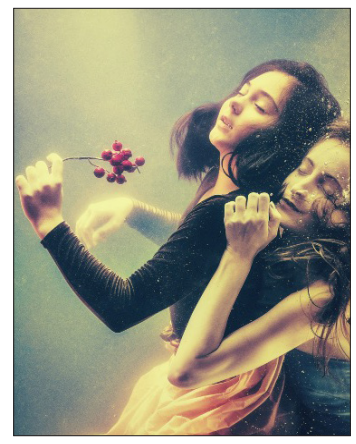
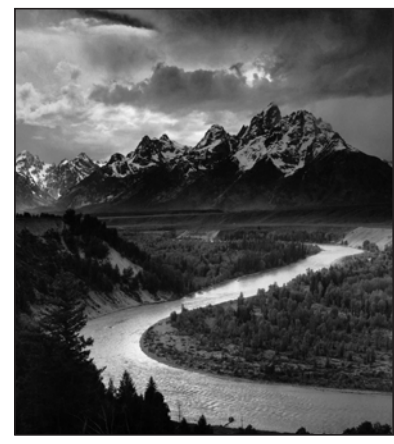
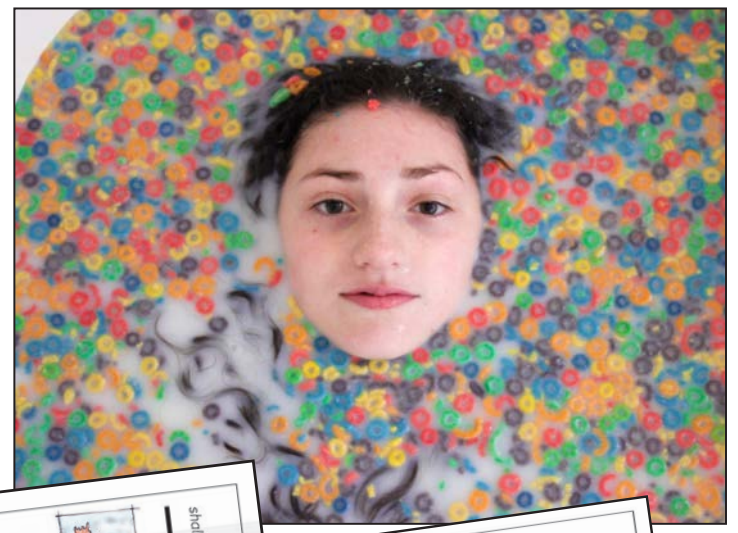
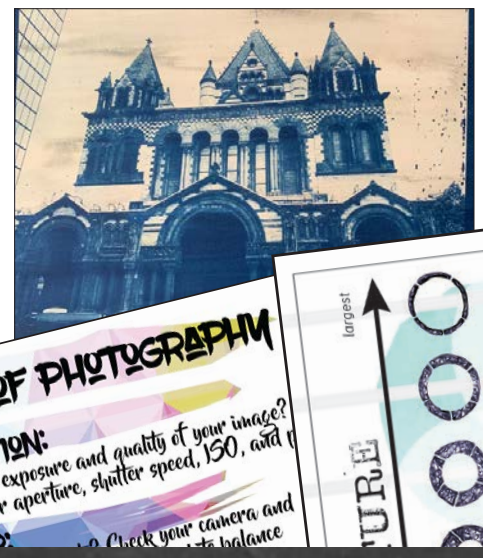
DSLR DIGITAL PHOTOGRAPHY

1 SEMESTER COURSE FOR DSLRS









LOOK BETWEEN THE LINES
BY WHITNEY PANETTA

14 PROJECTS & **32** ACTIVITIES

SEMESTER CURRICULUM

SEMESTER LONG ADVANCED PHOTO CURRICULUM:

32 ACTIVITIES

SKETCHBOOK, CLASS BLOG

14 PROJECTS, OVER 50 PHOTOS

USING A DSLR CAMERA
& CREATIVLY CAPTURE PICTURES

EVERY SINGLE DAY PLANNED

PHOTOGRAPHY II

Semester Long Curriculum, 18 weeks

FIRST DAY OF CLASS:

- Pass out syllabus (homework grade)
  - Review class expectations, grading policy, make up work policy, and requir
  - They must return the signed syllabus by class Friday
- Pass out their camera contracts. (homework grade)
  - They must take this home and get it signed by their parents.
  - By signing this they are agreeing that they are responsible for replacing any broken or lost in their possession.
- 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 SAFARI (2 weeks, project grade)

- Students are tasked with turning a poetic adjective into a series of photographs. They must explore three different interpretations of their adjective in at least 5 photographs.
- In class photo safaris of adjectives online and in a quick scavenger hunt assignment.
- Photo fit in class activity to look at how to best frame a subject.

ALTERED PORTRAITS (1 week, project grade)

- Students work to capture portraits that have been altered in some way.
- They can incorporate editing software to make alterations but alterations also need to be i in the portrait before the photo is taken (think make up, setting, props, etc.)
- Students will participate in a critique.

EXPLORING LIGHT (2 weeks, project grade)

- Go over six ways to creatively incorporate light into their photographs (atmospheric, back colorful lights, creative use of shadows, light painting, filters and gels).
- Select a lighting topic, research an artist, and submit three best photographs.
- Participate in a filters activity.
- Participate in a critique.

CYANOTYPE (2 days, project grade)

- Learn about the traditional process cyanotypes, which is where the term blueprint originat
- Create three cyanotypes using different materials.
- Participate in a critique.

DSLR SELFIES (1 week, project grade)

- Students will try out three different versions a of a selfie using DSLR cameras.
- Students will complete an artist research sheet and participate in a critique.

INVISBILITY ILLUSION (1 week, project grade)

- 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 size, 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, take them home, 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.*

dual 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.

nsible for the camera.

- They will create a presentation to introduce to the class
- In addition to the presentation they also have to edit one of the photographer's photographs in a creative way and capture three photographs of their own using inspiration from the photographer they researched.
- They will complete an artist research sheet and participate in a critique.

FINAL PROJECT (2 weeks, project grade)

- Students will look at work by Robert Rauschenberg and learn about photo transfer processes.
- They will capture a series of three photographs that visually tie under a theme.
- They will transfer the three photographs to a new base.
- Students will participate in a critique.

PHOTOGRAPHY EXHIBIT: (3 days, project grade)

- Students will help set up and curate a photography exhibit of their entire semester of work.
- They will participate in a exhibit critique.

TIMELINE

SEMESTER OVERVIEW

DSLR PHOTOGRAPHY

What do I want you to accomplish?

1. For students to develop their skills in communicating visually and verbally through photo
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 in two dimensions, with an emphasis on photography. This not only involves learning the cr photography, but also includes the technical side of photography. You will learn how to u camera in manual mode, how to edit digital photos, and how to create a blog to share you
2. **Talking about art:** In class we will discuss artwork, current and historic. We will also **cr** about, your finished work.
3. **Writing about art:** With every project you will create a blog post about the assignment. your digital portfolio and your artist statement to help other people understand your inten

What am I expected to do?

The following be … students in order to meet our goals:

1. **Ambiti** are able
2. **Profes** manne best a
3. **Partic** need and p
4. **Ope** appr expe

How will

1. **60** an an gr g y y
2. **2**
3.
4.

Grading Scale

100-90=A
89-80=B
79-70=C
69 or below=F

What happens if I miss class?

It is the responsibility of the students to make up any missed work due to an excused absence. THE TEACHER WILL NOT TELL YOU WHAT YOU MISSED: YOU MUST ASK FOR WORK. You have three days to make up any missed assignments.

What should I do with graded work?

Work to be graded is due on the day of the critique for the current unit. ALL GRADED WORK IS TO BE KEPT IN YOUR CUBBY WITH THE RUBRIC UNTIL THE END OF THE SEMESTER. At times I will take your work and display it on campus and need easy access to it. Once I say you can take home a project you may, but until then please keep it in the classroom!

Tell me about you…

Name: _____ Grade: _____

Class Schedule:

Class	Teacher
1st	
2nd	
3rd	
4th	
5th	
6th	
7th	

Favorite Food: _____

Favorite Song/Band: _____

Favorite things to do: _____

Interesting fact about yourself: _____

School Activities: _____

What do you like? (circle one)

Llamas or Lizards

Sushi, steak, or pizza

Bed or hammock

Would you rather….

Have a thunderstorm or sunny day?

Go to a restaurant or cook at home?

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?

FIRST DAY OF SCHOOL

SYLLABUS & TELL ME ABOUT YOU SHEET

INTRODUCTION TO PHOTOGRAPHY

Camera Contract

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

NAME: _____

DATE: _____

PARENT SIGNATURE: _____

STUDENT SIGNATURE: _____

Addition
-You ma
-All can
-You m
-Your p
-You n
-Touch
camera

Camera Organization System Tips:

- Number each camera and everything in the camera bag,
  - Purchase sticky dots (Similar to these) and stick them on every item in the camera bag. The camera body, additional lenses, lens caps, batteries, battery charger, camera bag, etc.
  - Write the number on the sticky dot.
  - Number the spot on the shelf that the camera should be returned to.
- Keep all camera equipment in a cabinet that can be locked. Make sure the cabinet is locked every day.
- Place a sign out sheet on the front of the cabinet.
  - Have each camera labeled with the number, the type of camera, and the contents in the camera bag.
  - Make sure students sign in and out camera equipment every time.
- Assign two students each week to assist students with signing in and out equipment, making sure everything is accounted for, and keeping the cabinet organized.
  - Rotate this job every week.
  - Give students a participation and/or a good citizenship grade for doing this job.
- Give all students a participation and/or good citizenship grade for caring for the equipment at the end of the semester.

y students bring in their own camera make sure it is labeled with the student contact
rmation if lost. Keep it locked in the cabinet with the other camera equipment. Make
this camera isn't lent out to other students.

CAMERA CABINET ASSISTANT
CHECKLIST

_____ 1. Check the camera cabinet at the beginning of class and make note of any missing cameras.

_____ 2. Help students check out cameras during class, make sure they fill out the sign out sheet.

_____ 3. When cameras are returned do a quick bag check to make sure all items are there.

_____ 4. Help students check out cameras for overnight use. Make sure they fill out the sign out sheet.

_____ 5. At the end of class make sure the camera cabinet is organized, nothing is missing, and any missing cameras are accounted for on the sign out sheet.

CAMERA CABINET ASSISTANT
CHECKLIST

_____ 1. Check the camera cabinet at the beginning of class and make note of any missing cameras.

_____ 2. Help students check out cameras during class, make sure they fill out the sign out sheet.

_____ 3. When cameras are

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											
26											
27											
28											
29											

CAMERA MANAGEMENT:

CONTRACT, ASSISTANT INFO, SIGN OUT, ORGANIZATION TIPS

JAZZ UP YOUR CLASSROOM PAGE:

- You can customize your cover image.
- Click "Upload Photo" in the bottom right corner of the banner on the main page.

