

# DSLR DIGITAL PHOTOGRAPHY

## LIGHTBOX PROJECT



**LIGHT BOX PROJECT**  
LIGHT AND TRANSPARENCY



**PROJECT SPECIFICS:**

- Using translucent objects to photograph.
- Photograph your objects on top of a light box to illuminate your objects.
- Capture at least three photographs of at least three different objects.
- Edit your photographs and submit them.

**CAMERA SETTINGS:**

- Position your camera directly above the light box.
- Use "Live View" to focus manually on the objects.
- Set an aperture of f/8 to give adequate depth of field.
- Dial in some exposure compensation of +1 to +3.
- Be careful, the bright light can fool the camera's meter into underexposing.

**GRADE:**

- Composition
- Experimentation
- Creativity
- Effort

**LIGHT BOX CRITIQUE**

Using the below chart as a guide, select the topic that best reflects the corresponding color next to the photograph. Label every photograph you paired the topics with the photograph.

	Good experimentation with the objects.
	Creative use of the objects.
	Good use of color.
	Strong composition.
	Good use of translucency in the objects.

**LIGHT BOX CRITIQUE**

Carefully look at each work of art. Pay attention to subject matter, focal point, composition, and the translucency of the objects. Then answer the following questions:

1. Which photograph caught your attention first? Why?
2. Which photograph has the most interesting subject matter? Why?
3. Select the photograph that you feel used the most unique combination of objects. Describe it.
4. Which photograph has the strongest composition? Why?
5. Which photograph best utilized the back lighting and translucency of their objects in their photograph? Why did you select this photograph?



# LIGHT BOX LESSON: LESSON PLAN, HANDOUTS, CRITIQUE, RUBRIC, & MORE



# LIGHT BOX PHOTOGRAPHY

## LIGHT AND TRANSPARENCY

### BIG IDEA:

- Light and transparency

### ESSENTIAL QUESTIONS:

- What is a light table or light box?
- What are objects that have transparent or semitransparent elements?
- How can you set up an interesting composition using a light box?

### OBJECTIVES: Students will...

- Look at and discuss work by Judith Borremans.
- Further research work by Judith Borremans individually.
- Develop an idea for their light box photograph and bring in object to photograph.
- Print or digitally submit 3 photographs for grading.
- Participate in a critique of the photographs.

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

- Visual Arts/Creating: VA:Cr2.1.8, Demonstrate with experiment, innovate, and take risks to pursue ideas and meanings that emerge in the process of art-making.
- Visual Arts/Responding: VA:Re9.1.8, Create a logical argument to support an evaluation of art.

### High School:

- ART:
  - Proficient:
    - Visual Arts/Creating: VA:Cr1.1.HSI, Use multiple media to begin creative endeavors.
    - Visual Arts/Responding: VA:Re8.1.HSI, Interpret and analyze a collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
    - Visual Arts/Presenting: VA:Pr.4.1.HSI, Analyze, evaluate, and curate artifacts and/or artworks for presentation and preservation.
    - Visual Arts/Responding: VA:Re9.1.HSI, Establish and defend an evaluation of a work of art.

- Mounting supplies to mount the printed images (matboard, poster board, etc.)
- Multicolored stickers or markers and white paper for the critique

### PRINTABLES:

- Judith Borremans artist research sheet
- Light box project handout
- Light box project rubric
- Critique sheet
- Critique labels

### BONUS

- Light box presentation

### RESOURCES:

- <https://www.pinterest.com/whitneypanetta/look-judith-borremans/>
- <https://judithborremans.com/portfolio/>
- <https://www.instagram.com/judithborremans/>
- <https://www.pinterest.com/news/the-a-to-z-of-photography-exposure-compensation/>

provides an almost completely shadow-less and even amount of light to hit against a solid, simple background.

IMPLEMENTATION: For a 50 minute class, times may vary.  
DAY 1: Introduction

- Start class by showing the light box presentation.
- Encourage students to participate in a class discussion as you go through the slides. Tell them they need to take notes.
  - Look at work by Judith Borremans, explain that she often photographs nature and specializes in small subjects.
    - Pull up the Pinterest board of her work.
    - Discuss how she sets up her compositions with such small subjects.
  - Talk about how she uses light in her photographs.
- Explain their assignment: bring in translucent objects to photograph in light box.
- Explain how to set up the light box.

- Space: Used in photography to create a sense of depth, frame the subject and help define the focal point.
- Elements of art: The building blocks of a work of art. The visual components are color, form, line, shape, space, texture, and value.
- Principles of design: describe the ways that artists use the elements of art work of art. Includes: balance, emphasis, movement, proportion, repetition, pattern, rhythm, contrast, unity, and variety.
- Composition: In the visual arts, composition is the placement or arrangement of visual elements in a work of art. The term composition means 'putting together' and can apply to any work of art, from music to writing to photography, arranged using conscious thought.

