Photography I

Week 01

1. Discussion of classroom rules and expectations
   a. Key word = RESPECT; respect each other, respect the teacher (as a person, but also for her position as the one who will teach you what you need to know to pass the course), respect the classroom property (no open food or beverages in class, if you damage a computer or other classroom property you will be fined the amount it will cost to replace the item.)
   b. Expectations –
      i. there are 80 minutes of class- you are expected to work on class work for all 80 minutes
      ii. you will do your best to complete every assignment
      iii. homework will be given after every class – the homework will be to take a specific set of pictures (NOT use pictures you have taken before you began the class in September 2013)

2. Class work:
   a. Day 1: History of Photography
      i. Teacher gives info:
         1. First permanent photo was taken by Nicephore Niepce in 1826
         2. A greatly improved process was invented by Louis Daguerre – one that involved putting light sensitive coating on a metal plate (copper) that was coated with silver and polished until it was mirror bright.
      ii. Student assignment: Open a Google document, use the internet to find as much information as you can about Niepce’s and Daguerre’s invention of the daguerreotype, summarize the information into short notes, include pictures of a copy of the first photograph and examples of daguerreotypes.
   b. Days 2 & 3: Students learn how to transfer picture files from their digital cameras, media cards or cell phones to a USB (thumb drive) and how to create digital contact sheets using Adobe Bridge. (Teacher demonstrates, explains, provides written instructions for follow-up practice, and circulates to assist students as needed.)

3. Homework:
   a. 1st day: 5 photos that tell a little bit about yourself
   b. 2nd day: 5 photos that tell what you like to do on a weekend
   c. 3rd day: 5 photos that show off what you think of as your best pictures

4. ...
Week 02-03 - Composition

1. Teacher shows a PowerPoint show that explains elements and principles of art as they apply to photography: (this assignment is also described in full on the photo assignment pages of the HS North school web site: http://www.middletownk12.org/north/Academics/Photography/Photo%20Assignment%20List-Photo_I.htm)

2. Class work
   a. Do Now: students work on Photo Gallery project (*See below)
   b. Students transfer the images they have taken for their assignments to their USB drive and create digital contact sheets.
   c. Students create a Google presentation called “My Digital Portfolio.” They will include a brief explanation of the assignment followed by the pictures they have taken for this project - each picture on a separate slide.

3. Homework- (broken up into several segments) Students are given a list of 18 composition guidelines and are instructed to take 36 pictures – two for each guideline.
   a. 1st day – choose any five guidelines and take 2 photos for each
   b. 2nd day – choose any 10 of the remaining guidelines and take 2 photos for each
   c. 3rd day – take 2 photos for each of the remaining 3 guidelines.

*Students are given suggestions for sites on the internet where they can find information about master photographers whose work has been shown in galleries and museums. They are instructed to create a digital photo gallery by collecting information about photographers whose work they admire along with examples of works by those photographers. Each week they are required to create a slide with information about a new photographer and his or her work, being sure to cite the reference source. (For week 2 only they will be asked to create slides for two masters – one for last week and one for the current week.) By the end of the marking period they should have 10 master photographers “exhibited” in their galleries.

After the bio/information slide students are instructed to add ten blank slides. On each blank slide paste a photo that is representative of that master photographer’s work. Under each photo type the words “Original source: “ and then paste the URL where you found that image.

CCSS.ELA-Literacy.WST9-10.2
Write informative/explanatory texts, ...

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting ... and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone ...