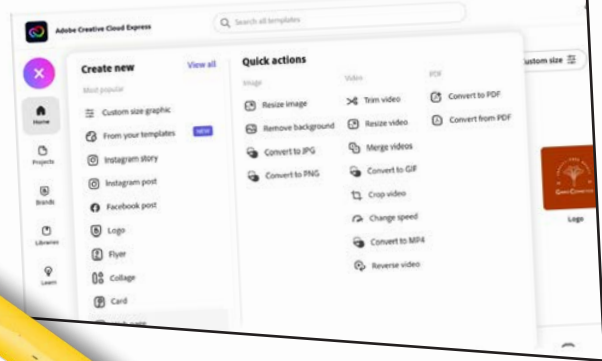
- Click the option "select from your computer," navigate to where your picture is saved and select "open."
- Select where you want to crop your picture and press the blue button "select class theme"

ADOBE CREATIVE CLOUD EXPRESS SET UP

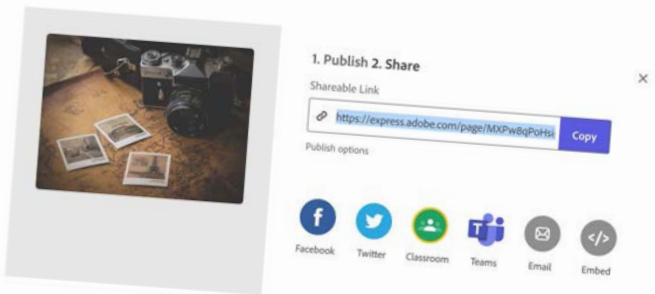
Creating Your Webpage

ADOBE EXPRESS SET UP:

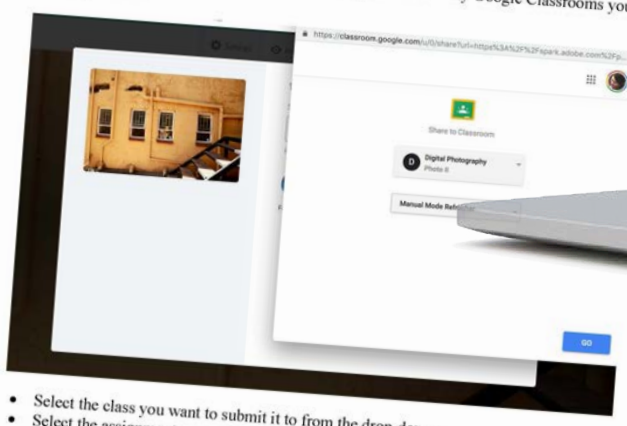
- Adobe Creative Cloud Express is part of the Adobe Creative Cloud suite but is to those without a Creative Cloud login.
- To access Adobe CC Express visit https://express.adobe.com/
- Once logged in with Creative Cloud username and ID or set up a login through email, you can access Spark.



- Customize your page!
- You can add a title, subtitle, and background image.
- To change the title click "Add a title" or "Add a subtitle."
- To add a picture behind the text, click the plus button at the bottom of the gray box.



- You can copy this and e-mail it to whoever you want to share your page with.
- You can also click the green "classroom" button below the shareable link to share it in the Google Classroom you are a student in.
- After you click the classroom button another window will pop up.
- If you are logged into your Google account, you will see any Google Classrooms you are registered to.



- Select the class you want to submit it to from the drop-down menu.
- Select the assignment you want to submit it to from the next drop-down menu.
- Click "go."
- Your teacher will

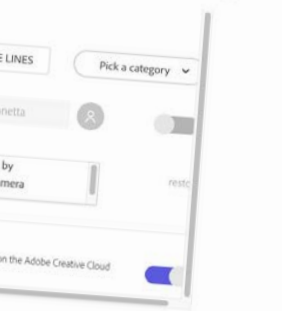
CREATING CO

- To add co… scroll down and cli…
- A box will pop u… to sele…
- For a photography cl… of pictures plus text reflec…
- Clicking the "Photo" button on…
- Click "Upload photo" to navigate to…

- Once your picture is uploaded…
- In a photography course this i…

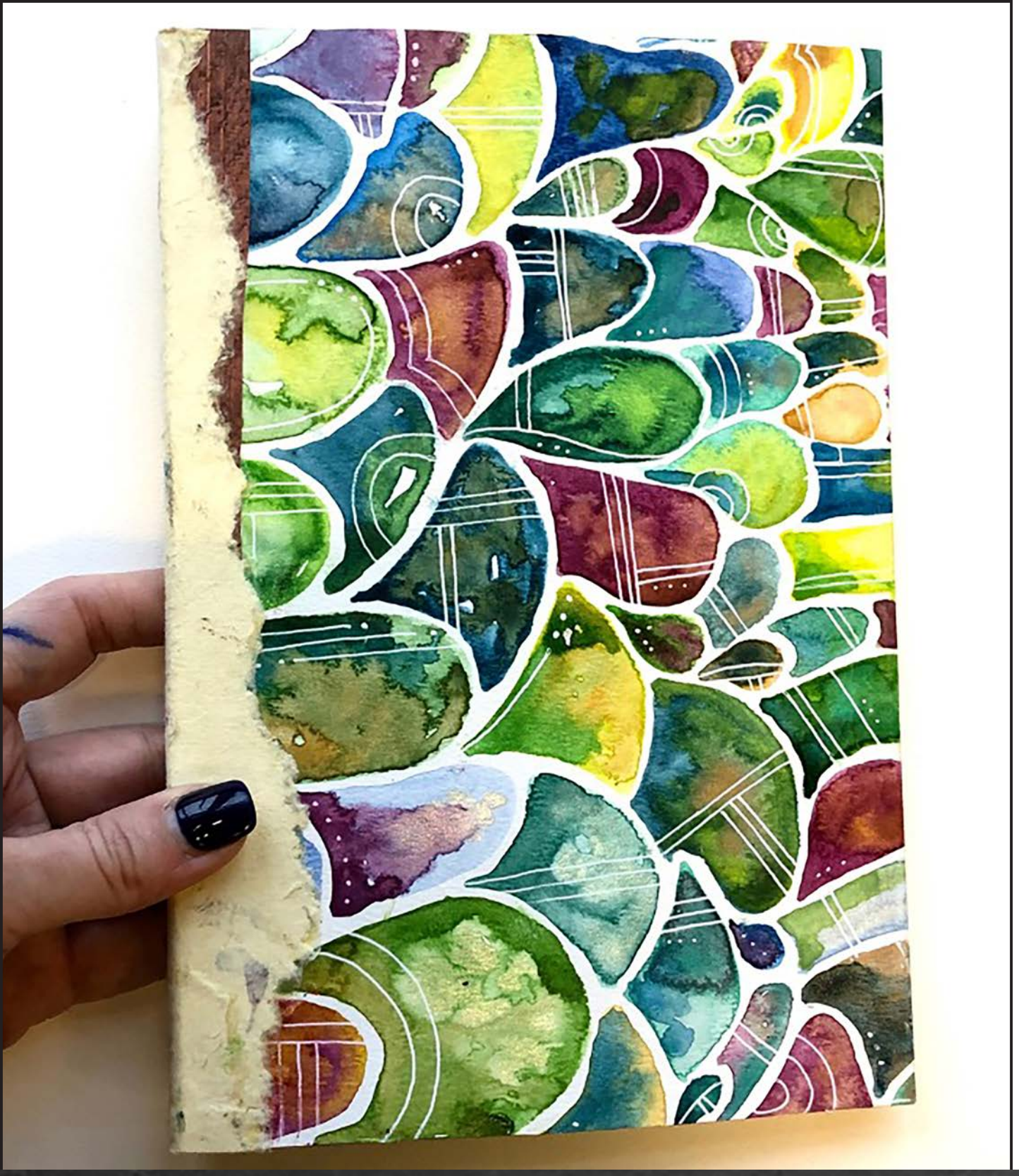
SUBMIT…

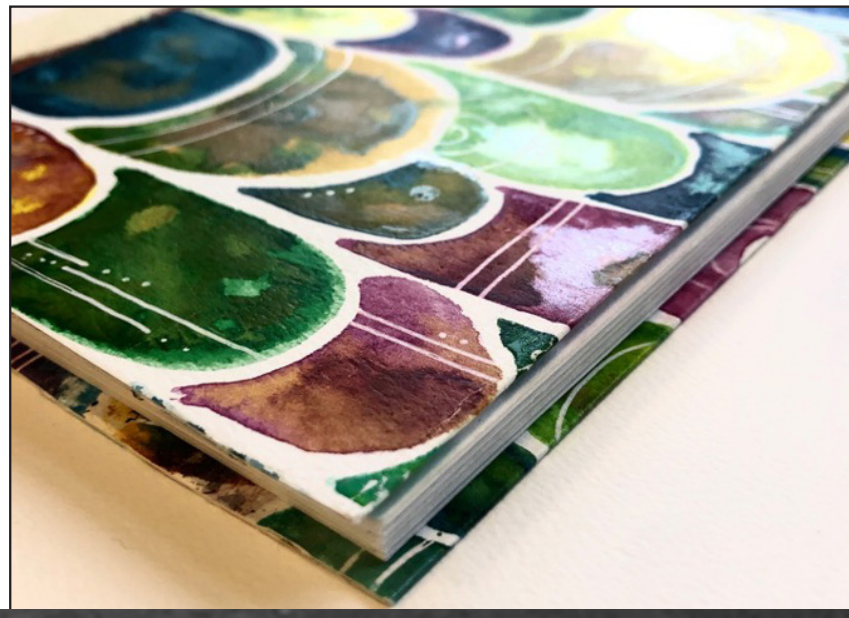
…it it to your teacher by sending a …gle Classroom.
…e very top of the webpage.



…reen will pop up asking for additional information. You can disregard this or follow specific instructions from your teacher.
- Click the "create link" button.

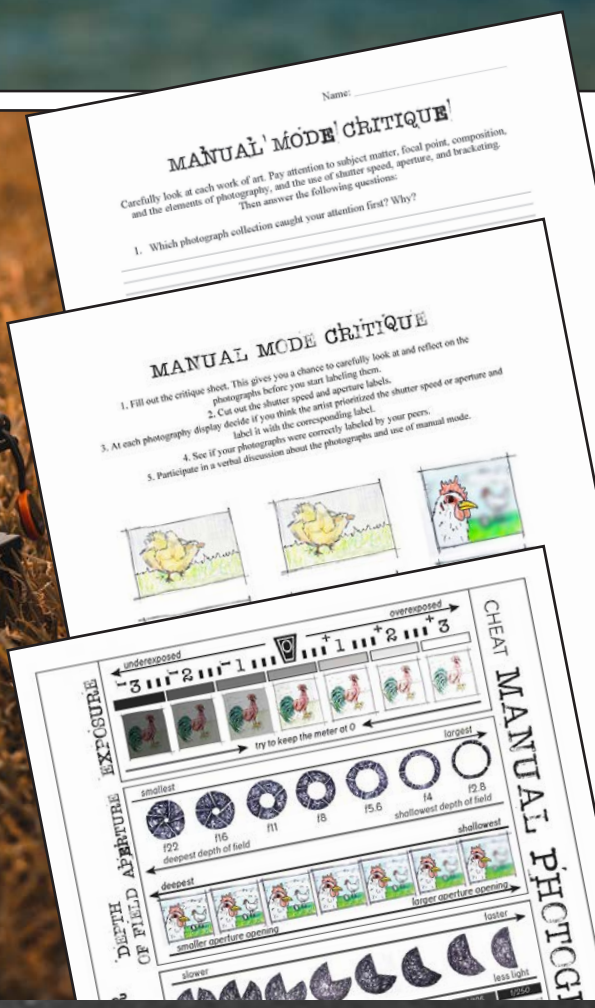
GOOGLE CLASSROOM & STUDENT BLOG





PERFECT BOUND SKETCHBOOK

LESSON PLAN, PRESENTATION, HANDOUT, RUBRIC


Name:

MANUAL MODE CRITIQUE

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

1. Which photograph collection caught your attention first? Why?

MANUAL MODE CRITIQUE

1. Fill out the critique sheet. This gives you a chance to carefully look at and reflect on the photographs before you start labeling them.
2. Cut out the shutter speed and aperture labels.
3. At each photography display decide if you think the artist prioritized the shutter speed or aperture and label it with the corresponding label.
4. See if your photographs were correctly labeled by your peers.
5. Participate in a verbal discussion about the photographs and use of manual mode.

