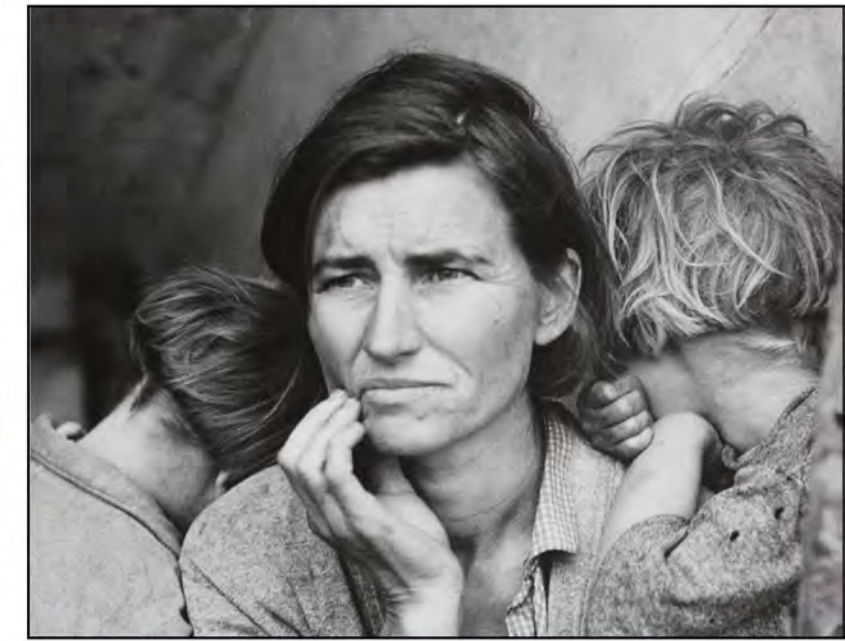
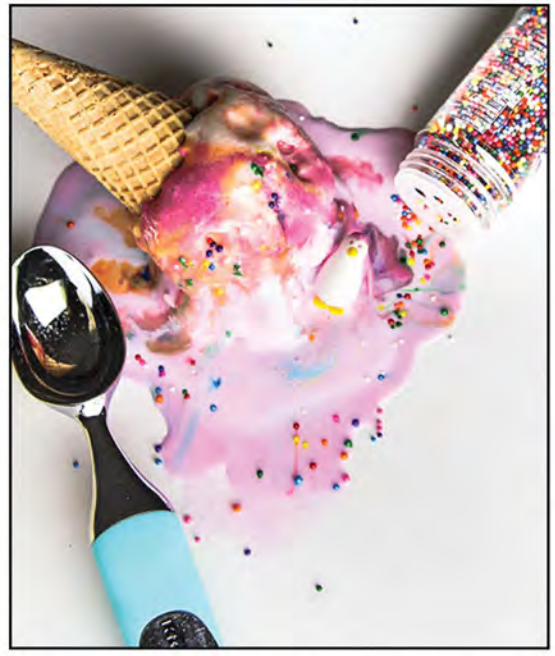


# ART PHOTOGRAPHY

CELL PHONE CAMERA  
SEMESTER PACK

**18 WEEKS**



**EVERYTHING FOR A SEMESTER IN A PHOTO CLASS**  
**16 PROJECTS, 30 ACTIVITIES, & MORE**



# EVERYTHING FOR A SEMESTER



This art curriculum is geared towards advanced middle and high school age art students.



**Cover all 18 WEEKS, a full semester, in your class.**  
**Low tech projects that only use a cell phone camera.**



Teacher notes, presentations, printables included to help you guide the projects. No experience is needed!



**16 Projects, 30 Activities, photo journal, blog, & more**



# WHAT YOU GET

## Lesson Packs Typically Include:



Lesson Plan



Presentation



Project Guides



Activities



Rubric



Colour, color spelling

### INTRO TO PHOTOGRAPHY

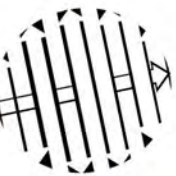
Semester long (18 weeks)  
This curriculum was designed to be implemented in a range of classrooms. You can have students use DSLR cameras and cover the basics of using them or stick with automatic mode. Students can bring in basic digital cameras or you can use cell phone cameras. Class blogs can be set up through Adobe Spark or Google Classroom. Instructions are provided for both, select what works best for you.

- INTRODUCTION: 1 day
  - Pass out syllabus (homework grade)
    - Review class expectations, grading policy, make up work policy, and required supplies
    - They must return the signed syllabus by class Friday
  - Go over camera expectations and borrowed equipment expectations:
    - They can use a digital camera if they have one available at home or they can use their cell phone camera.
    - Any lights, props, or similar that are borrowed from the photo room for projects must be taken care of and returned in the same condition or the student will be held responsible for replacing the broken or lost items.

Name: \_\_\_\_\_

### ABSTRACT 'OR LIFE' IN COLOR LABELS

After looking at each work of art and answering the critique questions, put a label on each work of art. The black and white labels represent an example of abstract photography. The colorful labels represent an example of life in color. You can place the star on your overall favorite photograph in the class.



### PHOTO THAT CHANGED THE WORLD RUBRIC

Name: \_\_\_\_\_

The photograph:	(10) _____
• Image	(30) _____
• Effect: What effect did this photograph have on history?	
The photographer:	(15) _____
• Short photographer biography.	(15) _____
• What do we know about the photographer and his work?	
Visual: How would you evaluate its quality?	(15) _____
Analysis: What did it mean to you? Did it deserve the attention?	(15) _____
Total	(100) _____



# INTRO TO PHOTOGRAPHY

Semester long (18 weeks)

*This curriculum was designed to be implemented in a range of classrooms. Students use DSLR cameras and cover the basics of using them or stick with a camera. Students can bring in basic digital cameras or you can use cell phone cameras. Class blogs can be set up through Adobe Spark or Google Classroom. Instruct students for both, select what works best for you.*

- INTRODUCTION: 1 day
  - Pass out syllabus (homework grade)
    - Review class expectations, grading policy, make up work, required supplies
    - They must return the signed syllabus by class Friday
  - Go over camera expectations and borrowed equipment expectations
    - They can use a digital camera if they have one available
    - Any lights, props, or similar that are borrowed from the projects must be taken care of and returned in the same condition. Student will be held responsible for replacing the broken camera.
  - Tell Me About You worksheet (daily grade)
    - Have them complete the front and back of the worksheet
    - Pick it up at the end of class.
  - Photo journal (semester long project grade)
    - Explain that they will take notes in here about the technical photography to help guide them when they are taking pictures.
    - They will record information about settings and location of pictures.
    - They will add printed photos here and include notes about the photographs.
    - At the end of the semester this journal should be a reflection of what they did this semester.
    - Making their photo journal will count as a partial project grade.
- PHOTO JOURNAL: 5 days, daily grade
  - Photo quotes
- COMPUTERS AND CAMERAS: 1 day
  - Claim computer and camera:

- *This will vary based on your personal classroom set up. See instructions below for different options. This curriculum includes assignments that work for DSLR cameras, standard digital cameras, or cell phone cameras.*
- Meeting in a computer lab:
  - Have each student claim a computer.
  - Have them log in and confirm they have all necessary programs: Photoshop, Lightroom, or similar.
- Using personal computers:
  - Make sure everyone has access to a computer.
  - Make sure they have the necessary computer programs.
- Bring your own camera:
  - If your students are bringing their own cameras, share your expectations with them.
  - They need to bring their camera to class every day.
  - If they want to leave their camera in class they can. *If you have a locked cabinet or similar to safely store their camera.*
- Group camera check out:
  - Break the class up into groups. *Sizes will vary based on class plan on 2-5 per group.*
  - Each group has a set of camera they will have access to.
  - They are responsible for these cameras. They can share them, but they need to come back to class with them every day.
  - *The benefit of the group camera system is the students have a smaller pool of cameras to choose from. If they forget to upload their pictures, they have a smaller set to look through to find their pictures. If you have varying levels of quality of equipment, you can make sure each group has at least one high quality camera.*
- Individual camera check out:
  - Assign each student with a camera.
  - This camera is theirs for the entire semester.
  - They can take it home, but they need to have it in class every day.
  - They are responsible for the camera.
- Weekly jobs *This may not be necessary if you have students bringing in all their own equipment:*
  - Explain that every week two of them will be assigned to camera duty.
  - Every day at the end of class they must help the other students check the equipment in, check and make sure everything is accounted for, and organized.