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Week 04- Academic Life at MHS North

d. Teacher explains the term “Photojournalism” and then shows a PowerPoint show with examples of photojournalism related to academic life - Frances Benjamin Johnston – Hampton Institute Photos

e. Class work –
   a. (Do Now) students work on Photo Gallery project
   b. Students write a definition of photojournalism into their Google journal notes.
   c. Students transfer image files from their camera or camera card to their USB "thumb drives."
   d. Students create a contact sheet that shows all 25 images.
   e. Students correctly print the contact sheet
   f. Students add this assignment to “My Digital Portfolio.” They will include a brief explanation of the assignment followed by the pictures they have taken for this project - each picture on a separate slide.

f. Homework- students are given a list of several categories of academic life and are instructed to take a set of 25 photos that cover at least 5 of those categories. (They can choose which categories and how many photos for each category as long as they complete a total of 25 photos.)
   • Students take a set of 25 photos that document various aspects of academic life at MHS North.
   • Images should be sharp.
   • Images should be well exposed (details can be seen in both shadow and highlight areas of the image.)
Week 05 & 06 – Abstract Alphabet

1. Students are shown examples of “Abstract Alphabets” created by master photographer Abba Richman

2. Class work –
   a. Do Now: students work on Photo Gallery project
   b. Students write a definition of “Abstract” (as it relates to their abstract alphabet assignment) into their Google journal notes.
   c. Students transfer the images they have taken for their assignments to their USB drive and create digital contact sheets.
   d. Students add this assignment to “My Digital Portfolio.” They will include a brief explanation of the assignment followed by the pictures they have taken for this project - each picture on a separate slide.

Week 05 Teacher demonstrates How to use the following tools, commands and controls in Photoshop and students practice using each of the tools, commands and controls by working along with the teacher on teacher guided practice projects:

   • layers;
   • select (using lasso / magnetic lasso / polygon lasso / magic wand),
   • copy,
   • paste,
   • erase,
   • use hue /saturation, transform layer (using scale / distort / rotate),
   • adjust layer opacity,
   • adjust image size,
   • “flatten” layers,
   • save files under a new name.

Week 06 Teacher introduces the CLONE tool in Photoshop and students practice using the tool by working on a fun “digital Mr. Potato head” project.

3. Homework:
   • Students may use any kind of camera to complete this project
   • Begin by taking a set of at least 26 photographs as follows:
     - Each photograph should feature an object shape that looks like one letter of the alphabet.
     - You should fill the frame with the object shape
     - Your image should be as sharp as possible
     - Your tonal range should be good enough to reveal details in both the bright and dark areas.
   • When you have taken all the photographs you need, transfer the images to your USB thumb drive
Week 07 – Color of Light

d. Students are shown a video called “Scenic Photography” as well as other examples of ways that the color, intensity and direction of the light source can affect the mood or message of photos.

e. Class work –
   a. Do Now: students work on Photo Gallery project
   b. Students write about ways that the color, intensity and direction of the light source can affect the mood or message of photos in their Google journal notes.
   c. Students transfer the images they have taken for their assignments to their USB drive and create digital contact sheets.
   d. Students add this week’s project work to “My Digital Portfolio.” They will include a brief explanation of each color scheme followed by the pictures they have taken for this assignment - each picture on a separate slide.

f. Homework:
   - Students take a set of 20 photographs that communicate mood and/or time of day through the special quality of light apparent in the photo. (For example, photos taken early in the morning might have a bluish light while photos taken in the late afternoon might have a golden light quality. Images with cool color tones might make us feel more meditative or even "blue." Images with warm color tones might make us feel energized or warm / happy.
     - Your image should fill the frame
     - Your image should be as sharp as possible
     - Your tonal range should be good enough to reveal details in both the bright and dark areas.
     - When you have taken all the photographs you need bring your camera, media card or cell phone camera to class ready to transfer your images for the next stage of the project.
Week 08 – Achromatic

1. Students are shown the work of master photographer, Ansel Adams
2. Classwork:
   a. Do Now: students work on Photo Gallery project
   b. Students look up “zone system” and find examples of a 10 zone chart on the internet
   c. Students explain what the term “achromatic” means in their Google notes
   d. Students copy and paste a copy of a 10 zone chart in their Google notes.

   Teacher demonstrates several ways to use Adobe Photoshop to

   3. Convert images from color to black and white
   4. Optimize tonal range using...
      a. Shadow to highlight
      b. Curves
      c. Exposure
      d. Variations
   e. Students transfer the images they have taken for their assignments to their USB drive
      i. Use PhotoShop to optimize tonal range
      ii. and create digital contact sheets.