CHEAT MANUAL PHOTOGR

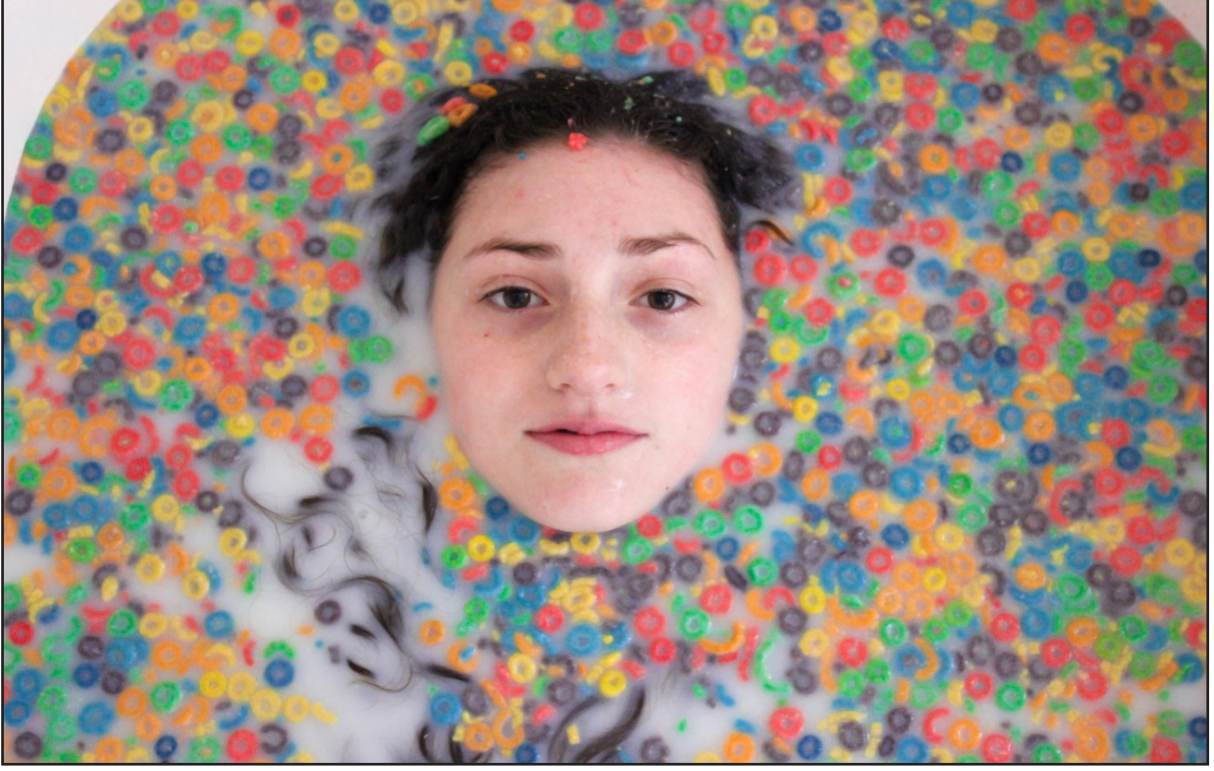
EXPOSURE
underexposed
overexposed
try to keep the meter at 0

DEPTH OF FIELD APERTURE
smallest
largest
f22
f16
f11
f8
f5.6
f4
f2.8
deepest depth of field
shallowest depth of field

SHUTTER SPEED
deepest
shallowest
smaller aperture opening
larger aperture opening
slower
faster
less light

MANUAL MODE REFRESH

SHOOTING IN MANUAL REMINDERS LESSON PLAN, PRESENTATION, MORE



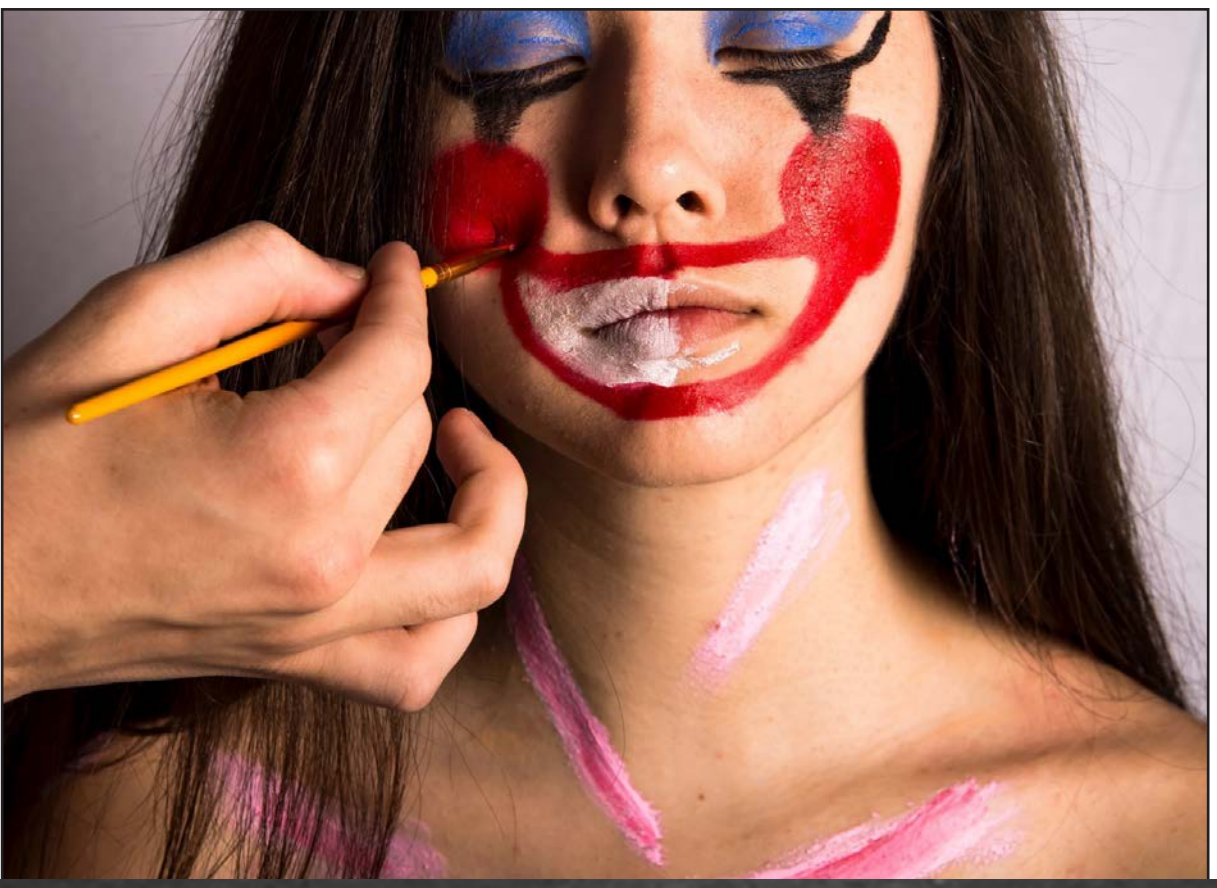
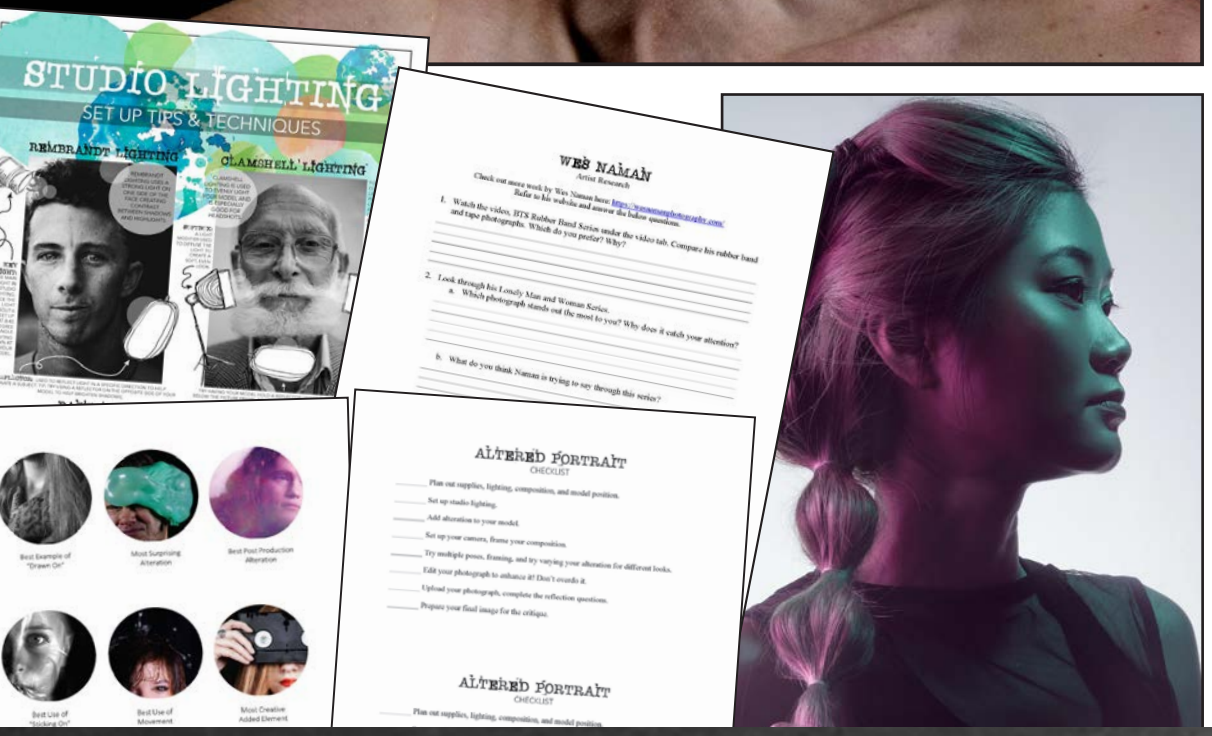