- If a student is taking equipment home overnight, they must make sure they have checked it out and have everything in their camera bag when they leave.
- When equipment is checked in the next day, they must make sure everything is accounted for.
- Every week the camera duty rotates to two new people and will continue to rotate until everyone has done it at least once.
- BLIND PHOTOGRAPHY: 3 days, 50 point project grade
  - Students will take photographs while blind folded.
  - This encourages them to rely on their other sense to take a good photograph.
  - They will select 3-5 of their favorites to upload to their photo blog.
  - 1 will be printed and added to their photo journal.
- ELEMENTS OF PHOTOGRAPHY & RULES OF COMPOSITION: 1 week, two 5 point project grades
  - ELEMENTS OF ART: 50 point project grade
    - Students will learn the elements of photography and what makes up a successful photograph.
    - They will take pictures using an iPad or their smart phone, they will upload 11 photographs that represent different elements of photography.
  - RULES OF COMPOSITION: 50 point project grade
    - Students will learn the rules of composition and how to visually set up a successful photograph.
    - They will take pictures using an iPad or their smart phone, they will upload photographs that represent different rules of composition.
- MAKE THE UGLY BEAUTIFUL PROJECT (7 days, project grade)
  - Students will put their understanding of composition to the test by photographing subjects typically viewed as ugly in a way that makes them beautiful.
  - 4 pictures are submitted.
- PHOTO SAFARI PROJECT: 10 days, project and participation grades
  - Students build the verbal/visual connection by photographing adjectives.
  - They participate in an in class adjective hunt.
  - They capture a series of photographs for a project.
  - They participate in a composition challenge in class.
- YOUR WORLD PHOTOGRAPHY: 1 week, project grade
  - Students will photograph aspects of their daily life.
  - They will select 5 to blog about.
  - 1 will be printed and added to their photo journal.
- FAMILY HERITAGE PHOTOGRAPHY: 1 week, project grade
  - Students will take a series of photographs to show something about their family.

# COMPLETED WORK AT THE END OF THE SEMESTER:

- Daily work:
  - Tell me about you worksheet
  - Making the photo journal
  - Photographer quote reflection
  - Blind photography critique
  - Elliott Erwitt artist research
  - History of photography notes
  - Your world critique
  - Sally Mann artist research
  - History of photography SLR-modern notes
  - Family heritage critique
  - Elements of photography notes
  - Rules of composition notes
  - Abstract or life in color artist research
  - Abstract or life in color critique
  - Aperture critique
  - Shutter speed critique
  - ISO critique
  - Exposure (silhouette or nature) artist research
  - Exposure (silhouette or nature) critique reflection
  - Manual mode critique
  - Portrait critique
  - Environmental portrait artist research
  - Environmental portrait critique
  - Andreas Lie artist research
  - Double exposure critique sheet
  - A photograph that changed the world research
  - Conceptual photography artist research

**TIMELINE:**  
**SCOPE & SEQUENCE**  
OVERVIEW OF PROJECTS, WHAT ORDER TO TEACH THEM



# INTRODUCTION TO PHOTOGRAPHY

## What do I want you to accomplish?

1. For students to develop their skills in communicating visually and verbally through photography.
2. For students to gain confidence in talking about and creating works of art in photography.
3. For students to learn more about themselves through art.
4. For students to expand their knowledge of artists and art historical trends and periods.

## What are we going to do?

1. **Making art:** In this course you will have a chance to explore topics that focus on your interests through two dimensions, with an emphasis on photography. This not only involves learning the creative side of photography, but also includes the technical side of photography. You will learn how to use a DSLR camera in manual mode, how to edit digital photos, and how to create a blog to share your photos.
2. **Talking about art:** In class we will discuss artwork, current and historic. We will also critique, or talk about, your finished work.
3. **Writing about art:** With every project you will create a blog post about the assignment. This will serve as your digital portfolio and your artist statement to help other people understand your intent and process.

## What am I expected to do?

The following behaviors are expected from students in order to meet our goals:

1. **Ambition:** If you push yourself farther than you think you can go, you may surprise yourself with what you are able to accomplish.
2. **Professionalism:** In order to become a better artist and a better thinker, you need to act in a professional manner. This means taking care of all your artwork, cleaning up after yourself and your space, doing your best at all times, following all rules, and completing ALL assignments.
3. **Participation:** Art is about creating and discussing. For you to reap the full benefits of this course, you need to participate in art making activities, class discussions, and writing assignments. All three are related and participation in all these tasks will benefit your artistic mind.
4. **Open-mindedness:** New thoughts and ideas are constantly arising in the art world. In order to understand, appreciate, and have the creative mind to create wonderful art work you must be open to new ideas and experimentations. Don't be afraid to try new things and have fun with it!

## How will I be graded?

1. **60% Projects:** Final projects will be graded on craftsmanship, ambition, engagement with assignments, and your overall final product. All projects are due on the **day of the critique** (various dates to be announced throughout the semester). I will grade all artwork after the critique. After you receive your grade, you will have three days to revise your artwork. This gives you an opportunity to improve your grade. Unexcused late work will NOT receive full credit. In order for you to complete all projects on time, you will need to work the entire class period. All work should be uploaded to your blog and recorded in your photography journal.
2. **20% Daily Work:** Participation is expected and essential for your success in this class. Work bell to bell EVERYDAY. The participation grades include in-class assignments, discussions and critiques.
3. **10% Homework and Sketchbook:** Any late assignments will not receive full credit unless it is due to an excused absence.
4. **5% Clean Up and 5% Good Citizenship:** A smooth running art classroom requires each student to play their part in cleaning up after themselves and each other if necessary. At the end of each class I expect all materials to be put away, tables wiped down, and projects put in their appropriate places. I expect every student to be responsible, helpful, kind to their peers, and overall good citizens, all of these things will be taken into account for this portion of your grade.

## Photo Survey

1. What were some of the projects you did in Intro to Art and other art classes?  
\_\_\_\_\_
2. What are you hoping to learn in this class?  
\_\_\_\_\_
3. What is your favorite type of art?  
\_\_\_\_\_
4. What is your experience with photography?  
\_\_\_\_\_
5. What is your experience with editing pictures?  
\_\_\_\_\_
6. What is your experience using editing programs?  
\_\_\_\_\_
7. Do you own a 35mm SLR camera (it has removable lens)?  
\_\_\_\_\_
8. Do you own a digital camera? If so, what kind?  
\_\_\_\_\_
9. Do you own any other cameras? If so, what kind?  
\_\_\_\_\_
10. On a scale of 1-10 (10 being the most experienced) how much experience do you have coming into this class?  
\_\_\_\_\_

## INTRODUCTION TO PHOTOGRAPHY Camera Contract

I accept responsibility for all costs of camera damage or loss when I borrow the school's cameras on or off campus. I agree to check the sign out sheet of camera bag contents before signing the camera out. If the school camera is damaged, I will pay for the cost of the repair and/or replacement of the same brand and quality, as chosen by the school.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_

## CAMERA SIGN OUT

CAMERA NUMBER:	CAMERA TYPE:	BATTERY:	BATTERY CHARGER:	CAMERA CORD:	ADDITIONAL LENSES:	LENS CAP:	CAMERA BAG:	ADDITIONAL ITEMS:	CHECK OUT:	CHECK IN:	Name:
21	Canon EOS Rebel T6 DSLR Camera	Y, 2	Y	N	N	Y	Y	Extra flash	11/15	11/16	Whitney Ward
22											
23											
24											
25											



Request for permission to use cell phone on school premises.

### GUIDELINES FOR PERMISSION:

- Cell phones will be used during class for taking and editing photographs and referencing photographs.
- Texting, making calls, engaging in social media, or similar is not allowed during class. The cell phone may only be used to complete class assignments.
- Apps will be added to the cell phone to complete projects, such as Lightroom and Photoshop. All apps used are reliable, appropriate, and free of charge.
- If improper use of the cell phone occurs, the student will lose the privilege to use their cell phone during class and will complete book work in lieu of photography assignments.
- Any damage to the cell phone during school hours is not the responsibility of the teacher or the school. The student and parents/guardians are responsible for any incurred damage.

Parent Name: \_\_\_\_\_  
 Parent Signature: \_\_\_\_\_  
 Student Name: \_\_\_\_\_  
 Student Signature: \_\_\_\_\_  
 Teacher Name: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 Date: \_\_\_\_\_

### AUTHORIZATION FOR PERMISSION:

I, \_\_\_\_\_, read and understand the requirements regarding cell phone usage during class.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_  
 Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_  
 Signature of Teacher \_\_\_\_\_ Date \_\_\_\_\_  
 Signature of Administrator \_\_\_\_\_ Date \_\_\_\_\_

# FIRST DAY:

# SYLLABUS, HANDOUTS

# CAMERA ORGANIZATION, PARENT FORMS, GET TO KNOW YOU





**“YOU DON’T TAKE A PHOTOGRAPH, YOU MAKE IT.”**

**-ANSEL ADAMS**

**CREATING A PHOTO WINDOW**  
MATH AND ART

- For an 8" x 10" cover with a 7" x 7" photo window, use the following measurements:  
• Plan for the window slightly smaller than a 7" x 7" photograph, 6.75" x 6.75".  
• Subtract 6.75 from 10 and divide by 2, 3.25 divided by 2 = 1.6
- Measure 1.6" in from the side, add a pencil mark. Do the same on each side, you should have 4 marks in total.