3. Homework:
   • Students take a set of 25 photographs that would look good in black and white.
     · You should fill the frame
     · Your image should be as sharp as possible
     · Your tonal range should be good enough to reveal details in both the bright and dark areas.
     · When you have taken all the photographs you need bring your camera, media card or cell phone camera to class ready to transfer your images for the next stage of the project.
Week 09 – Color Studies

1. Students are shown a color wheel and the following terms are explained and examples provided:
   a. Monochrome
   b. Complementary
   c. Analogous
   d. Symbolic use of color

2. Classwork:
   a. Do Now: students work on Photo Gallery project
   b. Students find examples of a color wheel on the internet and copy it into their notes.
   c. Students explain what the terms monochrome, complementary, analogous and symbolic color mean in their Google notes
   d. Students transfer the images they have taken for their assignments to their USB drive
      i. Use PhotoShop to optimize tonal range
      ii. and create digital contact sheets.

4. Homework:
   • Students take a set of 20 photographs that – five in each of the following categories:
     o Monochrome
     o Complementary
     o Analogous
     o Symbolic use of color

   • You should fill the frame
   • Your image should be as sharp as possible
   • Your tonal range should be good enough to reveal details in both the bright and dark areas.
   • When you have taken all the photographs you need bring your camera, media card or cell phone camera to class ready to transfer your images for the next stage of the project.
Week 10 – Photos in the style of...

1. Throughout the marking period students have been creating a gallery with examples of work by famous photographers whose work they admired. For this assignment they will take ten photos in the style of the master photographer of their choice from their own gallery.

2. Class work:
   a. Do Now: students work on Photo Gallery project
   b. Students explain facts about the style of the photographer of their choice in their Google notes
   c. students transfer the images they have taken for their assignments to their USB drive
      i. Use PhotoShop to optimize tonal range
      ii. create digital contact sheets.

5. Homework:
   · For this assignment they will take ten photos in the style of the master photographer of their choice from their own gallery
     · You should fill the frame
     · Your image should be as sharp as possible
     · Your tonal range should be good enough to reveal details in both the bright and dark areas.
     · When you have taken all the photographs you need bring your camera, media card or cell phone camera to class ready to transfer your images for the next stage of the project.

Violence awareness week

Students are shown examples of the work of Gordon Parks when he photographed young gang members and wrote about their lives. They are asked to read two articles (provided by the teacher) about the life and photojournalistic work of Gordon Parks and are asked to think about how photography can be used to produce positive social change.
Things to review for first marking period quarterly:

A. Significance / contribution to photograpy
   - Joseph Nicephore Niepce
   - Louis Daguerre
   - Ansel Adams
   - Frances Benjamin Johnston
   - Gordon Parks

B. Composition Guidelines
   - Leading Lines
   - Rule of Thirds
   - Symmetrical Balance
   - Radial Balance
   - Foreground Framing
   - Fill the Frame

C. Light direction
   - Side light – brings out texture
   - Back light – for either silhouettes (or for creating haloes of light around the silhouette of a subject)
   - Front light – for creating reflections or bringing out bright color

D. Types of lenses
   - normal – like what the human eye sees
   - Telephoto – shows less side to side than the human eye would see but makes things look closer & bigger and also compresses space (makes things look closer to each other than they really are)
   - Wide angle – shows MORE side to side than the human eye would see but makes things look farther away & smaller and also makes things look farther apart from each other than they really are

E. Zone system
   - Digital cameras are designed to set exposure to average out to medium gray which is Zone 5 (zone V) on Ansel Adams scale.
   - Front light – for creating reflections or bringing out bright color

F. PhotoShop
   - How do you copy something in PhotoShop?
   - How do you use the following tools?
     - crop
     - layers – how do you create an empty layer & how do you make a layer that has everything on it exactly the same as the original layer?
     - Curves
     - Exposure
     - Levels
     - Shadow/highlight
     - Image size
     - Clone
     - Eraser
     - Magic wand
     - Paint brush

G. Adobe Bridge
   - What is a contact sheet and how do you make one?