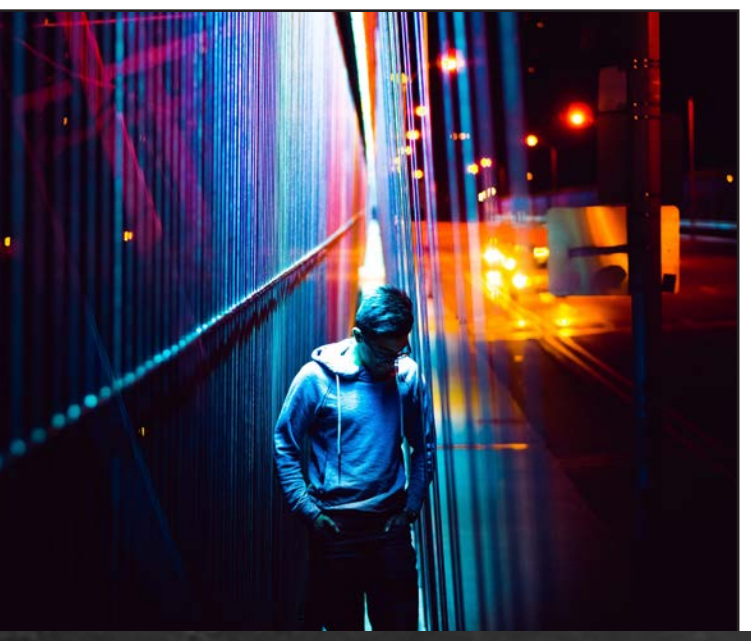
PHOTO SAFARI PROJECT

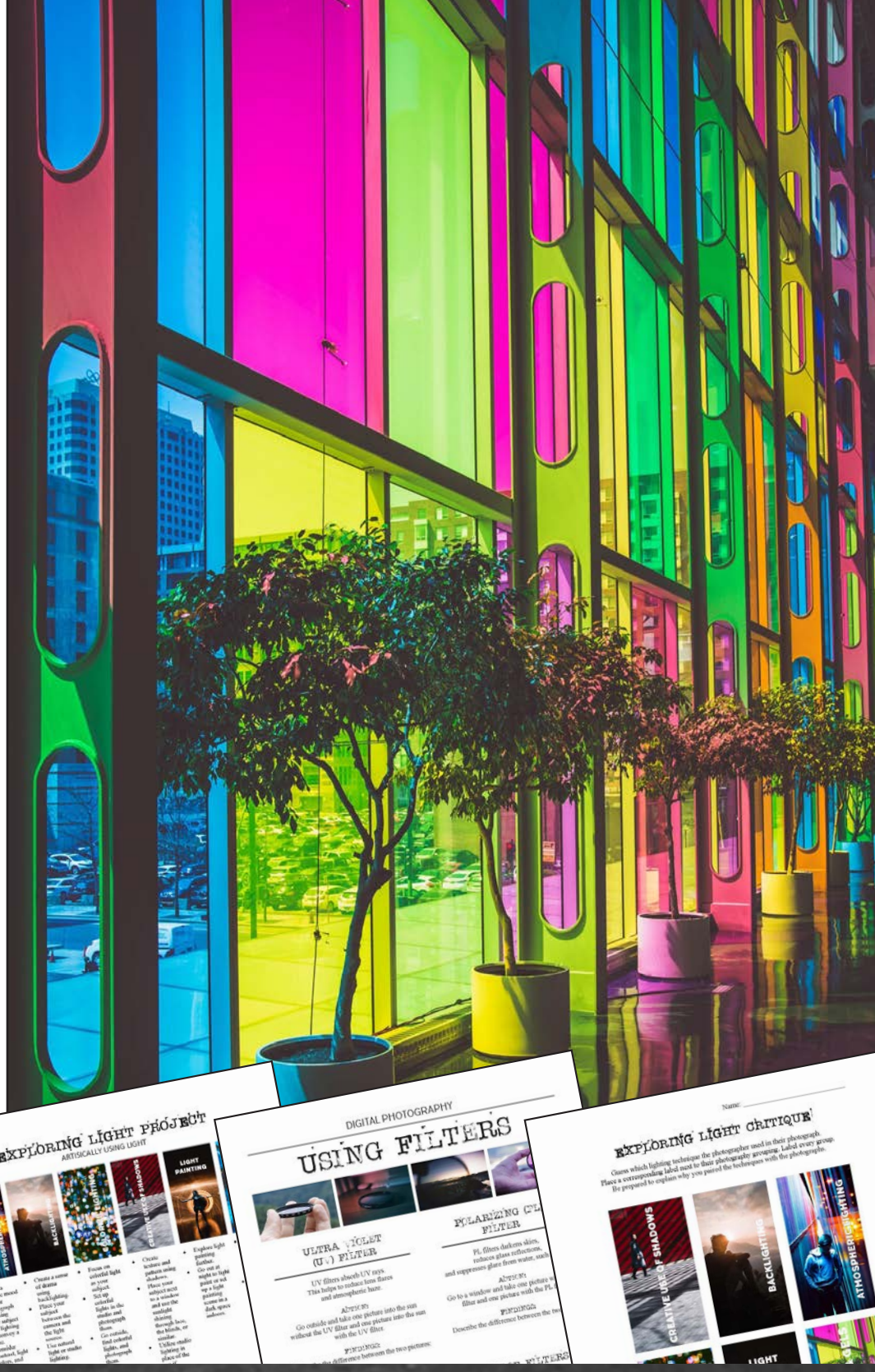
LESSON PLAN, IN CLASS ACTIVITY, PRESENTATION, CRITIQUE, RUBRIC



ALTERED PORTRAIT

LESSON PLAN, ARTIST RESEARCH.
PRESENTATION, CRITIQUE, & MORE



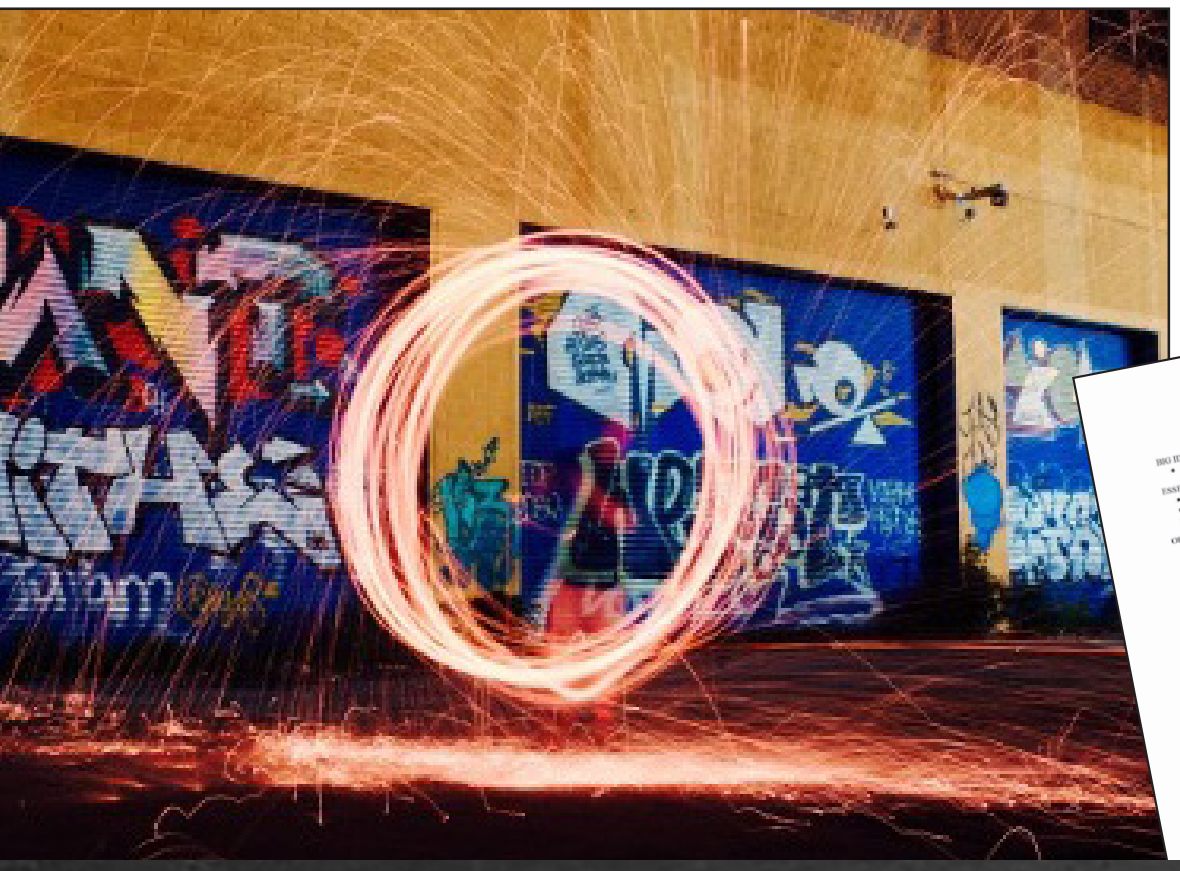


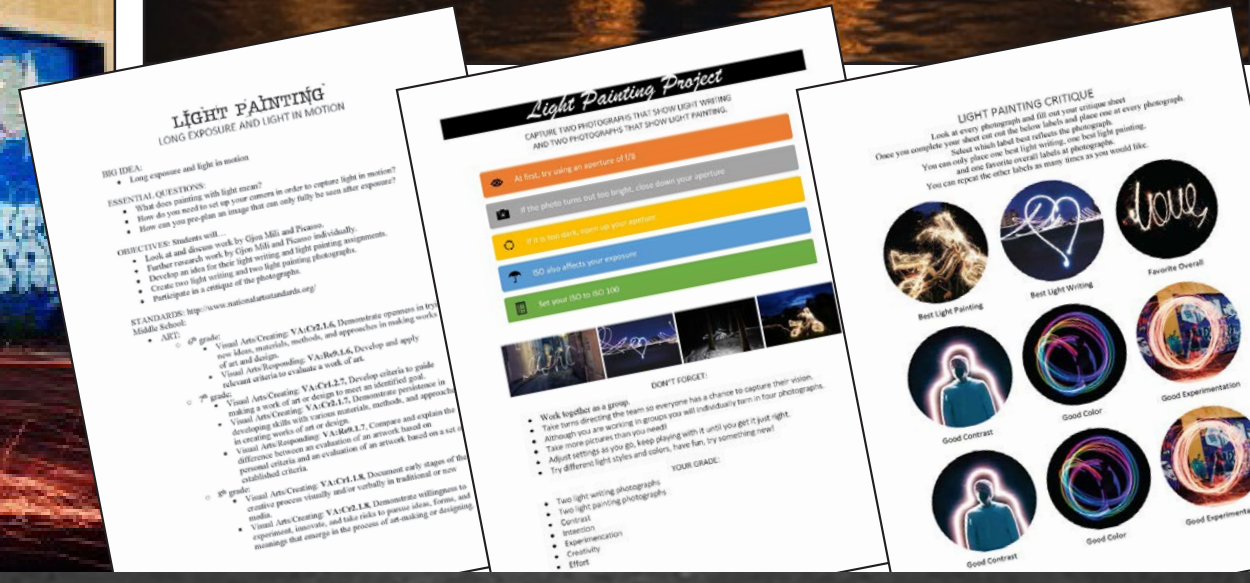
EXPLORING LIGHT PROJECT

LESSON PLAN, PRESENTATION, ACTIVITY, CRITIQUE, & RUBRIC

LIGHTBOX PROJECT

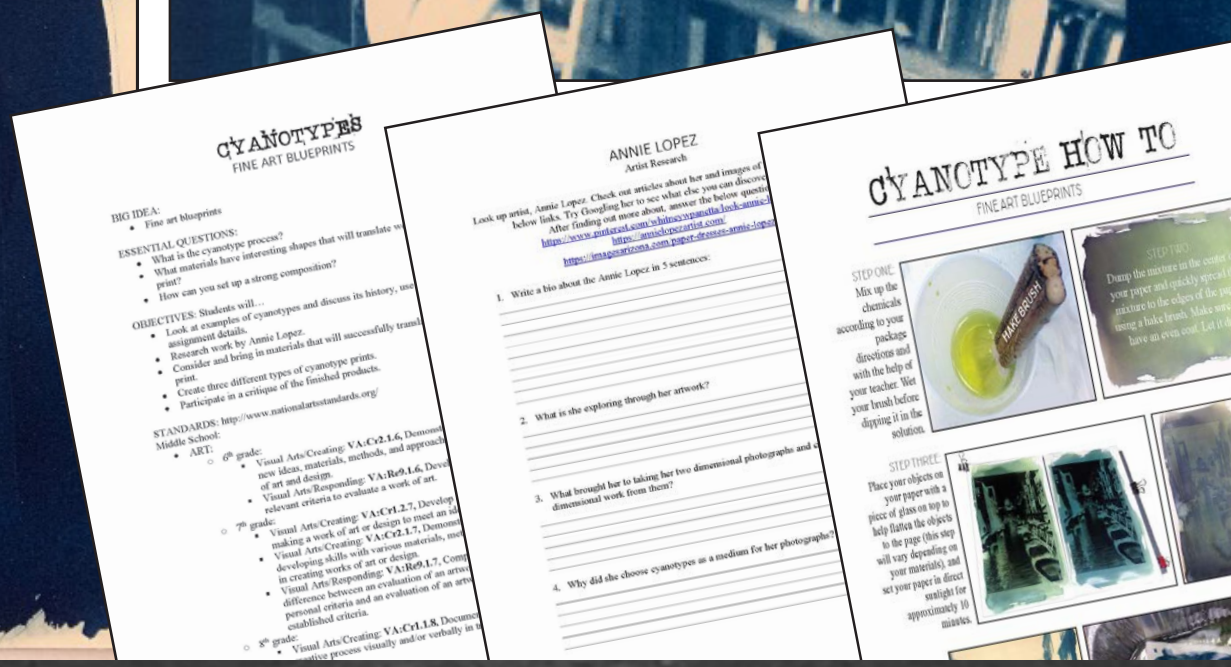
LESSON PLAN, PRESENTATION, CRITIQUE, & RUBRIC