**PHOTOGRAPHER QUOTE REFLECTION**

Name: \_\_\_\_\_

As you are listening to your peers share their photo journals and photography quotes, fill in the following questions:

- List your favorite quotes shared by your peers: \_\_\_\_\_

Describe the photographer quotes you think were most artistically incorporated: \_\_\_\_\_



**INTRODUCTION TO PHOTOGRAPHY**  
Creating a Photo Journal

**BIG IDEA:**

- Creating a photo journal

**ESSENTIAL QUESTIONS:**

- What is the purpose of a photo journal?
- How can photographer quotes inspire you?
- How can you best utilize your photo journal?

**OBJECTIVES:** Students will:

- Look at and discuss the purpose of a photo journal.
- Learn different methods to design and create their photo journal.
- Create a photo journal.
- Select a picture to include on the cover.
- Select photographer quotes to include on the inside.

**STANDARDS:** <http://www.nationalstandards.org/>

- Visual Arts: Visual Arts: Creating, VA-C12.1.6, Discuss and evaluate ideas, materials, methods, and approaches in art and design.

**Step Three...**

- If needed, paint your front and back cover.
- Stick with neutral colors, this will help your photos pop.



# LESSON ONE:

# PHOTO JOURNAL

STORE PICTURES, TAKE NOTES, LESSON PLAN, HANDOUTS, MORE



# CLASS BLOGS

Technology in the Classroom

## BIG IDEA:

- Communicating through technology.

## ESSENTIAL QUESTIONS:

- How can you use your blog to convey information about your projects?
- How can you share information visually and verbally through your blog?
- How can you communicate with your classmates about their blog posts?

## OBJECTIVES: Students will...

- Sign up for their blog under the umbrella of the class blog.
- Design their blog to align with their interests and style.
- Write blog posts for each project they work on in class, including pictures and text.
- Respond to their classmates' blog posts through comments.

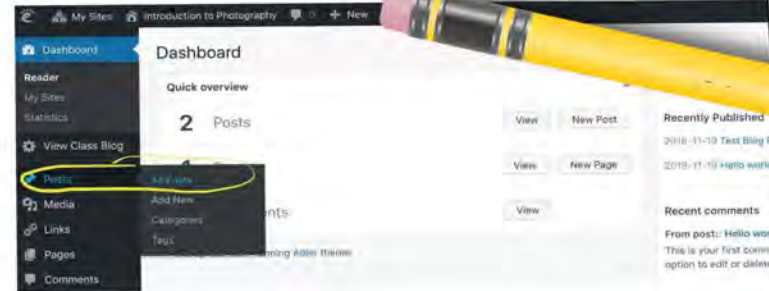
STANDARDS: <http://www.nationalartsstandards.org/>

Middle School:

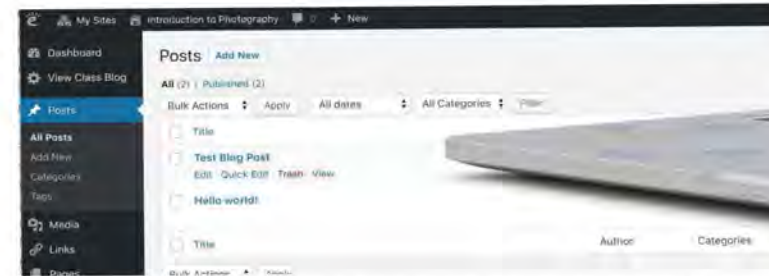
- ART:
  - 6<sup>th</sup> grade:
    - **Visual Arts/Connecting: VA:Cn10.1.6**, Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
    - **Visual Arts/Responding: VA:Re8.1.6**, Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
  - 7<sup>th</sup> grade:
    - **Visual Arts/Responding: VA:Re7.2.7**, Analyze multiple ways that images influence specific audiences.
    - **Visual Arts/Responding: VA:Re8.1.7**, Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

## CHECKING STUDENT POSTS

1. Hover over "my class" in the left sidebar, select "student users" from that pops up to the right. Or select "users" from the left sidebar to the same section.
2. Here you can see how many posts each student has created.
3. To check blog posts hover over the "posts" option in the left hand menu. Select "all posts" from the menu bar that pops up to the right.



4. Here you can see all the posts and who wrote them.



5. You can easily add a widget to your blog and the students' blogs that include photos and videos.

also makes it easy to give participation points to the students for comments as you approve each comment.

- d. **Privacy:** I recommend selecting the final option, "Only approved users can comment."

- e. **Reader:** I recommend selecting the final option, "Only approved users can comment."
- f. **Teaching:** I recommend selecting the final option, "Only approved users can comment."

9. From the page for when you blog...
10. ...

11. Select the "customize" option from the top...

Introduction to

# LESSON TWO:

# CLASS BLOG

## HOW TO SHARE PHOTOS ELECTRONICALLY, FREE PROGRAMS





### BLIND PHOTOGRAPHY Using Your Senses

- BIG IDEA:**
- Using your senses
- ESSENTIAL QUESTIONS:**
- How can you take a photo?
  - What senses do you lean on when you take a photograph?
  - What clues can you gather from a photograph?
- OBJECTIVES:** Students will...
- Look at and discuss work by other artists
  - Take at least three quality photographs
  - Blog about their experience
  - Print or digitally display their work
  - Complete a reflection worksheet

- STANDARDS:** <http://www.nationalartsstandards.org/>
- Middle School:**
- ART:**
    - 6<sup>th</sup> grade:
      - Visual Arts: Creating new ideas, materials, and design.
    - 7<sup>th</sup> grade:
      - Visual Arts: Creating making a work of art.
    - 8<sup>th</sup> grade:
      - Visual Arts: Creating making a work of art.

Name: \_\_\_\_\_

### BLIND PHOTOGRAPHY CRITIQUE!

Carefully look at each work of art. Pay attention to subject matter, focal point, composition, and the different senses that the photograph appeals to. Consider what you see, how things may feel, smell, taste, and sound.

- Which photograph caught your attention first? Why?
- Which photograph best embodies the assignment? Why?
- Which photograph has the best focal point? Why?

### BLIND PHOTOGRAPHY CRITIQUE

- Fill out the critique sheet. This gives you a chance to carefully look at and reflect on the photographs before you start labeling them.
- Cut out the labels.
- At each photo display consider which sense you feel is portrayed strongest. Does the texture stand out? Is there something portrayed that might have a strong smell? What about the taste? Is the overall visual image strong?
- Place your single star image at your favorite photograph.
- Participate in a verbal discussion about the photographs and use of manual mode



# LESSON THREE:

# BLIND PHOTOGRAPHY

TAKE PHOTOS BLINDFOLDED! LESSON PLAN, CRITIQUE, MORE





**Your World**  
Intentional Photographs

**BIG IDEA:**

- Intentional photographs

**ESSENTIAL QUESTIONS:**

- What does it mean to be "intentional" in your photography?
- What does it mean to capture a moment in your day in an artistic way?
- How can you capture a moment in your day in an artistic way?
- What does it mean to frame your picture?

**OBJECTIVES:** Students will...

- Look at and discuss work by Elliott Erwitt.
- Discuss the difference between posed, candid, and intentional photographs.
- Capture 5 photographs that reflect their world.
- Blog about their experience and upload their five favorite pictures.
- Print or digitally display their favorite photograph to discuss in a class critique.
- Complete a reflection worksheet.

**STANDARDS:** <http://www.nationalartsstandards.org/>

**Middle School:**

- ART:**
  - 6<sup>th</sup> grade:
    - Visual Arts-Creating: **VA:Cr1.2.6**, Formulate an artistic investigation of personally relevant content for creating art.
  - 7<sup>th</sup> grade:
    - Visual Arts-Creating: **VA:Cr1.2.7**, Develop criteria to guide making a work of art or design to meet an identified goal.
  - 8<sup>th</sup> grade:
    - Visual Arts-Creating: **VA:Cr1.2.8**, Collaboratively shape an aspect of present-day life through the use of an aspect of art and design.

**BASIC LIGHTROOM WORKFLOW**

Lighroom can be overwhelming at first. Where do you start? What do you do first? How do you keep your catalogs uncluttered and organized? This workflow will help keep catalogs tidy yet at the same time help get to actual post-processing very quickly and in just a few steps.

