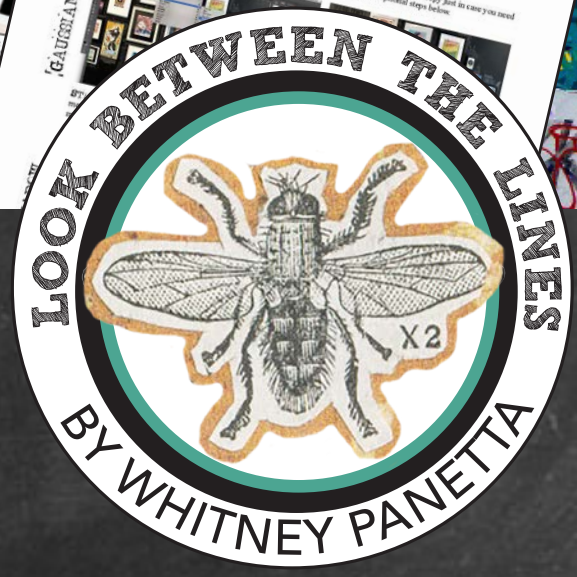
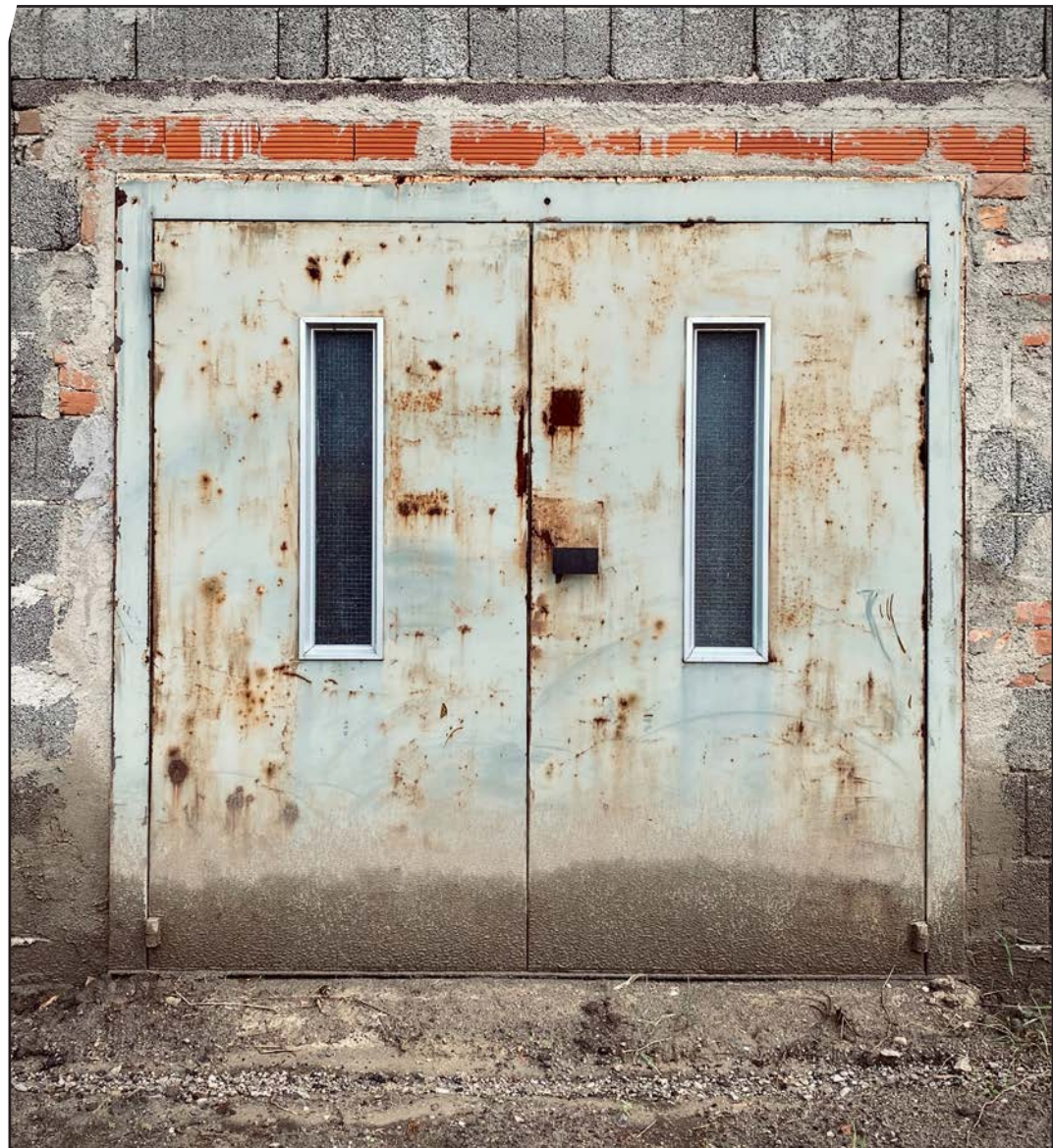