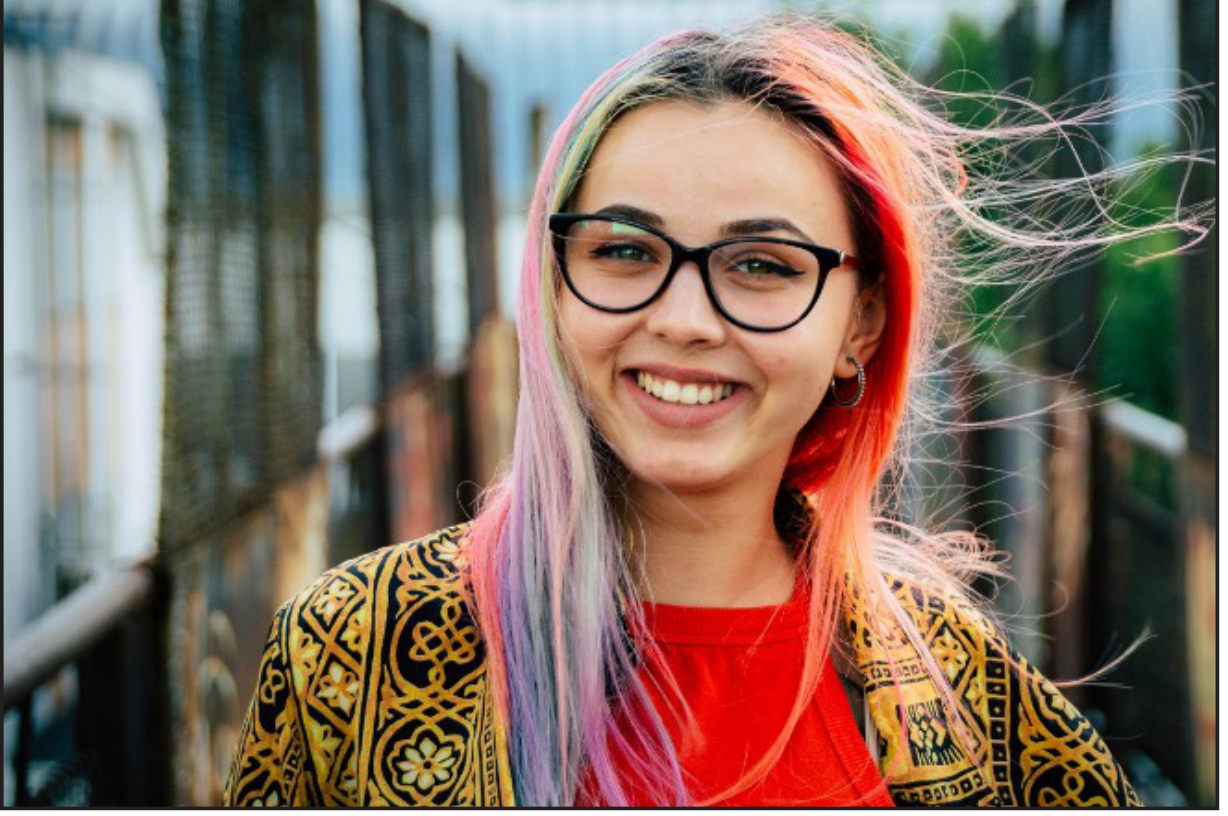
LIGHT PAINTING PROJECT

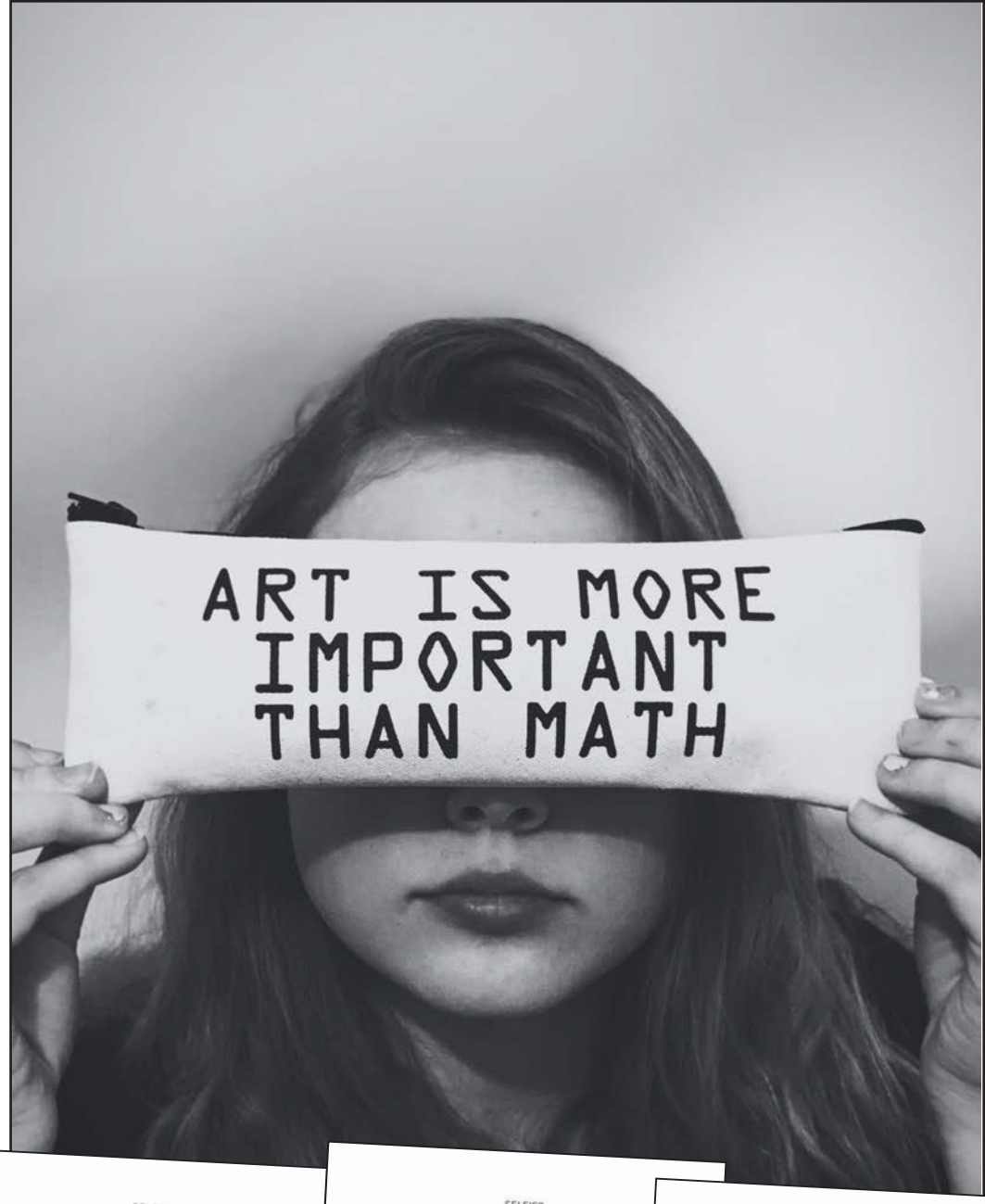
LESSON PLAN, PRESENTATIONS, CRITIQUE, & RUBRIC

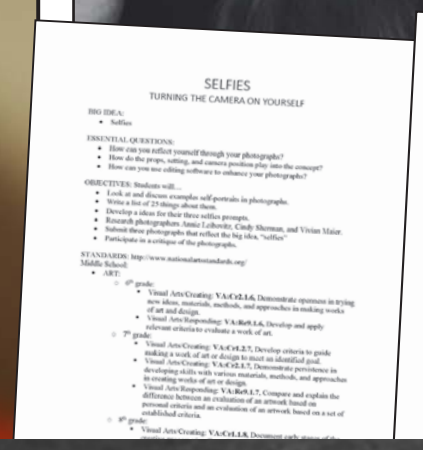


CYANOTYPES

LESSON PLAN, PRESENTATION, RESEARCH, & RUBRIC





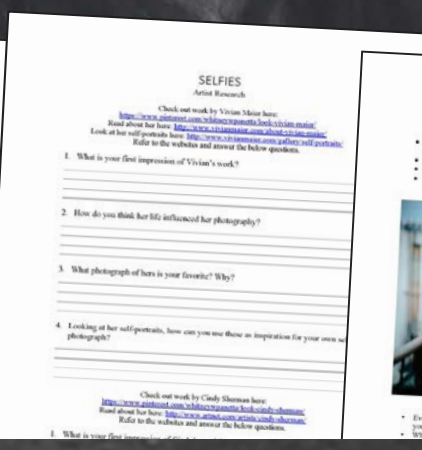

SELFIES
TURNING THE CAMERA ON YOURSELF

BIG IDEA:
- Selfies

ESSENTIAL QUESTIONS:
- How can you reflect yourself through your photographs?
- How do the props, setting, and camera position play into the concept?
- How can you use editing software to enhance your photographs?

OBJECTIVES: Students will…
- Look at and discuss examples self-portraits in photographs.
- Write a list of 25 things about them.
- Develop a ideas for their three selfies prompts.
- Research photographers Annie Leibovitz, Cindy Sherman, and Vivian Maier.
- Submit three photographs that reflect the big idea, "selfies"
- Participate in a critique of the photographs.

STANDARDS: http://www.nationalartsstandards.org/
Middle School:
- ART:
  - 6th 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.
    - Visual Arts/Responding: **VA:Re8.1.6,** Develop and apply relevant criteria to evaluate a work of art.
  - 7th grade:
    - Visual Arts/Creating: **VA:Cr1.2.7,** 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.
    - Visual Arts/Responding: **VA:Re9.1.7,** Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.
  - 8th grade:
    - Visual Arts/Creating: **VA:Cr1.1.8,** Document early stages of the


SELFIES
Artist Research

Check out work by Vivian Maier here:
https://www.pinterest.com/whitneywanetta/look-vivian-maier/
Read about her here: http://www.vivianmaier.com/about-vivian-maier/
Look at her self-portraits here: http://www.vivianmaier.com/gallery/self-portraits/
Refer to the websites and answer the below questions.