**IMPORT**

Lighroom is a catalog-based post-processing application, which means that Lighroom doesn't work with the original files. Instead, it "ghosts" them in by storing information about them - along with rendered previews - in a set of files that make up a Catalog.

First, make sure images are on your physical computer or a hard-drive that will be on the computer until the project is finished. Lighroom will always look for the files to be in the same place as when you import, so this is very important.

To import your images, select "Import..." from the bottom of the left-side panel while in Library mode.

"Select a Source" - find the location of the photographs you want to import and edit within Lighroom.

Select Images - Either select "Check All" or "Uncheck All" at the bottom of the screen to import specific images. Use command to select multiple images.

Copy as DNG, Copy, Move or Add - this setting can be found at the top of the Import window. Choose Add. This will add a copy of your file to Lighroom since you already have the file on your hard-drive.

Apply During Import - If you would like to attach a keyword to your selection of photos, type the keyword in the field. This will apply to the entire import for easy look-up access later. (A keyword is a tag that will apply to the entire import for easy look-up access later. (A keyword is a tag that will apply to the entire import for easy look-up access later.)

Name: \_\_\_\_\_

**YOUR WORLD CRITIQUE**

Carefully look at each work of art. Pay attention to subject matter, composition, editing, and intent in the photographs. Then answer the following questions.

- Which photograph caught your attention first? Why?
- Which photograph best captures the topic, your world? Why?
- Which photograph has the most interesting composition? Why?
- Do you think your photographs are successful? Why or why not?

Name: \_\_\_\_\_

**YOUR WORLD RUBRIC**

- Photo 1 \_\_\_\_\_ (14)
- Photo 2 \_\_\_\_\_ (14)
- Photo 3 \_\_\_\_\_ (14)
- Photo 4 \_\_\_\_\_ (14)
- Photo 5 \_\_\_\_\_ (10)

Photographs are thoughtful and intentional  
Photographs are edited  
Blog post included information about the photographs, process, background information about the images, and reflects and understanding of the assignment. (10)

**Total: (100)**

# LESSON FOUR: YOUR WORLD

LESSON PLAN, PRESENTATION, GUIDES, CRITIQUE, & MORE





**Your assignment...**

- Capture 5 photographs that reflect your family heritage.
- What is family heritage?
  - Can refer to practices or characteristics that are passed down through generations.
  - Generational can be from your parents to you or as far back as great-grandparents and beyond.
  - If your family heritage is unknown, how do you identify what characteristics or features of your family's heritage would you want to capture?

Name: \_\_\_\_\_

**History of Photography SLR to Modernism**  
NOTES

1. The Kodak camera was invented \_\_\_\_\_
2. SLR stands for: \_\_\_\_\_  
\_\_\_\_\_ was different from previous cameras because \_\_\_\_\_

**Family Heritage**  
People, Places, and Things

**BIG IDEA:**

- Portraying your family heritage.

**ESSENTIAL QUESTIONS:**

- What is your family heritage?
- How can you reflect a piece of your family heritage through photographs?
- How can changing the angle and background of your photograph change the impact it has?

**OBJECTIVES:** Students will...

- Look at and discuss work by Sally Mann.
- Discuss tips on photographing by changing the background and angle of the photograph.
- Capture 5 photographs that reflect their family heritage.
- Blog about their experience and upload their five favorite pictures.
- Print or digitally display their favorite photograph to discuss in a class critique.
- Include a print of their photograph in their photo journal.
- Complete a critique worksheet.

**STANDARDS:** <http://www.nationalartstandards.org/>  
Middle School:

- ART:
  - 6<sup>th</sup> grade:

# LESSON FIVE:

# FAMILY HERITAGE

CAPTURING YOUR FAMILY, LESSON, PRESENTATION, HANDOUTS, +





Family Heritage  
People, Places, and Things

**BIG IDEA:**

- Portraying your family heritage.

**ESSENTIAL QUESTIONS:**

- What is your family heritage?
- How can you reflect a piece of your family heritage through photography?
- How can you reflect a piece of your family heritage through photography?
- How can you reflect a piece of your family heritage through photography?
- How can you reflect a piece of your family heritage through photography?
- How can you reflect a piece of your family heritage through photography?

**OBJECTIVES:** Students will...

- Look at and discuss work by Sally Mann.
- Discuss tips on photographing by changing the background and angle of the photograph.
- Capture 3 photographs that reflect their family heritage.
- Blog about their experience and upload their five favorite pictures.
- Print or digitally display their favorite photographs to discuss in a class critique.
- Include a piece of their photograph in their photo journal.
- Complete a critique worksheet.

**STANDARDS:** <http://www.nationalstandards.org>

**Visual Arts-Creating: VAC12.6, Formulate an artistic Media School:**

- 8<sup>th</sup> grade: Visual Arts-Creating: VAC12.6, Formulate an artistic investigation of personally relevant content for creating art.
- 9<sup>th</sup> grade: Visual Arts-Creating: VAC12.7, Develop criteria to guide making a work of art or design to meet an identified goal.
- 10<sup>th</sup> grade: Visual Arts-Creating: VAC12.8, Collaboratively shape an artistic investigation of an aspect of personally life using a contemporary practice of art and design.

**ART:**

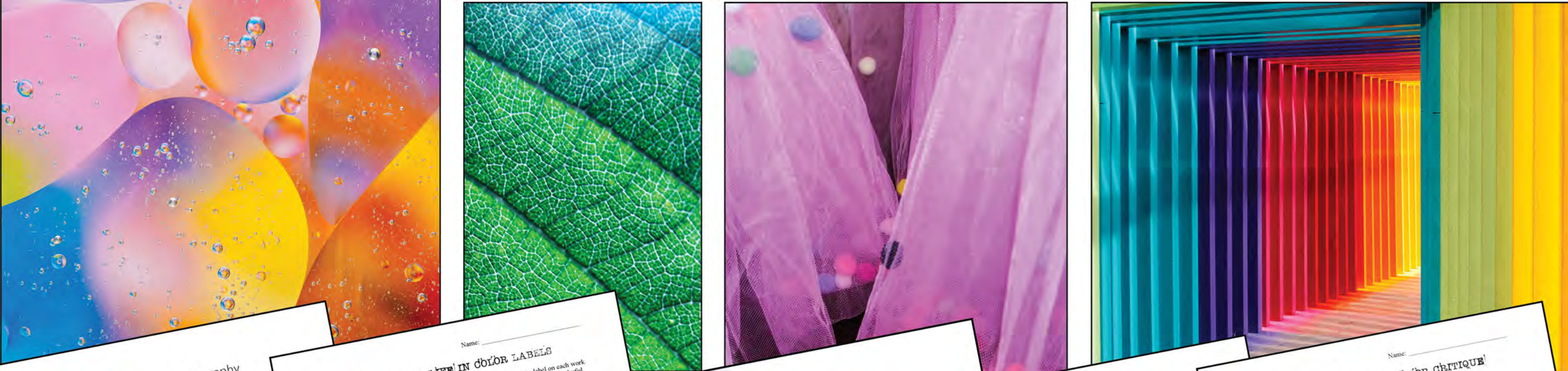
- 8<sup>th</sup> grade: Visual Arts-Creating: VAC12.6, Formulate an artistic investigation of personally relevant content for creating art.
- 9<sup>th</sup> grade: Visual Arts-Creating: VAC12.7, Develop criteria to guide making a work of art or design to meet an identified goal.
- 10<sup>th</sup> grade: Visual Arts-Creating: VAC12.8, Collaboratively shape an artistic investigation of an aspect of personally life using a contemporary practice of art and design.

# LESSON SIX:

# ELEMENTS & COMPOSITION

2 PHOTO SCAVENGER HUNTS, 2 PRESENTATIONS, RUBRIC, MORE





**Introduction to Photography**  
Abstract or Life in Color

**BIG IDEA:**

- Abstract or Life in Color

**ESSENTIAL QUESTIONS:**

- How can you take a photograph that reflects an abstract subject?
- How can you make color the focus of a photograph?
- How can you be inspired and influenced by the artist you researched?
- How can the elements of art and rules of composition help create a successful photograph?

**OBJECTIVES:** Students will...

- Learn about and discuss the topics abstract art and life in color.
- Research an artist that photographs subjects similar to the topic they chose for project.
- Take at least 50 photographs that investigate either abstract or life in color through photography.
- Share 5 of their best photographs.

Name: \_\_\_\_\_

**ABSTRACT OR LIFE IN COLOR LABELS**

After looking at each work of art and answering the critique questions, put a label on each work of art. The black and white labels represent an example of abstract photography. The colorful labels represent an example of life in color. You can place the star on your overall favorite photograph in the class.