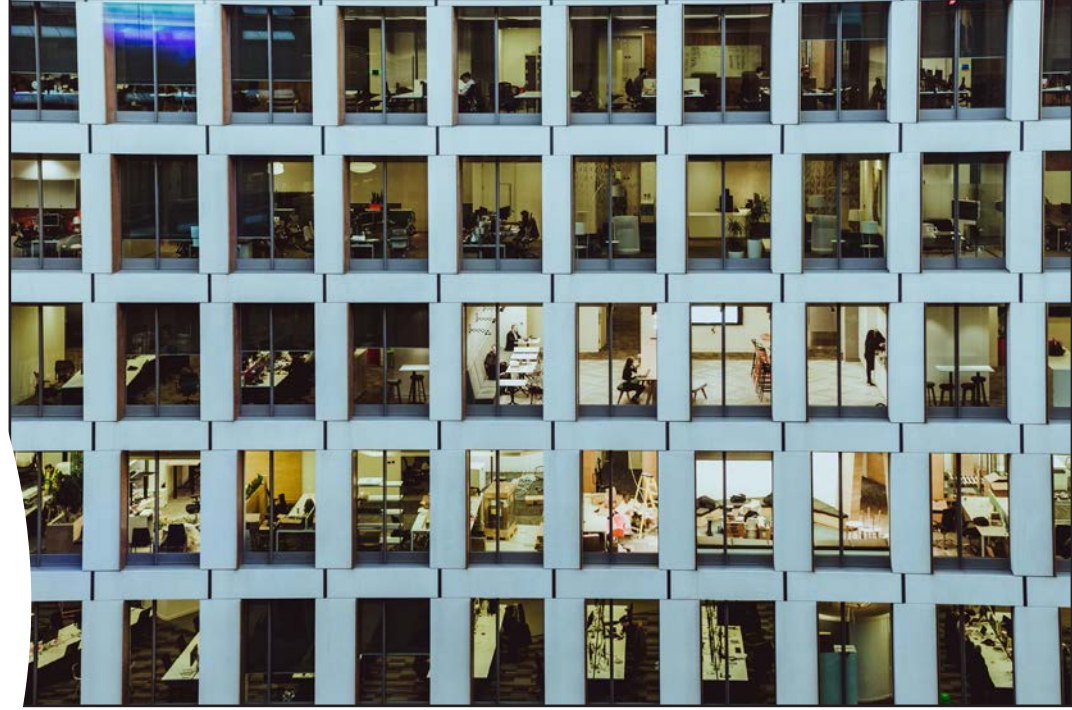