1. What is your first impression of Vivian's work?
2. How do you think her life influenced her photography?
3. What photograph of hers is your favorite? Why?
4. Looking at her self-portraits, how can you use these as inspiration for your own se photograph?

Check out work by Cindy Sherman here:
https://www.pinterest.com/whitneywanetta/look-cindy-sherman/
Read about her here: http://www.artsy.net/artist/cindy-sherman
Refer to the websites and answer the below questions.

1. What is your first impression of this artist's work?

SELFIES
TURNING THE CAMERA ON YOURSELF

- For every photograph you have to take the picture even though you may also be in the picture (aka, a selfie!)
- You can use a self-timer, cable release, or similar to help in the process.
- Make sure your concept comes across in your photograph.
- Everything in the photograph plays into the concept: the setting, clothing, props, body position, lighting, composition

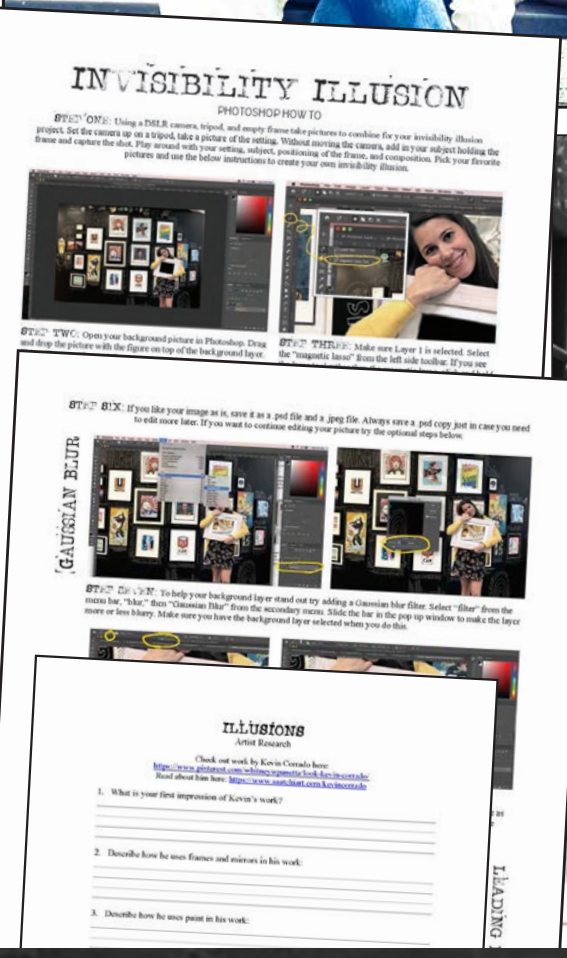
STANDARD SELFIE

(This must be one of the three submitted photographs)

- Even though the first photograph's main focus is you, you still need to include concept in your image.
- What are you saying about

DSLR SELFIES

LESSON PLAN, ARTIST RESEARCH, HANDOUTS, & RUBRIC


INVISIBILITY ILLUSION

PHOTOSHOP HOW TO

STEP ONE: Using a DSLR camera, tripod, and empty frame take pictures to combine for your invisibility illusion project. Set the camera up on a tripod, take a picture of the setting. Without moving the camera, add in your subject holding the frame and capture the shot. Play around with your setting, subject, positioning of the frame, and composition. Pick your favorite pictures and use the below instructions to create your own invisibility illusion.

STEP TWO: Open your background picture in Photoshop. Drag and drop the picture with the figure on top of the background layer.

STEP THREE: Make sure Layer 1 is selected. Select the "magnetic lasso" from the left side toolbar. If you see

STEP SIX: If you like your image as is, save it as a .psd file and a .jpeg file. Always save a .psd copy just in case you need to edit more later. If you want to continue editing your picture try the optional steps below.

GAUSSIAN BLUR

STEP SEVEN: To help your background layer stand out try adding a Gaussian blur filter. Select "filter" from the menu bar, "blur," then "Gaussian Blur" from the secondary menu. Slide the bar in the pop up window to make the layer more or less blurry. Make sure you have the background layer selected when you do this.

LEADING

ILLUSIONS

Artist Research

Check out work by Kevin Conrado here:
https://www.pinterest.com/whitneyjanelle/look-kev-inconrado/
Read about him here: https://www.saatchiart.com/kevinconrado

1. What is your first impression of Kevin's work?

2. Describe how he uses frames and mirrors in his work:

3. Describe how he uses paint in his work:

INVISIBILITY ILLUSION

LESSON PLAN, PRESENTATION, HANDOUTS, PHOTOSHOP TIPS

GLORIFYING THE EVERY

CREATE AN INTERESTING IMAGE OF A BO

- **Glorify:** To elevate or idealize, and cause to be more glorious
actually the case.
- Create a beautiful picture of something normal, find a way to m
- Things to consider…
  - Composition
  - Camera angle
  - Lighting
  - Macro view
  - Color

NOTES AND IDEAS:

MAKE THE UGLY BEA

A TWIST ON SUBJECT MATTER

BIG IDEA:

- A twist on subject matter

ESSENTIAL QUESTIONS:

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

OBJECTIVES: Students will…

- Look at and discuss examples of making subjects typically
beautiful.
- Research photographers Michael Levin. Cara, Barer, and
- Develop a ideas for Make 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:
  - 6th grade:
    - Visual Arts/Creating: **VA:Cr2.1.6,** Demons
    new ideas, materials, methods, and approac
    of art and design.
    - Visual Arts/Responding: **VA:Re9.1.6,** Dev
    relevant criteria to evaluate a work of art.
  - 7th grade:
    - Visual Arts/Creating: **VA:Cr1.2.7,** Develop
    making a work of art or design to meet an i
    - Visual Arts/Creating: **VA:Cr2.1.7,** Demons
    developing skills with various materials, m
    in creating works of art or design.
    - Visual Arts/Responding: **VA:Re9.1.7,** Com
    difference between an evaluation of an artw
    personal criteria and an evaluation of an art
    established criteria.
  - 8th grade:
    - Visual Arts/Creating: **VA:Cr1.1.8,** Docum
    creative process visually and/or verbally in
    media.

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?

WHAT IS THE MOST SURPRISING ELEMENT IN ONE OF THE PHOTOGRAPHS?

WHICH PHOTOGRAPH BEST USES COLOR IN THEIR IMAGE?

WHICH PHOTOGRAPH HAS THE BEST USE OF LIGHTING?

WHICH PHOTOGRAPH IS A GOOD EXAMPLE OF USING A MACRO VIEW?

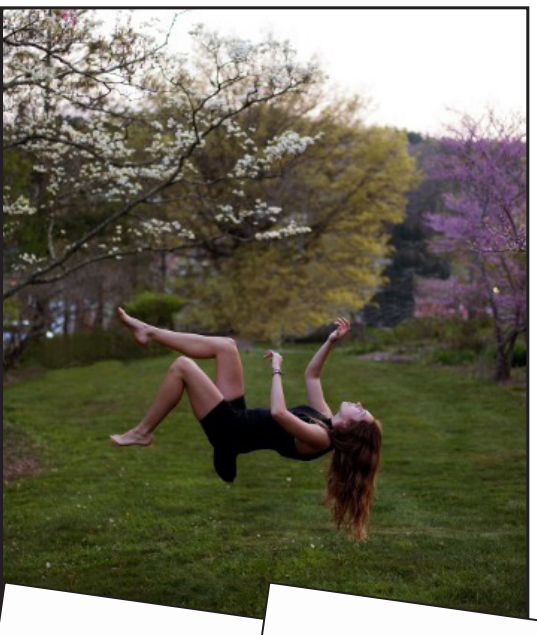
WHICH PHOTOGRAPH HAS THE MOST MUNDANE SUBJECT MATTER?

WHICH PHOTOGRAPH HAS THE BEST CONTRAST?

WHICH PHOTOGRAPH USES THE MOST INTERESTING CAMERA ANGLE?

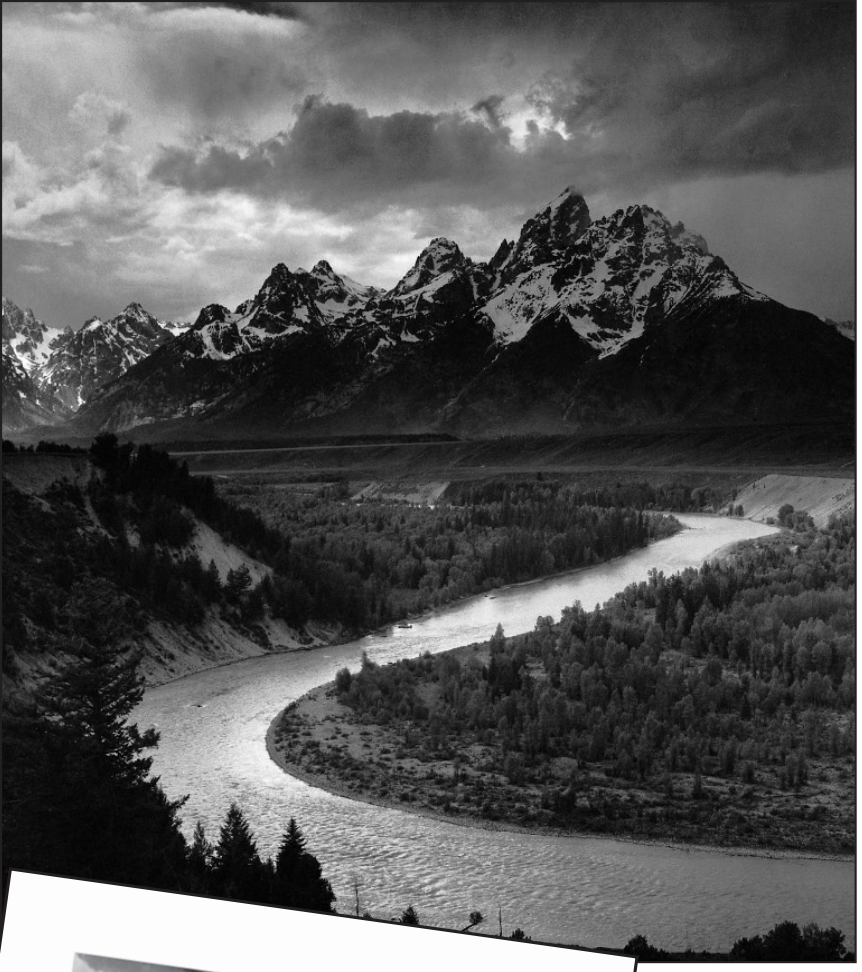
MAKING THE UGLY BEAUTIFUL

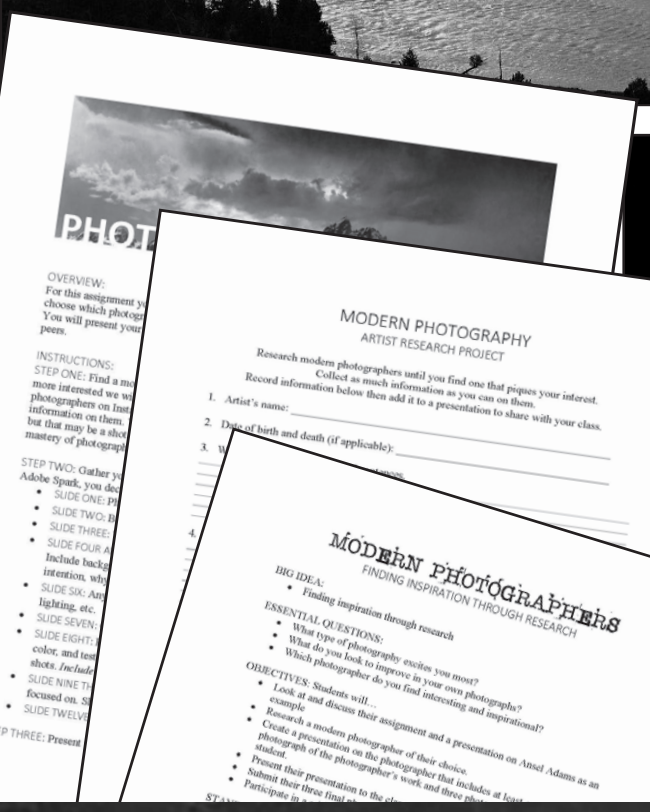
LESSON PLAN, PRESENTATION, HANDOUTS, RUBRIC