**Life in Color Tips**

- Check "National Geographic" [Life in Color photography](#).
- Make color the key element in the photographs.
- Take multiple pictures of one subject.
- Try to add different elements into each picture.
  - Try different compositions.
  - Try to make each picture as different as possible.
- Try focusing on a variety of colors and subject matter.
  - You need to take a minimum of 50 photographs before you can choose your final 5.
- Push the color, capture something unexpected.
- Consider what story you are telling through your 5 final selections.
  - Are they similar colors?
  - Are they similar subject matter?
  - Is the variety of color in the images what stands out?

**Abstract Tips**

- Zoom in on an object or crop your photograph.
  - Have the subject fill the frame of the photograph.
  - Have the outer edges of the photograph go off of the frame.
- Look for lighting that creates shadows, highlights, and abstract patterns.
- Look for interesting textures.
  - Make that the focus of your photograph, rather than the subject.
- Look for interesting patterns, zoom in to show the details of the pattern.
- Look in areas where you don't normally look (behind bed, between toes, etc.)
- Check out Cro Totku's work [here](#) for examples.

Name: \_\_\_\_\_

**ABSTRACT OR LIFE IN COLOR CRITIQUE!**

Carefully look at each work of art. Then answer the following questions:

- Which photograph caught your attention first? Why?
- Which photograph best captures the topic, abstract? Why?
- Which photograph best captures the topic, life in color? Why?

# LESSON SEVEN:

ABSTRACT ART, LIFE IN COLOR  
2 TOPICS TO CHOOSE FROM, LESSON, PRESENTATION, MORE





### GLORIFYING THE EVERYDAY



CREATE AN INTERESTING IMAGE OF A BORING SUBJECT

- **Glorify:** To elevate or idealize, and cause to be more glorious or excellent than is actually the case.
- Create a beautiful picture of something normal, find a way to make it look important.
- Things to consider...
  - Composition
  - Camera angle

**MAKE THE UGLY BEAUTIFUL**  
A TWIST ON SUBJECT MATTER

**BIG IDEA:**

- A twist on subject matter

**ESSENTIAL QUESTIONS:**

- How can you make a beautiful photograph of ugly subjects?
- How can you use composition as a tool to make something look beautiful?
- How can you elevate the look of something normal or an everyday subject?

**OBJECTIVES:** Students will...

- Look at and discuss examples of making subjects typically viewed as ugly or boring beautiful.
- Research photographers Michael Levin, Cara, Barer, and Edward.
- Develop a plan for the Ugly Beautiful project.
- Submit two photographs, one reflection of each topic.
- Participate in a critique of the photographs.

**STANDARDS:** <http://www.nationalartsstandards.org/>  
Middle School:  
• ART:

**UGLY BEAUTIFUL CRITIQUE PROMPTS**

Print and copy the below critique prompts.  
Make enough copies for each student to pull a prompt at least twice.  
Cut the prompts into strips.  
Place them in a container for students to randomly select from during the critique.

WHICH PHOTOGRAPH BEST REFLECTS THE TOPIC:  
UGLY SUBJECT, BEAUTIFUL COMPOSITION?

WHICH PHOTOGRAPH BEST REFLECTS THE TOPIC: GLORIFYING THE EVERYDAY?

WHICH PHOTOGRAPH HAS THE BEST OVERALL COMPOSITION?

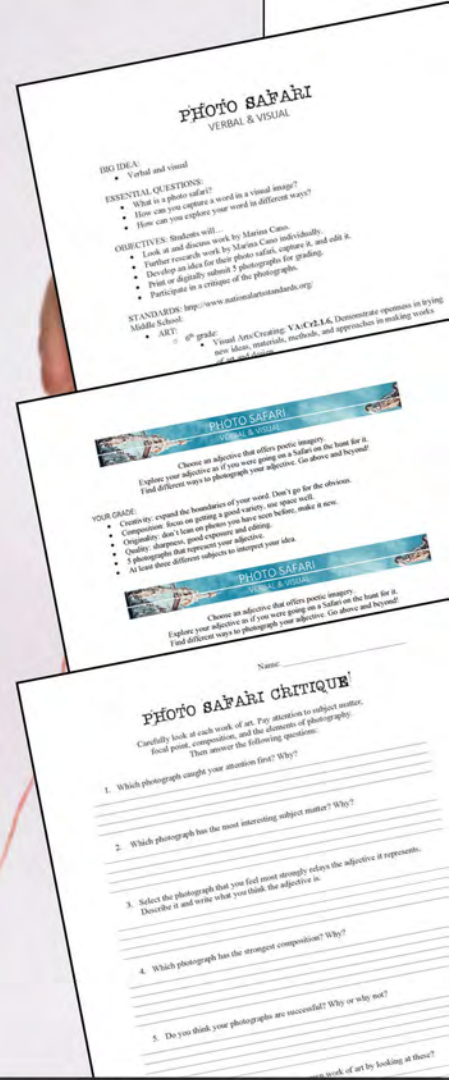
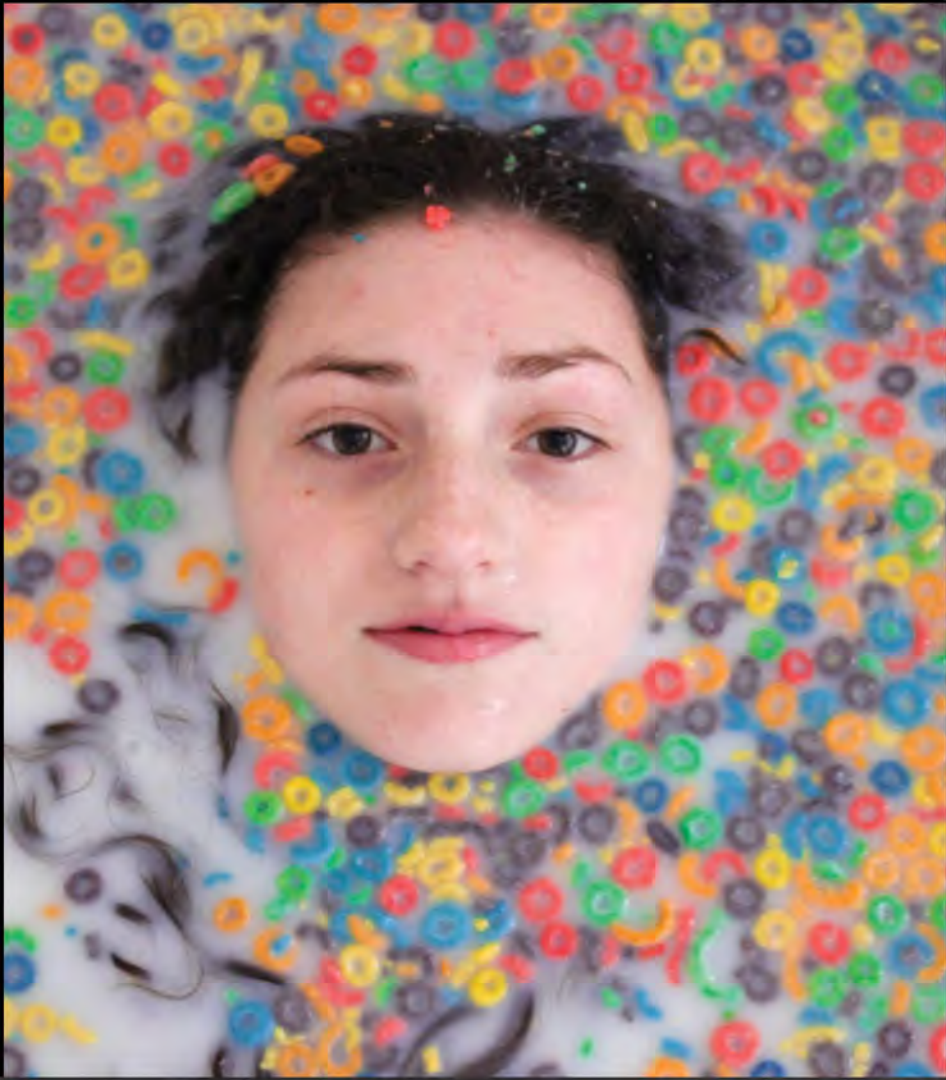
WHICH PHOTOGRAPH HAS THE MOST INTERESTING SUBJECT MATTER?

# LESSON EIGHT:

# MAKE THE UGLY BEAUTIFUL

INTERESTING PHOTOGRAPHS OF OVERLOOKED SUBJECTS





# LESSON NINE:

# PHOTO SAFARI PROJECT

2 PHOTO SCAVENGER HUNTS, 2 PRESENTATIONS, RUBRIC, MORE





**PHOTOSHOP BASICS**

OPEN YOUR IMAGE:

- Right click on your image and select **Open with > Adobe Photoshop**.
- Or open Adobe Photoshop, from the menu bar and select **File > Open**, navigate to your photograph, select open.

