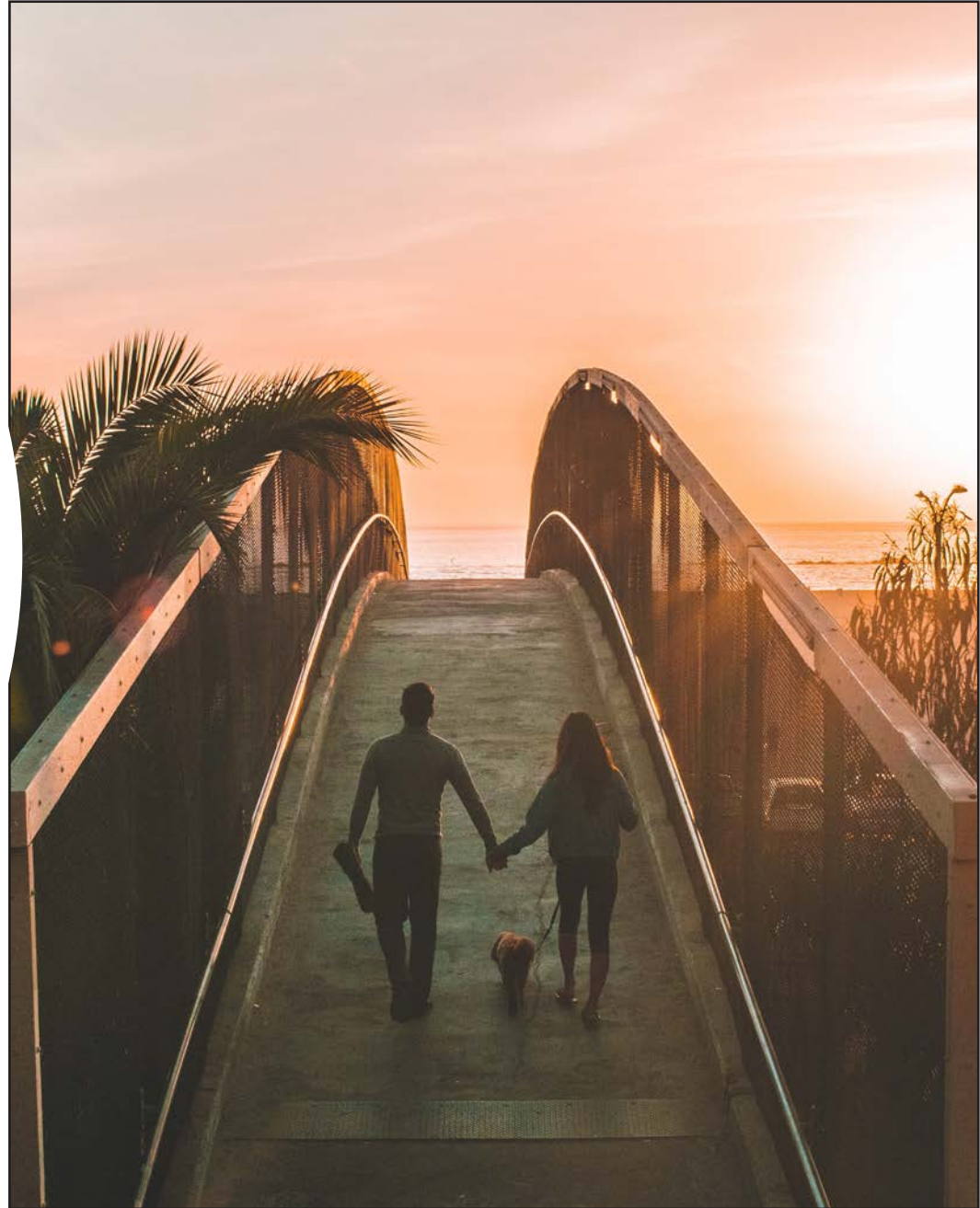


INTRO TO DIGITAL PHOTOGRAPHY

STORYTELLING PROJECT



Introduction to DSLR Photography
STORYTELLING THROUGH PHOTOGRAPHY

BIG IDEA:

- Storytelling through photography

ESSENTIAL QUESTIONS:

- How can photography make an impact in a community or worldwide?
- How can you tell a story through photography?
- How can you provide context in a image?