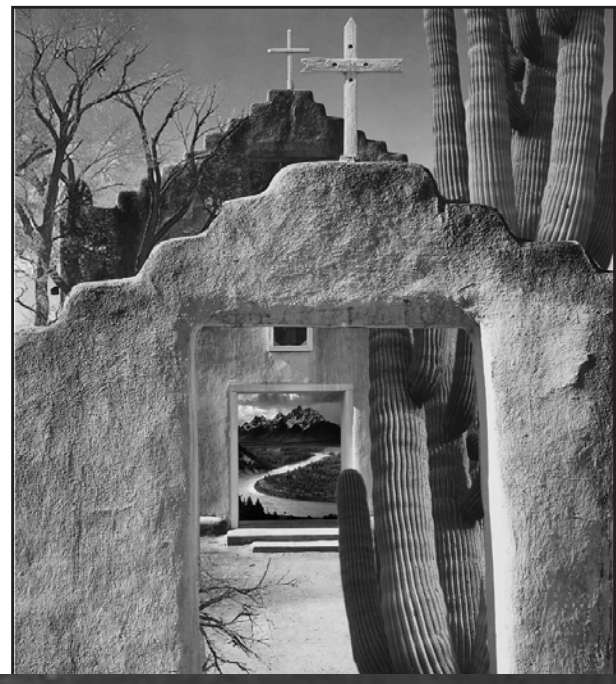


SURREALISM PROJECT

LESSON PLAN, PRESENTATION, HANDOUTS, RUBRIC

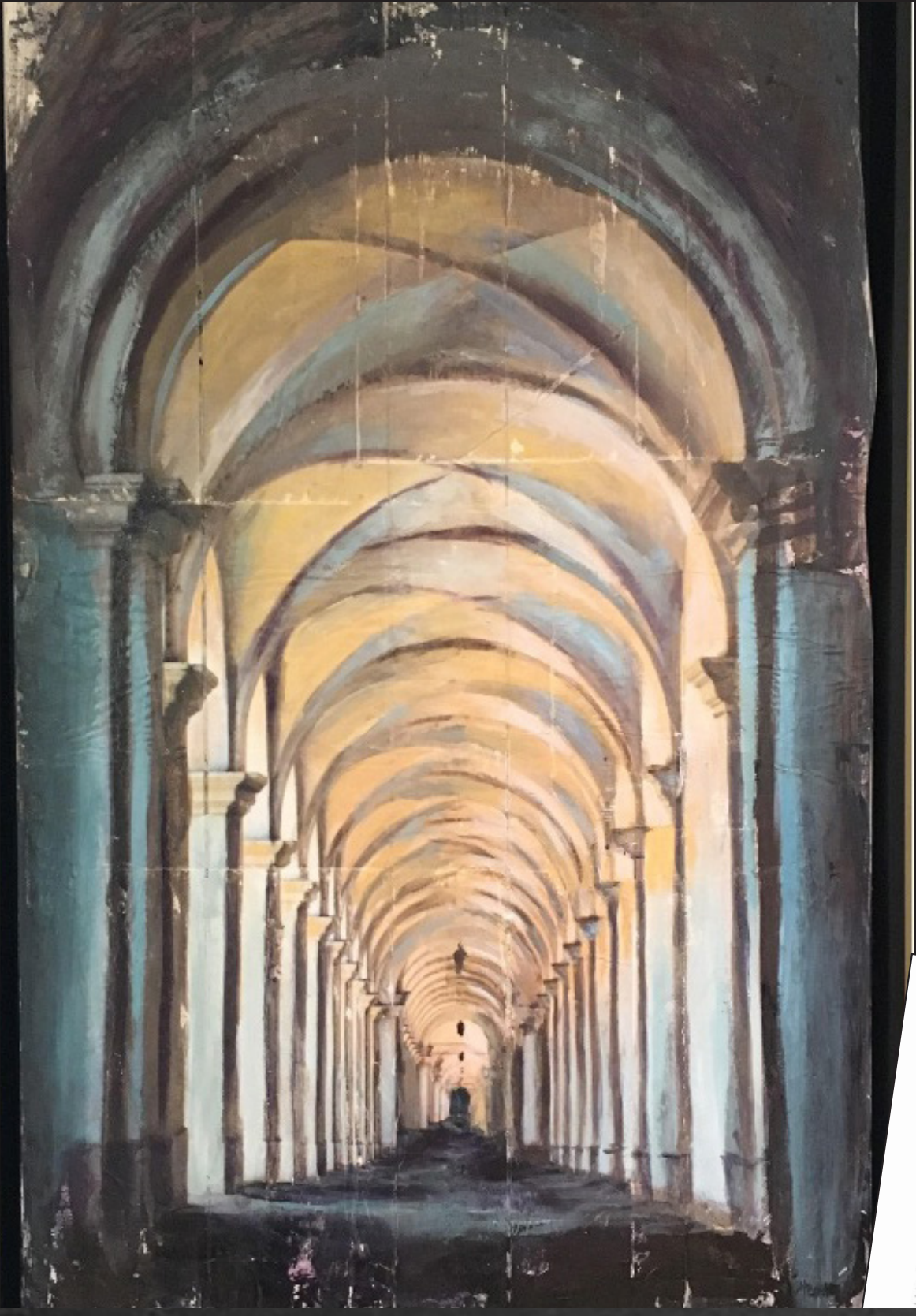


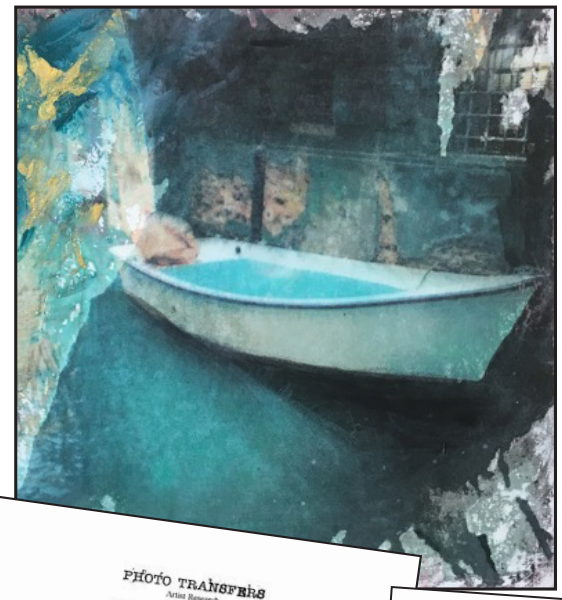




MODERN PHOTOGRAPHER RESEARCH

LESSON PLAN, PRESENTATION, HANDOUTS, RUBRIC





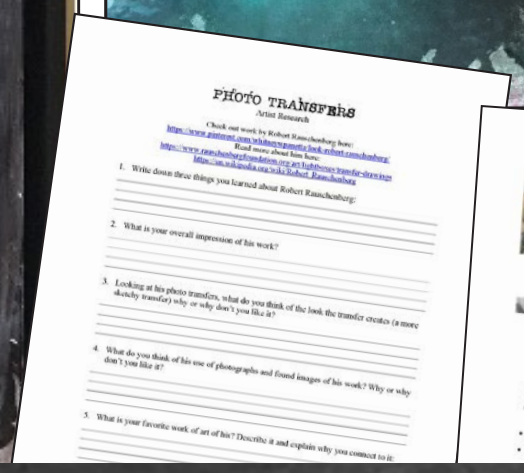


PHOTO TRANSFERS
Artist Research
Check out work by Robert Rauschenburg here:
https://www.guggenheim.org/artwork/artist/robert-rauschenberg
Read more about him here:
https://www.rauschenbergfoundation.org/art-lot/bivouac-transfer-drawings
https://en.wikipedia.org/wiki/Robert_Rauschenberg
1. Write down three things you learned about Robert Rauschenberg:
2. What is your overall impression of his work?
3. Looking at his photo transfers, what do you think of the look the transfer creates (a more sketchy transfer) why or why don't you like it?
4. What do you think of his use of photographs and found images of his work? Why or why don't you like it?
5. What is your favorite work of art of his? Describe it and explain why you connect to it:

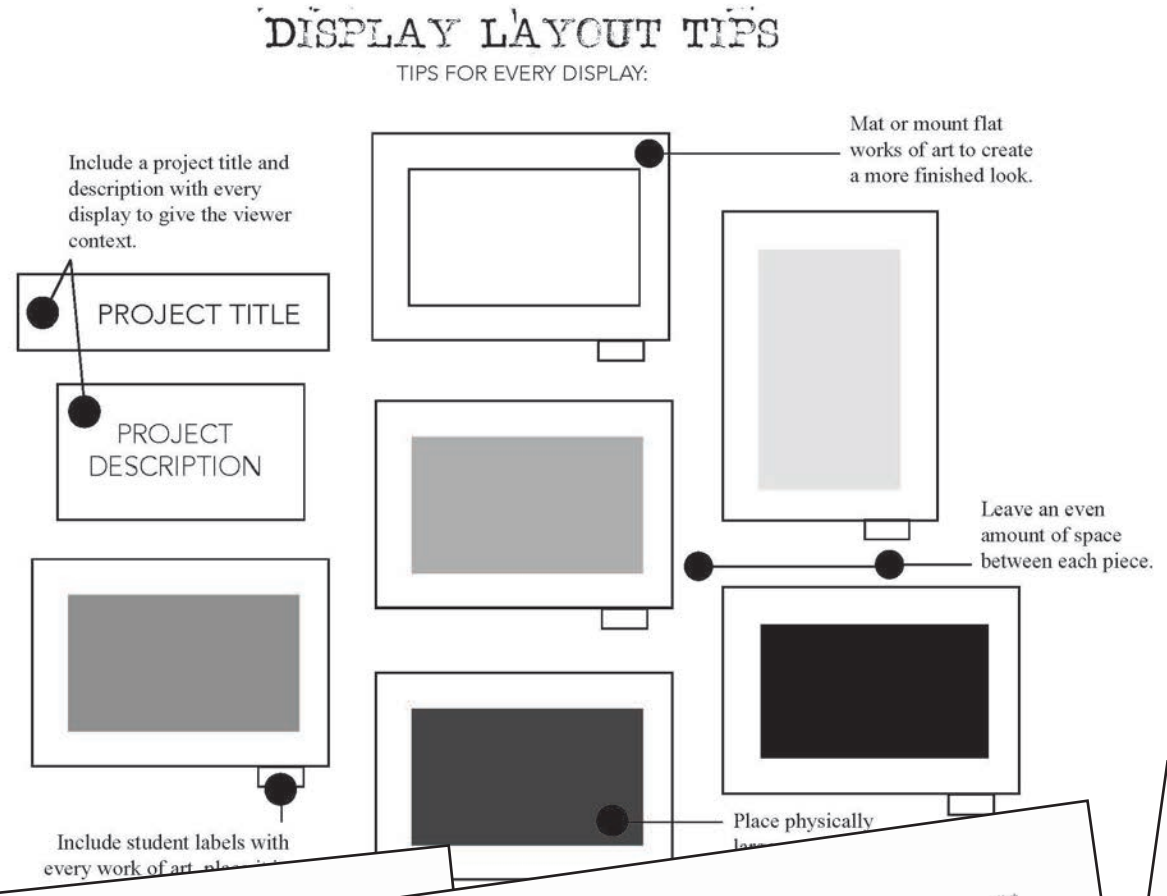
PHOTO TRANSFER PROJECT
ASSIGNMENT INFORMATION
YOUR ASSIGNMENT:
- Capture three photographs in the style of your choice.
- Express yourself through these images!
- Create photo transfers of the three images onto a different material base.
- Participate in a class critique of the finished images.