RESIZE YOUR IMAGE:

Name: \_\_\_\_\_

**PORTRAIT PROJECT CRITIQUE!**

Carefully look at each work of art. Pay attention to subject matter, focal point, composition, and the elements of photography, the use of shutter speed, aperture, and how the subject relates to the topics. Then answer the following questions:

1. Which photograph caught your attention first? Why?  
\_\_\_\_\_  
\_\_\_\_\_
2. Which photograph best shows directional lighting? Why?  
\_\_\_\_\_  
\_\_\_\_\_

**PORTRAIT PROJECT RUBRIC!**

<b>FACIAL PORTRAIT:</b>		<b>ENVIRONMENTAL PORTRAIT:</b>	
Directional light (5): _____	Soft light (5): _____	Framing (5): _____	Lighting contrast (5): _____
Used a reflector (5): _____	Overall facial portrait technique (5): _____	Props (5): _____	Environmental technique (5): _____
Effort (20): _____	Creativity (20): _____	Exposure (in manual mode) (20): _____	TOTAL (100): _____

Portrait RUBRIC!

# LESSON TEN:

# TAKING PORTRAITS

LESSON PLAN, PRESENTATION, GUIDES, CRITIQUE, RUBRIC, +





# LESSON ELEVEN:

# ENVIRONMENTAL PORTRAITS

PORTRAITS IN SPECIFIC SPACES, LESSON PLAN, RUBRIC, MORE





**PHOTOGRAPHS THAT CHANGED THE WORLD**

Over the next two weeks, you will create a presentation on a photograph that is world famous. You will select a photograph from the list on the website below to research. Each of these photos has been massively influential in our world history. Your job is to learn about it, think critically about it, and then reflect on it!

**HOW TO SUCCEED:**

1. Click on the link here: <http://www.100-world-photos.com/100-world-photos-assignment.html>
2. Look through the 100 photos on the website and choose one that arouses your interest.
3. Read the article.
4. Create a PowerPoint, Prezi, or Google Slides to present your research.

**PHOTOGRAPH THAT CHANGED THE WORLD**  
THE ROLE OF PHOTOGRAPHY IN HISTORY

**BIG IDEA:**

- The role of photography in history.

**ESSENTIAL QUESTIONS:**

- What type of photography excites you most?
- What photographs do you connect with most out of the list of photographs, why?
- How can photographs impact history?

**OBJECTIVES:** Students will...

- Look at the example presentation on Dorothea Lange.
- Select a photograph from the list of 100 most influential photographs here: <http://100photos.com/>. I ask check this article is no longer posted. Use the below article instead: <http://www.facebook.com/100-world-photos-assignment/>
- Use these as back ups: <http://100photos.com/100-world-photos-assignment/>
- <http://100photos.com/100-world-photos-assignment/>
- <http://100photos.com/100-world-photos-assignment/>

**PHOTOGRAPH THAT CHANGED THE WORLD**  
ASSIGNMENT SHEET

While you are continuing your education through distance learning you will research a photograph that changed the world. For this assignment you will...

- Look at a presentation about *Life from Mother*, a photograph by Dorothea Lange, as an example for what your photograph presentation will look like.
- Fill out the artist research sheet to prepare for the presentation.
- Reference the info sheet to set up your presentation.
- At the end of week one, start your research and send your selected photograph to your teacher.
- Photographs are first come first served, students can't research the same photograph.
- At the end of week two send your completed presentation and your artist research sheet to your teacher.
- By the end of week three look at and respond to your peers' presentations, send your response sheet and reflection sheet to your teacher.

You will check in with your teacher as you start your project and work on your presentation.

E-mail your teacher at: \_\_\_\_\_  
Photograph selection due by: \_\_\_\_\_  
Presentation and artist research due by: \_\_\_\_\_  
Response sheet and reflection due by: \_\_\_\_\_

**BACK TO SCHOOL:**  
When you return to school please bring the following things with you the first day back:

- Completed artist research sheet, response sheet, and reflection sheet.
- Completed presentation.

**YOUR GRADE:**  
\_\_\_\_\_  
(circle/underline grade)

# LESSON TWELVE:

## PHOTO THAT CHANGED THE WORLD RESEARCH PROJECT, LESSON PLAN, PRESENTATION, & MORE





**SOCIAL COMMENTARY**  
ARTIST RESEARCH

Check out artwork by Tigran Tsitoghdzian  
<https://myvisualart.com/tigran-tsitoghdzian/>  
Read the article and answer the following questions.

1. What type of artwork does Tsitoghdzian create?
2. How old was Tsitoghdzian when he started creating art?

through his work?

**SOCIAL COMMENTARY: CORONA V**

**SOCIAL COMMENTARY:** Throughout time, people have turned to art to comment on society around them. This type of art is called Social Commentary. It is a genre of art that presents the artist's (or patron's) point of view on the subject of the work.

**ASSIGNMENT**

Today, you will use photography to make a visual statement about a current event that it entails. It can be funny, serious, or silly, you choose!

**REQUIREMENTS:**

- Choose a "visual statement" and make your photo show it.

THE shot. Make sure

**EXAMPLES**

# LESSON THIRTEEN:

# SOCIAL COMMENTARY

PHOTO CURRENT EVENTS, LESSON, PRESENTATION, GUIDES, +





**Introduction to DSLR Photography**  
CONCEPTUAL PHOTOGRAPHY

**BIG IDEA:**

- Conceptual photography

**ESSENTIAL QUESTIONS:**

- What is conceptual photography?
- How can you reflect the topic in an intentional and conceptual way?
- How can you use the elements of photography and rules of composition to help create a successful photograph?

**OBJECTIVES:** Students will...

- Look at and discuss examples of conceptual photography and of the topic chosen: #Blessed and Cultural Glimpse.
- Look at work by Daniel Mercadante, Romina Rescia, and Tom Hasey.
- Capture at least 50 photographs for their topic of choice.
- Select their best 3 photographs to print for the critique and be displayed after.
- Select their favorite photographs to submit.
- Participate in a critique of the photographs.

**STANDARDS:** <http://www.nationscharterstandards.org/>

Middle School:

- ART:
  - 6<sup>th</sup> grade:
    - Visual Arts/Creating: VA.Cr2.1.6, Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
  - 7<sup>th</sup> grade:
    - Visual Arts/Creating: VA.Cr2.2.7, Develop criteria to guide making a work of art or design to meet an identified goal.
    - Visual Arts/Creating: VA.Cr2.1.7, Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

**CONCEPTUAL PHOTOGRAPHY**

**PICK A PROJECT**

#BLESSSED  
CULTURAL GLIMPSE

**PROJECT REQUIREMENTS**

- Use primarily a DSLR camera to take your photos.
- You should take 50 photos and you will turn in your best quality photographs to your grade.
- Your final photographs should have:
  - Great exposure!
  - Creative/compositional choices
  - Engaging subject matter (multiple subjects, variety)
  - Sharp photographs that show intentionality

**CONCEPTUAL: WHEN A PHOTO IS TAKEN WITH INTENTION AND PURPOSE, MAKING AN IDEA COME TO LIFE**

**CONCEPTUAL PHOTOGRAPHY**  
Critique Labels

Place a label at every work of art. Place a P label at the photographs you think reflect the topic, a CG label at the photographs you think reflect the topic, cultural glimpse.

# CG # CG # CG # CG # CG # CG # CG # CG

**Artist Research**

Look at artwork by the following photographers. Select the one whose work answers the below questions about that photographer. TIP: Look for a "project" tab on the artists' websites to find more conceptual photographs.

Daniel Mercadante: <http://www.danielmercadante.com>  
Romina Rescia: <http://www.rominarescia.com>  
Tom Hasey: <http://www.tomhasey.com>

- What drew you to this photographer?
- If they have more than one conceptual topic they investigate, which is your favorite? Why? If they don't, what is your favorite aspect of their one concept?
- Which photograph do you like best overall? Provide the title, if available.
- What drew you to that photograph?

**CONCEPTUAL PHOTOGRAPHY RUBRIC**

NAME: \_\_\_\_\_

Concept	(20)
Reflection of concept and topic	(20)
Use of elements of photography	(10)
Use of rules of composition	(15)
Creativity	(15)
Effort	
<b>Total: (100)</b>	

NAME: \_\_\_\_\_

**CONCEPTUAL PHOTOGRAPHY RUBRIC**

Concept	(20)
Reflection of concept and topic	(20)
Use of elements of photography	(10)

# LESSON FOURTEEN:

# CONCEPTUAL PHOTOGRAPHY

INTRO TO SURREAL STYLE, LESSON, GUIDES, MORE





## CONSTRUCTED LANDSCAPES ASSIGNMENT SHEET

While you are continuing your education through distance learning inside your house. For this assignment you will...