DSLR DIGITAL PHOTOGRAPHY

MAKE THE UGLY
BEAUTIFUL
PROJECT



UNUSUAL SUBJECTS LESSON:
2 TOPICS, LESSON PLAN,
HANDOUTS, & MORE

MAKE THE UGLY BEAUTIFUL

A TWIST ON SUBJECT MATTER

BIG IDEA:

- A twist on subject matter

ESSENTIAL QUESTIONS:

- How do 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 object?

OBJECTIVES: Students will...

- Look at and discuss examples of making subjects typically viewed as ugly beautiful.
- Research photographers Michael Levin, Cara, Barer, and Edward Weston.
- Develop a plan 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:

- Visual Arts/Creating: VA:Cr2.1.8, Demonstrate with experimentation, 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:

o Proficient:

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

- Additional supplies/props as needed to include in their photographs

PRINTABLES:

- Project Info handout
- Ugly subject, beautiful composition artist research sheet
- Glorifying the everyday artist research sheet
- Rubric
- Critique sheet
- Critique prompts

BONUS

- Ugly subject, beautiful composition presentation
- Glorifying the everyday presentation

RESOURCES:

- <https://www.pinterest.com/whitneywpanetta/look-cara-barer/>
- <https://www.carabarar.com/about/>
- <https://www.pinterest.com/whitneywpanetta/look-edward-weston/>
- <https://www.pinterest.com/whitneywpanetta/look-michael-levin/>

- 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 to create a 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 successful photographs. Includes the rule of thirds, balancing elements, leading lines, viewpoint, and exclusion.

- Rules of thirds: Placing the focal point of the photograph in one of the three sections 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 f-number. It is determined by the ratio of focal length to the aperture diameter. The f-number represents the aperture setting.

- Depth of field: the distance between the nearest and the furthest object that is in focus in a camera.

- Shutter speed: In photography, the length of time for which a shutter is open at a given setting.

- ISO: Can change the lightness and darkness of a photograph while capturing it. Low ISO numbers mean the image will be darker and crisper, high ISO numbers mean the image will be bright but more grainy.

- Manual mode: Full control over the digital camera settings. You are able to change the aperture, shutter speed, and ISO without the camera trying to adjust with the settings.

- Start class by showing the Make the Ugly Beautiful presentation 1.
- Encourage students to participate in a class discussion as you go through the slides. Tell them they need to take notes.

- Explain project guidelines and give tips on what to focus on when taking their photograph to make the subject more beautiful.
- Go through examples, explain more in-depth how various photography techniques were used to elevate the image.
- Go through expectations and grading guidelines.
- Take questions as they come up.

- Pass out the artist research sheet and have students get started.
- Once they finish they can start brainstorming ideas for their pictures.
- They can start photographing outside of school or day after tomorrow, they will learn about the second topic in class the next day.
- Have them clean up the last few minutes of class

DAY 2: Glorifying the Everyday Introduction

- Start class by showing the Make the Ugly Beautiful presentation 2.
- Encourage students to participate in a class discussion as you go through the slides. Tell them they need to take notes.

- Explain project guidelines and give tips on what to focus on when creating more interesting images of everyday or mundane objects.
- Go through examples, explain more in-depth how various photography techniques were used to elevate the image.
- Go through expectations and grading guidelines.
- Take questions as they come up.

- Pass out the artist research sheet and have students get started.
- Once they finish they can start brainstorming ideas for their pictures.
- If they want to photograph objects in class they need to be prepared to start the next day.
- Have them clean up the last few minutes of class

DAY 3: Start the Project

- When students arrive have them continue working on their artist research sheet if they haven't finished.
- Once they finish have them turn it in for a participation grade.
- They can go around school to set up pictures or work on setting up still life with their objects and photographing them in class.
- Encourage them to go places after school to take pictures.
- Have students clean up the last few minutes of class.

DAY 4-6: Make the Ugly Beautiful Project

- Have students get started as soon as they arrive.
- Help as needed with camera modes, set up, editing, Photoshop, etc.
- Encourage them to take pictures in different settings and of different objects.

- The more pictures they take they more likely they will end up with a very strong image.
- Have students clean up the last few minutes of class.

DAY 7: Critique and Submission

- 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 Ugly Beautiful assignment. This is the most streamlined option.

- In order to submit their photographs they need to pick their favorite pictures to turn in, they are only required to turn in one but they can submit up to three.
 - o 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.
 - o If digitally submitting: Rename the pictures with the topic and save all their pictures in a folder titled Your Name-Ugly Beautiful 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:
 - o They will fill out a worksheet to help guide them through looking at the artwork.

- Once they finish the worksheet you will gather as a group.
 - o Have the critique prompts cut up and placed in a jar or basket. Make sure you printed and cut enough copies for each student to speak at least twice.
 - o Go around the circle and have students take turns randomly selecting and responding to the printed prompts. Allow discussions to take place if other students want to respond.