- Rules of composition: Guiding principles to help create a balanced and unified composition. Includes the rule of thirds, balancing elements, leading lines, and exclusion.
- Rules of thirds: Placing the focal point of the photograph in the intersections rather than directly in the center.
- Aperture: A part of a lens that controls the amount of light that enters the camera and as a result, the depth of field.
- F-stop/f-number: a camera setting corresponding to a particular aperture. It is determined by the ratio of focal length to the aperture diameter. A smaller f-stop represents the aperture setting.
- Depth of field: the distance between the nearest and the farthest objects that an image judged to be in focus in a camera.
- Shutter speed: In photography, the length of time for which the camera's shutter is open, given setting.
- ISO: Can change the lightness and darkness of a photograph. Low ISO numbers mean the image will be darker and crisp. High ISO numbers mean the image will be bright but more grainy.
- Manual mode: Full control over the digital camera settings. In manual mode, you change the aperture, shutter speed, and ISO without the camera automatically changing the settings.
- Lightbox: an accessory that generally consists of a flat surface that is illuminated from below.

- If digitally submitting: Rename the pictures with the topic and save all their pictures in a folder titled Your Name-Light Box Project. For the critique, have the students pull their photographs up on the computer.
- Halfway through class have students put up their photographs for a critique.
- Pass out the critique worksheet, explain the process:
  - They will fill out a worksheet to help guide them through looking at the artwork.
  - Once they complete the worksheet they should go back through each photograph, using the color chart as a guide, place either a sticker or make a color mark next to the photograph for the topic they think best fits the photograph.
  - Once the students are finished, start a verbal critique. Discuss the color marks and whether there was consensus on photographs or not.
  - Select the best examples of each topic to discuss.
- At the end of the critique have the students turn in their critique sheets for a participation grade and their light box photographs for a project grade.
- If having students complete notes and reflection in their sketchbooks, collect them for a participation grade. If having studio post to their Spark website, check the reflection there for a participation grade.

- Remind students that they need to submit three pictures of three different subjects.
- Help students set up their cameras before taking their pictures: with the camera positioned directly above, use Live View to focus manually on the details. Set an aperture of f/8 to give adequate depth of field and dial in some exposure compensation of +1 to +3 stops as the bright light can fool the camera's meter into over exposure.
- As students wait for their turn at the light box(es) they can work on their artist research sheet if they haven't completed it yet.
- Have students clean up the last few minutes of class.

### Day 3-4: Take and Edit Photographs

- Continue to assist students with their light box photographs.
- Once they have their pictures they can start editing.
  - Tell them to play with the brightness, contrast, and saturation.
  - Remind them to be careful in the editing process. The photographs shouldn't look over edited, this step should enhance the photograph not take it over.
- Remind students that they will need to submit their three best photographs of three different subjects.
- Have students clean up the last few minutes of class.

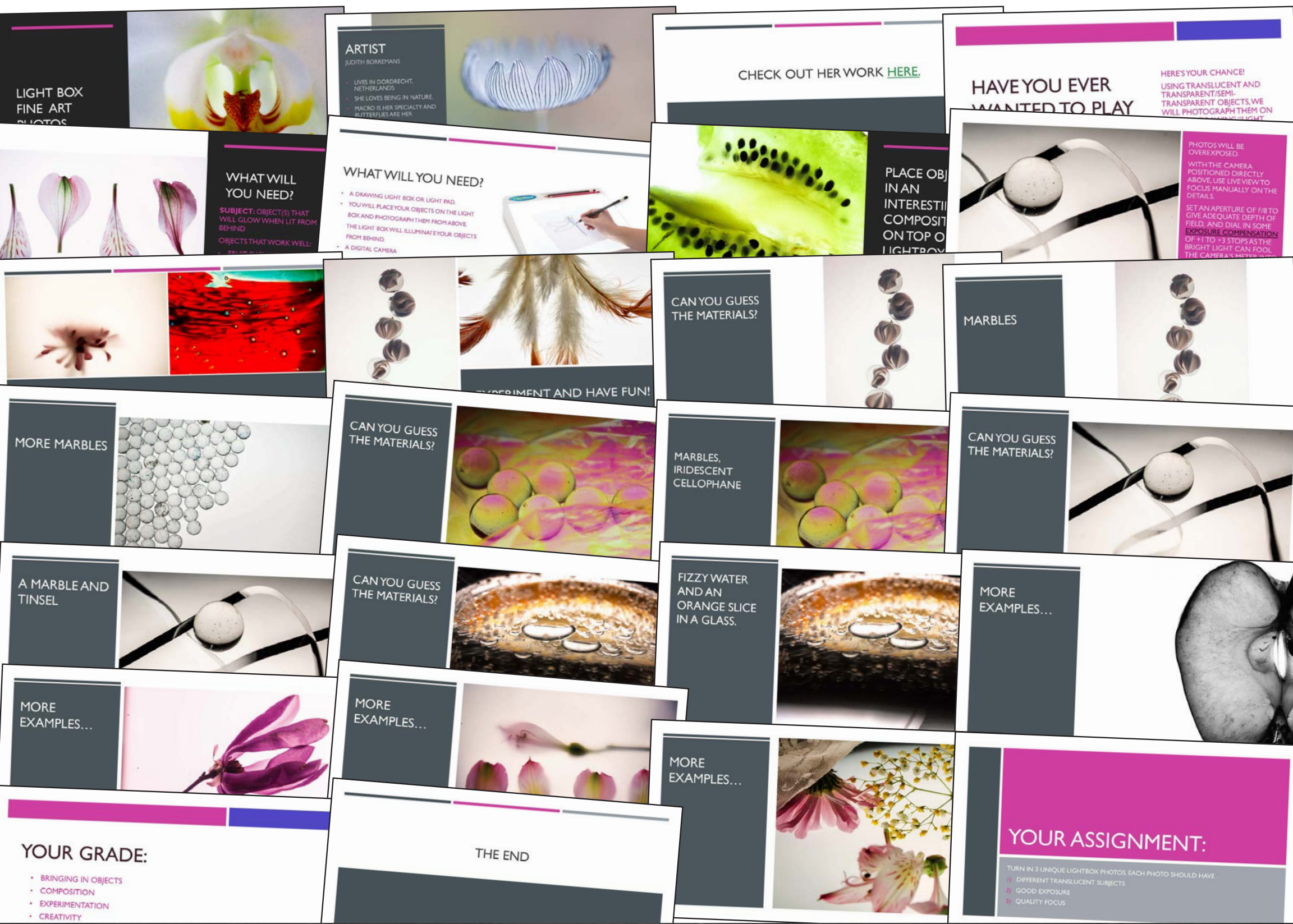
### Day 5: Light Box Submission and Critique