- Look at a presentation about constructed landscapes.
- Fill out the artist research and reflection sheet.
- Play around with materials and set up different landscape scenes and around your house. You only have to turn in one photograph but many more to find a successful one. You can submit up to three.
- At the end of week one, send your artist research/reflection sheet to your teacher.
- At the end of week two send your completed constructed landscape photograph and a written artist statement to your teacher.

## CONSTRUCTED LANDSCAPES CREATING OUTDOOR SCENES INDOOR

- Create a landscape scene using objects found in and around your house.
- Consider using art materials, items from your refrigerator or found objects, natural objects from around your house, and push the idea of a landscape.
- Use photo editing to crop your image, change the color, or something else?

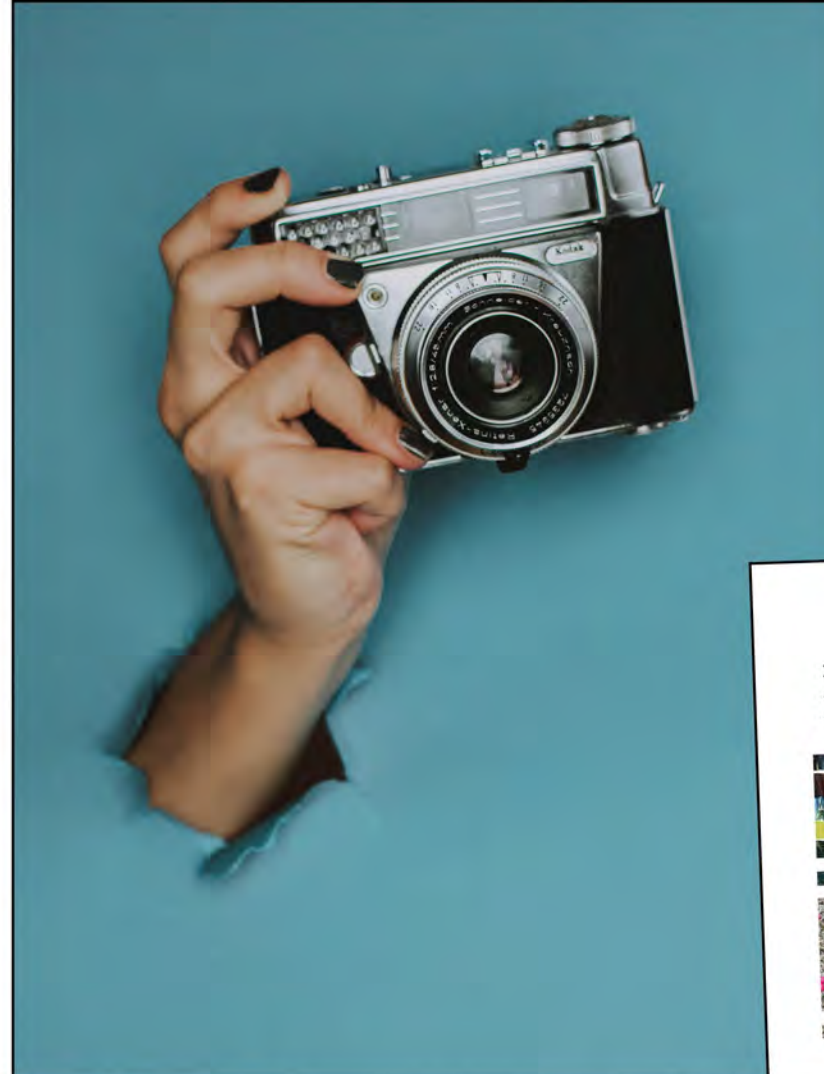
## CONSTRUCTED LANDSCAPES ASSIGNMENT SHEET

While you are continuing your education through distance learning you will capture photographs inside your house. For this assignment you will...

- Look at a presentation about constructed landscapes.
- Fill out the artist research and reflection sheet.
- Play around with materials and set up different landscape scenes with found objects in and around your house. You only have to turn in one photograph but it will likely take many more to find a successful one. You can submit up to three.
- At the end of week one, send your artist research/reflection sheet to your teacher.
- At the end of week two send your completed constructed landscape photograph and a written artist statement to your teacher.

# LESSON FIFTEEN: CONSTRUCTED LANDSCAPES INDOOR PHOTOGRAPHY, LESSON, GUIDES, MORE





**CONSTRUCTED LANDSCAPES**  
CREATING OUTDOOR SCENES INDOORS

- Create a landscape scene using objects found in and around your home.
- Consider using art materials, items from your refrigerator or pantry, close up images of found objects, natural objects from around your house, and toys to create your scene.
- Use photo editing to crop your image, change the color, or enhance it in other ways to push the idea of a landscape.
- Your goal is to make your viewer do a double take. Is this really outdoors or is it something else?

**CONSTRUCTED LANDSCAPE**  
ASSIGNMENT SHEET

While you are continuing your education through distance learning you will capture photographs inside your home. For this assignment you will...

- Look at a presentation about constructed landscapes.
- Fill out the artist research and reflection sheet.
- Play around with materials and set up different landscape scenes with found objects in and around your home. You only have to turn in one photograph but it will likely take many more to find a successful one. You can submit up to three.
- At the end of week one, send your artist research/reflection sheet to your teacher.
- At the end of week two send your completed constructed landscape photograph and a reflection sheet to your teacher.

**CONSTRUCTED LANDSCAPE**  
CREATING ILLUSIONS IN PHOTOGRAPHY

**BIG IDEA:**

- Creating illusions in photography

**ESSENTIAL QUESTIONS:**

- What is a constructed landscape?
- How can Dufur Tabor and Andy Goldsworthy drive the concept of constructed landscapes?
- How can you use materials around your house to construct a landscape?

**OBJECTIVES:** Students will...

- Look at examples of constructed landscapes.
- Research artists Dufur Tabor and Andy Goldsworthy.
- Develop a idea for the constructed landscape project.
- Submit one photograph that uses Photoshop or Photoshop Mix app (if needed) to push their idea of a constructed landscape.
- Participate in a critique of the photographs.

**STANDARDS:** <http://www.nationstatesstandards.org/>

Middle School

- ART
- 6<sup>th</sup> grade
- Visual Arts-Creating: V.A.C.1

**ITEMS FROM YOUR PANTRY**

**NATURAL**

**COLLAGED SCENES**

**MACRO VIEW**

ask on your photographs.

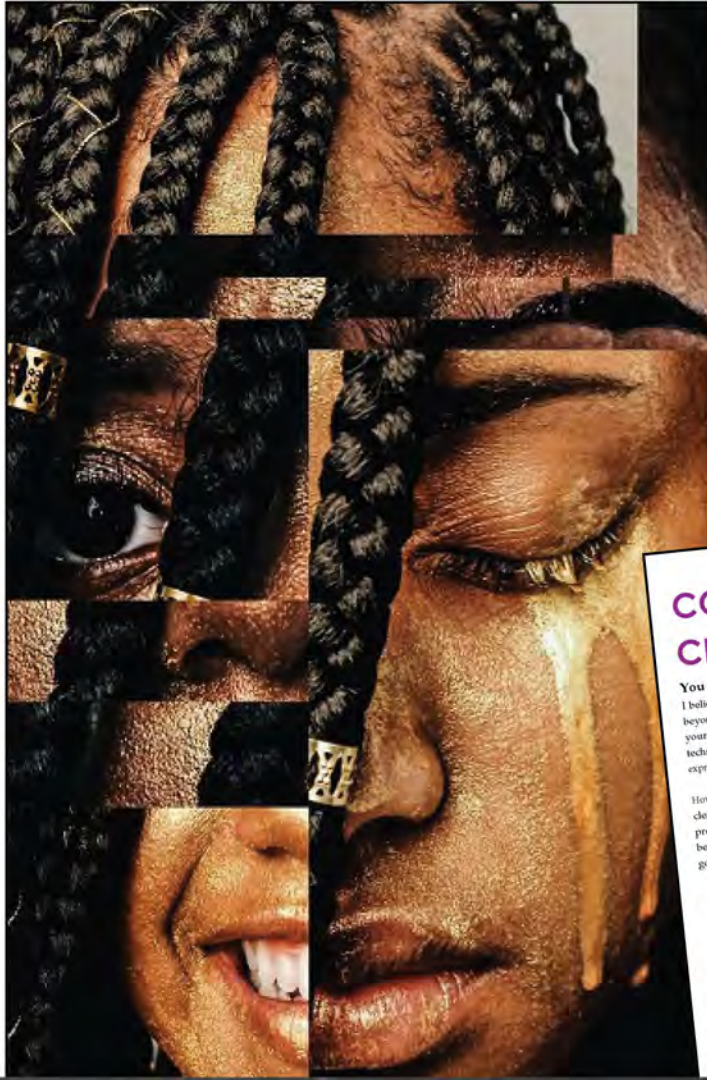
with you the first day back.