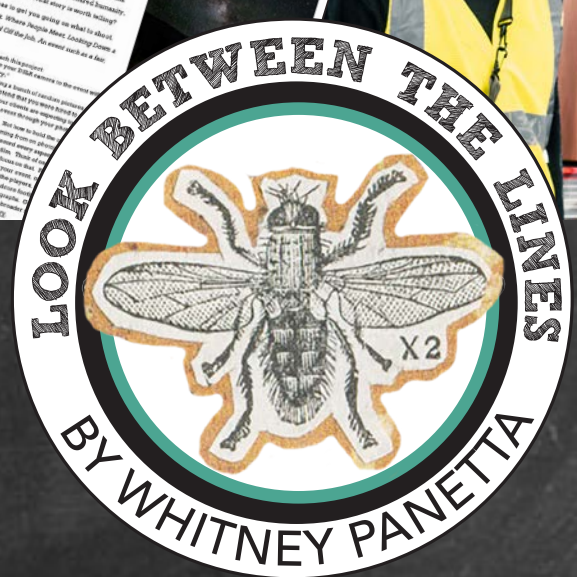
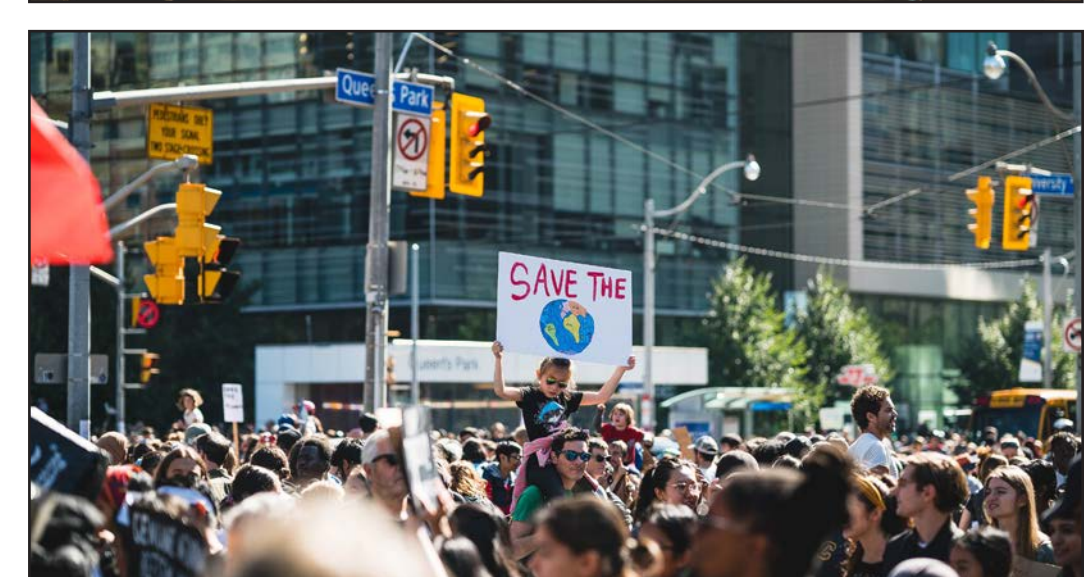
OBJECTIVES: Students will...

- Look at and discuss work by Dorothea Lange

STORYTELLING	STORYTELLING	STORYTELLING
WHICH PHOTOGRAPH IS YOUR FAVORITE? EXAMPLE OF PHOTO...	WHICH PHOTOGRAPH IS YOUR FAVORITE? EXAMPLE OF PHOTO... LOVE?	WHICH PHOTOGRAPH HAS THE STRONGEST COMPOSITION?

