choice & application of both retouching & manipulation editing skills (e.g. complete copy of tutorial or other artists work). |

*Digital Literacy Standards:*

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| **Assignments** | **Learning Outcomes** |
| Skill practice #1 | Demonstrate understanding & ability to use retouching editing tools |
| Skill practice #2 | Demonstrate understanding & ability to use manipulation editing tools |
| Final project: Editing comparison diptychs | Demonstrate ability to select and use combination of retouching and manipulation editing tools to photos in creative and original ways. |
| **Northstar module** | **Learning outcomes that align with Northstar Digital Literacy Standards** |
| Internet Basics 3 | Demonstrate familiarity with website structure (e.g., landing pages, internal pages). |
| Internet Basics 13 | Demonstrate ability to scroll up and down a page and left and right on a page. |
| Internet Basics 15 | Identify and work with tabs and windows. |
| Internet Basics 17 | Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text). |
| Social Media 3 | Recognize information posted on social media networks that may present a risk to you (user as consumer of information). |
| Social Media 8 | Identify information that is unwise to post and/or upload on a social media (too much personal sharing, inappropriate photos/comments). |
| Information Literacy 1 | Define a problem, formulate a question, or identify a decision that needs to be made. |
| Information Literacy 5 | Plan steps required to solve the problem or accomplish the task. |
| Information Literacy 12 | Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. |
| Information Literacy 13 | File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.) |
| Information Literacy 16 | Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions. |
| Information Literacy 19 | Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met? |