# PHOTO ACTIVITY:

# PHOTOGRAPHY PROMPTS

PICK A TOPIC, LESSON, GUIDES, MORE





### CONCEPTUAL CHOICE

**You choose your concept!**  
I believe that you are capable of showing us with a concept beyond interesting. One that has been kicking around in your head to try with photography, or a favorite technique that you want to try out. This is your chance to express yourself.

However, this is not a free for all. You must come up with a clear and intentional concept before you begin your project. Show your best skills yet and put some power behind the image with a concept. Some ideas to get you going:

- 1) What is something you are passionate about?
- 2) Do you have a favorite song you would like to portray in photos?
- 3) If you had your own art show, what would the theme be?
- 4) What was your favorite project topic from the semester?
- 5) Is there anything you wish you had learned, experimented with, or a subject you wish you had photographed?

The concept must be tied to the image clearly.



### ARTIST INSPIRATION

RESEARCH ASSIGNMENT

Research an artist to inspire your final project: Conceptual Choice. The following must be included in your presentation:

1. A slide with biographical information about the photographer.
2. At least 12 examples of their photography.
3. A slide with any accolades or information about how they have influenced or are influencing the photography world.
4. A slide explaining how this artist influences you, your photography, and/or plan for your final project.

Famous photographers for you to consider. You do not have to select off of this list.

- |                       |                        |                          |
|-----------------------|------------------------|--------------------------|
| Berenice Abbott       | John Gutmann           | Jacob Riis               |
| Ansel Adams           | Lewis Hine             | Alexander Rodchenko      |
| Robert Adams          | Andre Kertesz          | Sebastiao Salgado        |
| Manuel Alvarez-Bravo  | Dorothea Lange         | Stephen Shore            |
| Diane Arbus           | Jacques-Henri Lartigue | W. Eugene Smith          |
| Eugene Atget          | Clarence John Laughlin | Frederick Sommer         |
| Karl Blossfeldt       | Helen Levitt           | Alfred Steiglitz         |
| Margaret Bourke-White | Lisette Model          | Paul Strand              |
|                       | Tina Modotti           | William Henry Fox Talbot |

# LESSON SIXTEEN:

# CONCEPTUAL CHOICE FINAL

DESIGN YOUR OWN CREATIVE PHOTO, LESSON, GUIDES, MORE



# DISPLAY LAYOUT TIPS

TIPS FOR EVERY DISPLAY:

Include a project title and description with every display to give the viewer context.

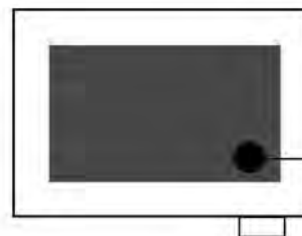
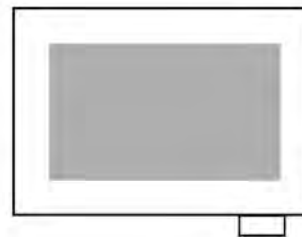
PROJECT TITLE

PROJECT DESCRIPTION

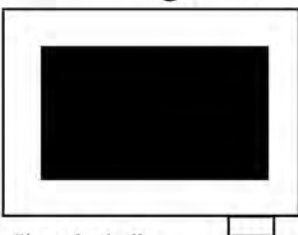


Include student labels with every work of art, place it in the bottom right corner on every piece.

Mat or mount flat works of art to create a more finished look.



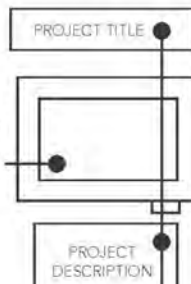
Leave an even amount of space between each piece.



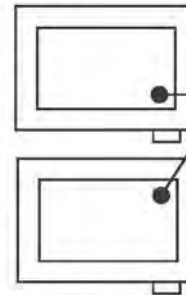
Place physically larger or visually heavier (darker) pieces at the bottom of the display.

## ODD NUMBER LAYOUT

Place the odd one out centered between the other pieces.



Pieces evenly stacked on top of each other.



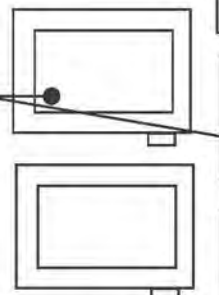
Balance the empty space with the project title and description.

OTHER EXAMPLES:

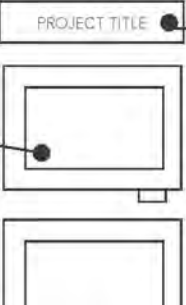


## ASYMMETRICAL LAYOUT

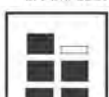
Off set the pieces to create a more dynamic layout.



Place the project title and description above and below the pieces to help balance the space.

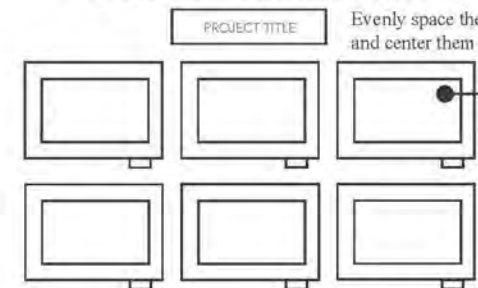


OTHER EXAMPLES:

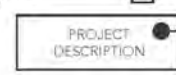


## SYMMETRICAL LAYOUT

Evenly space the pieces and center them on top of each other.

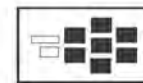


Center the title and description above and below the pieces.

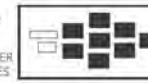


## DIAMOND LAYOUT

OTHER EXAMPLES:

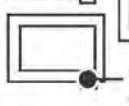


OTHER EXAMPLES:

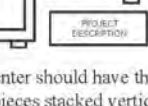


The final row should have just one piece.

The next row should have one less piece.

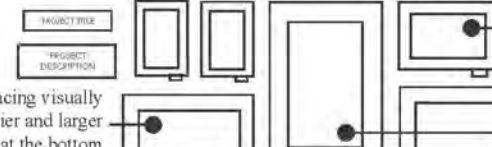


The center should have the most pieces stacked vertically.



## VARIOUS SIZE LAYOUT

Leave an even amount of space between all pieces. Leave extra space on the outside edges, rather than between pieces.



Placing visually heavier and larger pieces at the bottom

Place the largest piece in the center. Other large pieces

# PHOTO EXHIBIT

# STUDENT LED SET UP

EDITABLE NAME TAGS, PROJECT DESCRIPTIONS, PROJECT TITLES



# BUYERS LOVE MY ART LESSONS:



"I have been thoroughly impressed by this product. The material is well-organized and easy to follow, making it an ideal tool for both new and experienced educators. The content is engaging and aligns perfectly with the curriculum standards."



"This was the perfect program to use as most of my students do not have cameras but only use their phones."



# CHECK OUT MORE PRODUCTS:



**INTRO TO DIGITAL DESIGN**  
FILM POSTER REDESIGN CANVA

REDESIGN A MOVIE POSTER: USING CANVA TO DESIGN A STUDENT'S CHOICE POSTER



**8 PHOTOSHOP PROJECTS**  
ADOBE PHOTOSHOP & DESIGN

READY TO DROP IN PROJECTS  
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4 LOW TECH ENGAGING LESSONS

4 PHOTOGRAPHY FOCUSED PROJECTS USE A DSLR OR CELL PHONE CAMERA



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EVERYTHING YOU NEED TO TEACH 1 SEMESTER

**9 PROJECTS**  
EVERY DAY PLANNED FOR A SEMESTER



**ART BASICS & TECHNIQUES**  
PHOTO COMPOSITION RULES

ACTIVITIES & REFERENCES FOR PHOTOGRAPHY CLASSES



**ART & DIGITAL DESIGN**  
8 ELEMENTS OF DESIGN HANDOUTS

FRONT & BACK WORKSHEETS WITH ACTIVITIES & DIGITAL FILL IN OPTIONS

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# LOOK BETWEEN THE LINES

## BY WHITNEY PANETTA



I'm Whitney, a former art teacher turned art curriculum developer. I now focus on designing art lessons, resources, & full curriculums for elementary, middle, high school art teachers, homeschool parents, & general art enthusiasts.

I am so glad to still be connected to the world of art education and I love seeing my resources "in the wild" all over the globe. Reach out anytime with questions or comments at [whitneywpanetta@gmail.com](mailto:whitneywpanetta@gmail.com).