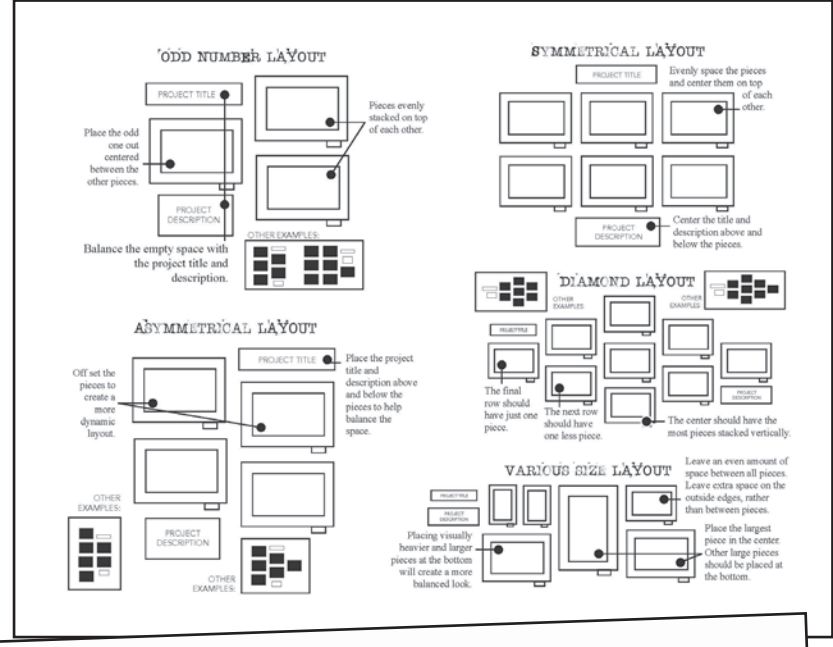
PHOTO TRANSFER CONSIDERATIONS:
- What material works best with your photographs? Options: wood, wood panels, canvas, fabric, book pages, collage, glass, stone, just about anything that!
- Is your image Earthy and rustic? Consider transferring your image to wood to match the feel of the original photograph.
- Is your image modern and clean? Consider glass or canvas as your transfer base.
- Is your photo black and white? Do you want to add color through a collage base of color paper or add color on top with additional materials?
- How will the texture and pattern of your base

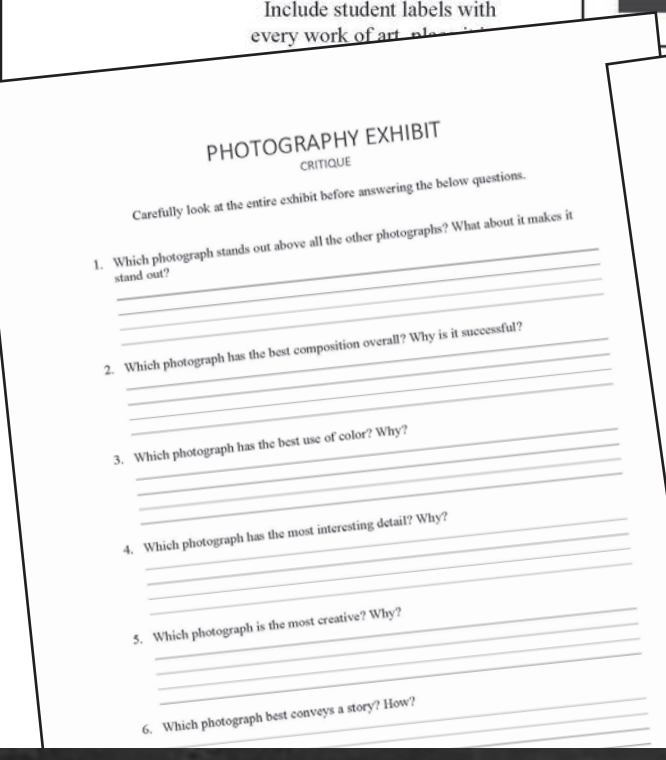
PHOTO TRANSFERS
CRITIQUE LABELS
Place a label at every photo transfer series
Consider what stands out most in the series and pair a label with that
You can place duplicates of every label BUT the star label.
You can only place the star label at one series set.
GOOD USE OF COLOR
GOOD USE OF BASE MATERIAL
STRONG COMPOSITION

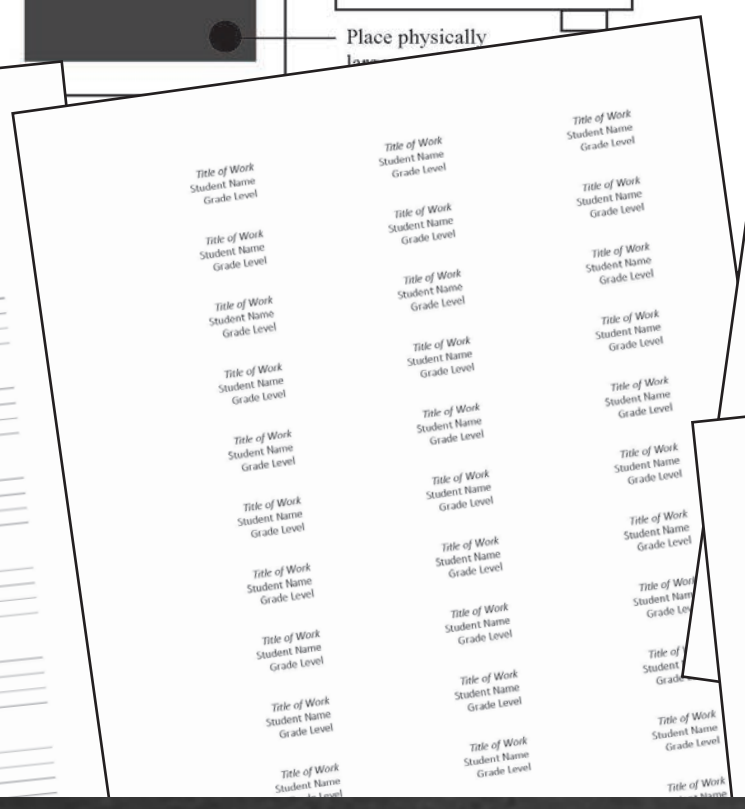
PHOTO TRANSFER PROJECT

LESSON PLAN, PRESENTATION, HOW TO, HANDOUTS, RUBRIC



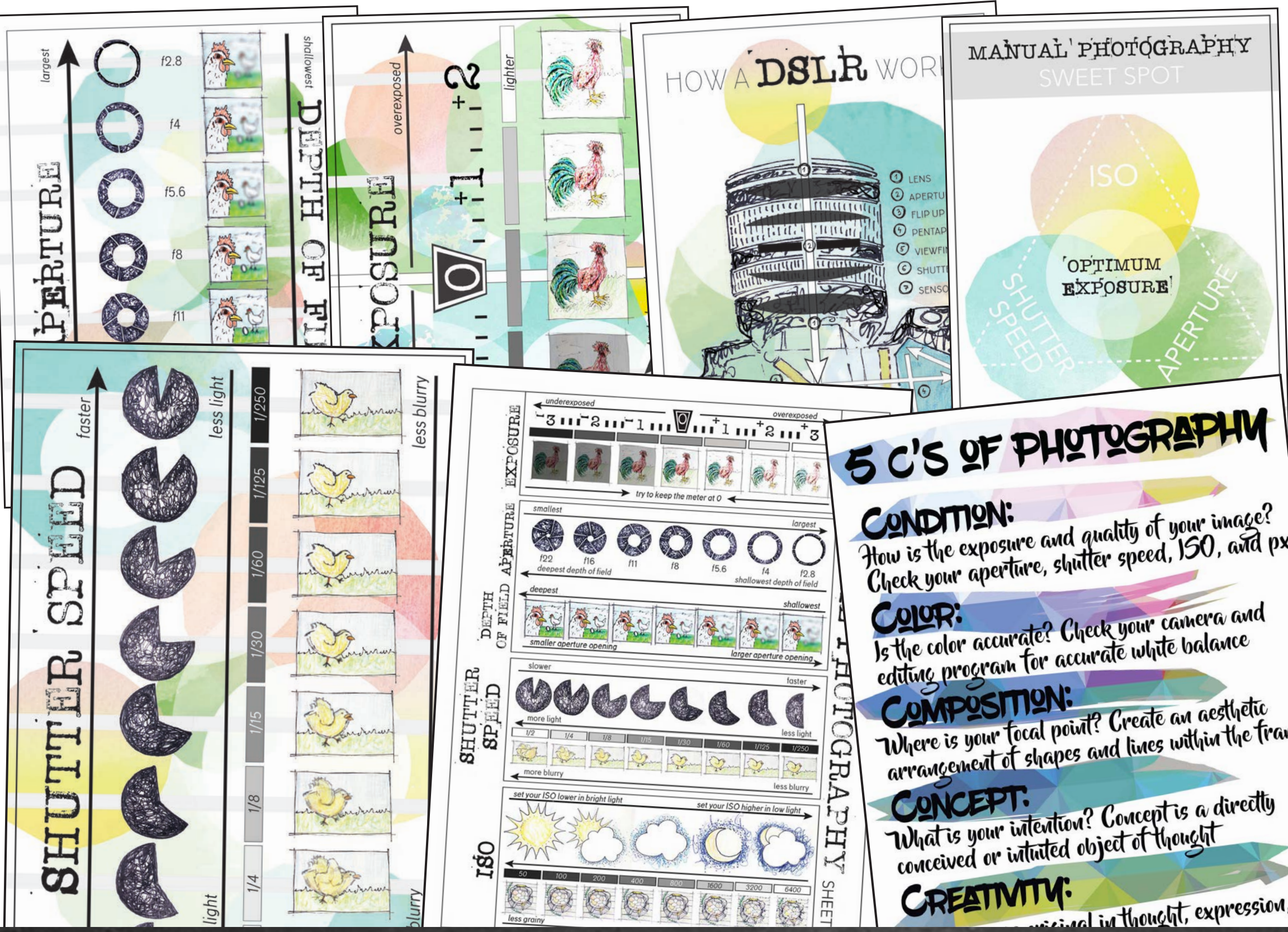






PHOTOGRAPHY EXHIBIT

DISPLAY TIPS, CRITIQUE, LABEL TEMPLATE, DISPLAY SIGNS



PRINTABLE POSTERS