- Check the artist research sheets, critique sheet, and reflection for a participation grade and the photographs for a project grade.

LESSON PLAN:

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

MAKE THE UGLY BEAUTIFUL

Making the ugly beautiful...

- You will explore this topic in two ways...
- Ugly Subject, Beautiful Composition

UGLY SUBJECT, BEAUTIFUL COMPOSITION

- Create a beautiful picture of something typically viewed as ugly.
- A strong composition is your best friend in this assignment.

Strong Compositions:

Adding People to the Space:

Emphasis on Color:

Emphasis on contrast:

Macro View:

Lighting:

Your assignment...

Your grade...

- Capture two photographs of the topic...
- Ugly Subject, Beautiful Composition
 - Create a beautiful picture of something typically viewed as ugly.
 - The main focus is composition.
 - Also consider...
 - Elevation of the space
 - addition of a person.

- 2 photographs that reflect the Make the Ugly Beautiful in two different ways.
- Reflection of the topic: Ugly Subject, Beautiful Composition.
- Reflection of the topic: Glorify Everyday
- Creativity
- Composition

PRESENTATION 1: PROJECT GUIDELINES, EXAMPLES, REQUIREMENTS, & GRADING DETAILS

MAKE THE UGLY BEAUTIFUL

A TWIST ON SUBJECT MATTER

- Explore the topic, Make the Ugly Beautiful in two different ways:

1. UGLY SUBJECT, BEAUTIFUL COMPOSITION
2. GLORIFYING THE EVERYDAY

- Submit two photographs, one per topic.
- Focus on composition for both photographs.
- Write a reflection about your process, what inspired you, and how you interpreted the assignment.



GLORIFYING THE EVERYDAY



CREATE AN INTERESTING IMAGE OF A BORING SUBJECT

GLORIFYING THE EVERYDAY

Artist Research

Cara Barer is part sculptor, part photographer. She focuses on transforming books from the everyday and photographing them.

Check out work by Cara Barer here: <https://www.pinterest.com/whitneywpanetta/look-cara-barer/>
Read about her here: <https://www.carabarar.com/about/>

1. Write down three things you learned about Cara Barer:

2. What is your impression of her work?

Edward Weston is a very influential photographer and a master with his camera. He focused on a wide range of subjects; focus on his images of everyday objects such as bell peppers.

Check out work by Edward Weston here: <https://www.pinterest.com/whitneywpanetta/look-edward-weston/>
Read about her here: https://en.wikipedia.org/wiki/Edward_Weston

1. Write down three things you learned about Edward Weston:

Consider which photographer's work you connected more with.
Answer the following questions about the photographer you connected with more:

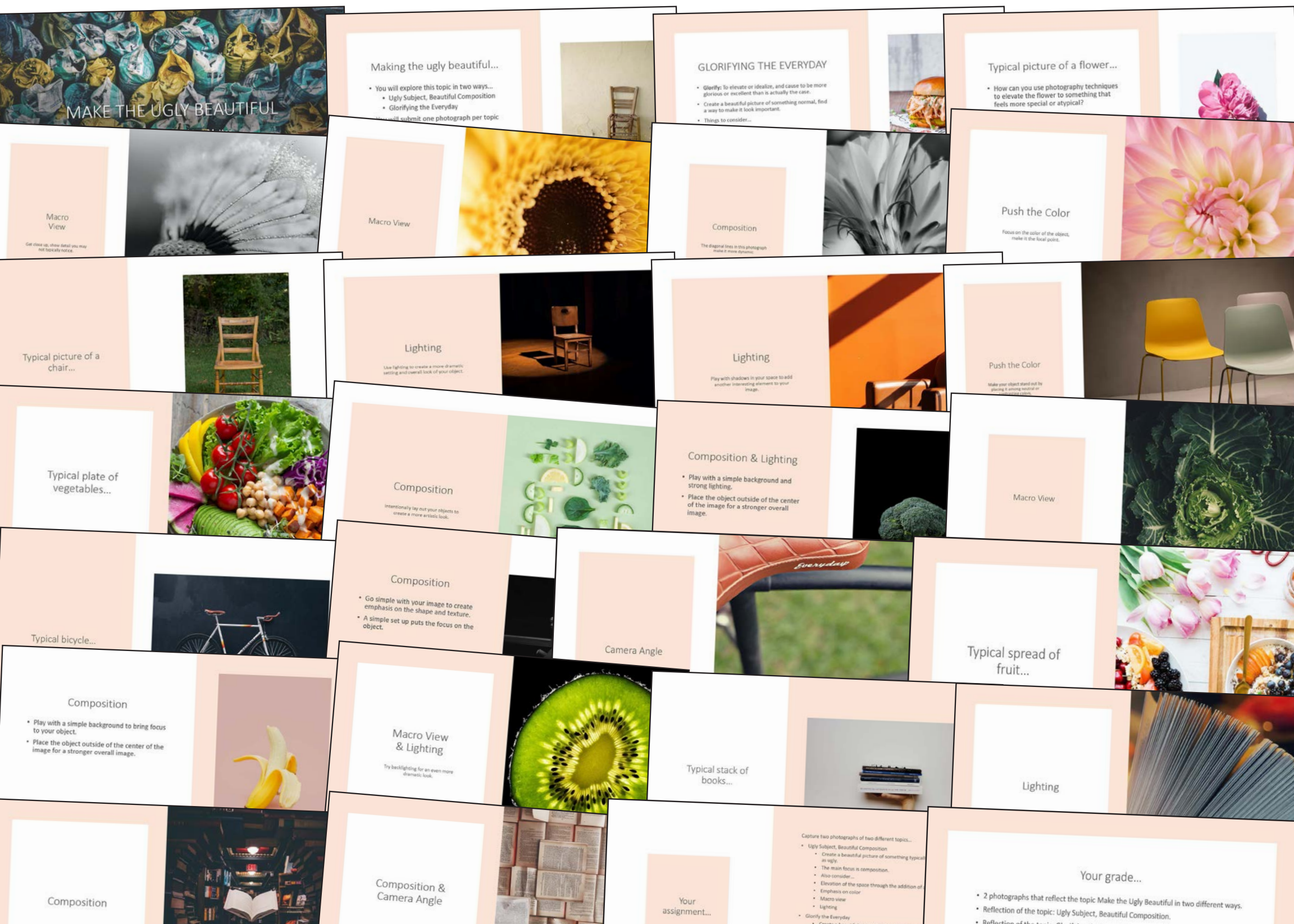
1. Which photograph of theirs caught your attention most? Why?

2. What stands out most in their overall body of work? Technique, lighting, subject, etc?

3. What can you take away from their work to inspire your own?

HANDOUTS:

2 PROJECT HANDOUT, ARTIST RESEARCH



PRESENTATION 2:

PROJECT GUIDELINES, EXAMPLES, REQUIREMENTS, & GRADING DETAILS

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 GRABBED YOUR ATTENTION FIRST?

WHICH PHOTOGRAPH DO YOU THINK IS THE STRONGEST?

Name: _____

MAKE THE UGLY BEAUTIFUL CRITIQUE

Carefully look at each work of art. Pay attention to subject matter, focal point, composition, and the two topics: ugly subject, beautiful composition and glorifying the everyday. Then answer the following questions:

1. Which photograph caught your attention first? Why?

Name: _____

5. Which photograph has the best use of lighting? Why?

6. Which photograph has the best use of color? Why?

7. Which photograph utilized a macro view well? How?

8. Do you think your photographs are successful? Why or why not?

9. What can you learn and apply to your own work of art by looking at these?

MAKE THE UGLY BEAUTIFUL RUBRIC

Make the Ugly Beautiful Pictures (20): _____

Ugly Subject, Beautiful Composition (20): _____

Glorifying the Everyday (20): _____

Use of Photography Techniques (10): _____

Creativity (10): _____

Composition (10): _____

Effort (10): _____

TOTAL (100): _____

COMMENTS:

CRITIQUE & RUBRIC:

EXERCISE IN TALKING ABOUT ART & GRADING