- Have students wrap up editing and preparing their photographs for printing or digital submission.
- Submission options will vary. Select the one that makes the most sense to your set up. For this assignment, ideally, have students print their final photographs and hang them up to critique. Or have students drop their completed folders into a shared drive on your school's network. Or have students save them on a thumb drive to turn into you. Upload their pictures to your computer for grading, and return their thumb drive to use on the next assignment. Or have students upload their photographs to a website such as Flickr. They can create a private profile used only for this class, or you can create a class profile and grant all students access to it.
- If using Google Classroom and Adobe Spark have students post their final photograph to their Spark page, write their reflection, and share their assignment to the Google Classroom Light Box assignment. This is the most streamlined option.
- In order to submit their photographs they need to pick their three final pictures and pick the following:
  - If printing: Have students print their final photographs on photo paper. Walk them through the process of selecting the correct printer, sizing their image to their photo paper, and printing. Once they are printed, they need to mount them on poster board for the critique and submission.

# LESSON PLAN:

BIG IDEA, ESSENTIAL QUESTIONS, US NATIONAL STANDARDS, STEP-BY-STEP INSTRUCTIONS





# PRESENTATION:

PROJECT GUIDELINES, EXAMPLES,  
REQUIREMENTS, & GRADING DETAILS



Judith Borremans  
Artist Research

Check out more work by Judith Borremans here:  
<https://www.pinterest.com/whitneywpanetta/look-judith-borremans/>  
<https://judithborremans.com/portfolio/>  
<https://www.instagram.com/judithborremans/>

1. Check out Judith Borremans' work on her website <https://judithborremans.com/portfolio/> look through her different galleries. Which of her subjects interests you most? Why

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2. Look through the Pinterest board and her Instagram. Which photograph is your over favorite? Describe it.

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3. What about that photograph draws you to it?

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4. How does she create interesting and balanced compositions in her photographs?

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5. What can you take from Borremans' work and apply to your own process and images?

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# LIGHT BOX PROJECT

LIGHT AND TRANSPARENCY



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- Edit your photographs and submit them.

## CAMERA SETTINGS:

- Position your camera directly above the light box.
- Use "Live View" to focus manually on the details.
- Set an aperture of f/8 to give adequate depth of field.
- Dial in some exposure compensation of +1 to +3 stops.
- Be careful, the bright light can fool the camera's meter into over exposure.

## GRADE:

- Composition
- Experimentation
- Creativity
- Effort



# HANDOUTS:

## PROJECT HANDOUT, ARTIST RESEARCH

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

## LIGHT BOX CRITIQUE!

Carefully look at each work of art. Pay attention to subject matter, focal point, composition, and the translucency of the objects. Then answer the following questions:

1. Which photograph caught your attention first? Why?

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

7. Which photograph best utilized color? How?

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8. Which photograph best showcases their object? How?

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

## LIGHT BOX CRITIQUE!

Using the below chart as a guide, select the topic that best reflects each photograph corresponding color next to the photograph. Label every photograph. Be prepared you paired the topics with the photographs.



Good experimentation with the objects.



Creative use of the objects.



Good use of color.



Strong composition.



Good use of translucency in the object.

## LIGHT BOX RUBRIC!

3 Photographs (30): \_\_\_\_\_

Three different subjects (30): \_\_\_\_\_

Experimentation (10): \_\_\_\_\_

Creativity (10): \_\_\_\_\_

Composition (10): \_\_\_\_\_

Editing (5): \_\_\_\_\_

Effort (5): \_\_\_\_\_

TOTAL (100): \_\_\_\_\_

COMMENTS:

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# CRITIQUE & RUBRIC:

## EXERCISE IN TALKING ABOUT ART & GRADING