PHOTOJOURNALISM
Notes by Green "Creative"

Photography is the style of a photographer. The "master of everyday life" while participating in the "documentary" and "artistic" photography. Think about the "documentary" and "artistic" photography. Think about the "documentary" and "artistic" photography. Think about the "documentary" and "artistic" photography.



STORYTELLING THROUGH PHOTOS:
2 PROJECTS: RESEARCH PROJECT &
PHOTOGRAPHY PROJECTS

Introduction to DSLR Photogra

STORYTELLING THROUGH PHOTOGRAPH

BIG IDEA:

- Storytelling through photography

ESSENTIAL QUESTIONS:

- How can photography make an impact in a community or world?
- How can you tell a story through photographs?
- How can you provide context to an image?

OBJECTIVES: Students will...

- Look at and discuss work by Dorothea Lange.
- Discuss how to tell stories through photography.
- Research a photograph that change the world and present it to the class.
- Capture five photographs that reflect photojournalism or the topic.
- Upload their photographs and blog about them.
- Select their favorite photograph to print for the critique and be displayed.
- Participate in a critique of the photographs.

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

- Visual Arts/Creating: VA:Cr2.1.7, Demonstrate persistence in developing skills with various materials, methods, and in creating works of art or design.
- Visual Arts/Creating: VA:Cr2.3.7, Apply visual organization strategies to design and produce a work of art, design, or environment that clearly communicates information or ideas.
- Visual Arts/Responding: VA:Re7.2.7, Analyze multiple images influence specific audiences.
- Visual Arts/Responding: VA:Re7.2.8, Compare and contrast contexts and media in which viewers encounter images and how they influence ideas, emotions, and actions.
- Visual Arts/Connecting: VA:Cn11.1.7, Analyze how the time and place in which a work of art was created, the available resources, and cultural uses.

8th grade:

- Visual Arts/Creating: VA:Cr1.1.8, Document early stages of the creative process visually and/or verbally in traditional and digital media.
- Visual Arts/Creating: VA:Cr2.1.8, Demonstrate willingness to experiment and take risks to pursue ideas, forms, and materials.

- Visual Arts/Responding: VA:Re9.1.HS.I, Establish relevant criteria in order to evaluate a work of art or collection of works.
- Accomplished:
 - Visual Arts/Creating: VA:Cr1.2.HS.II, Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
 - Visual Arts/Creating: VA:Cr2.1.HS.II, Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
 - Visual Arts/Creating: VA:Cn10.1.HS.II, Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
 - Visual Arts/Creating: VA:Cr1.2.HS.I, Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
 - Visual Arts/Connecting: VA:Cn11.1.HS.II, Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

BONUS

- Storytelling presentation

RESOURCES:

- <http://www.pbs.org/webh/roadshow/stories/articles/2014/4/14/migrant-mother-dorothea-lange/>
- <https://www.biography.com/people/dorothea-lange-9372993>

VOCABULARY:

- Elements of photography: Successful photos rely on order, and the main elements that bring and emphasize order in a photograph's composition are line, color, shape, contrast, emphasis, texture, and space.
- Line: Used in photography to lead the viewer's eye to the focal point, create a sense of movement, and define the subject.
- Color: Used in photography to create mood, emphasize form, and draw attention to specific elements.
- Shape: Used in photography to distinguish shapes and create a sense of depth. Overlapping shapes create a sense of three-dimensionality.
- Contrast: The arrangement of light and dark areas, smooth textures, large vs. small, and excitement and drama.
- Emphasis: Used to help bring attention to a specific element through positioning, focus, and color.
- Texture: Used in photography to create unity and variety and to add interest to a subject.
- Space: Used in photography to create a sense of depth and help define the focal point.
- Elements of art: The building blocks of art, including color, form, line, shape, space, and texture.
- Principles of design: describe the elements of a work of art. Includes: balance, emphasis, pattern, rhythm, contrast, unity, and repetition.
- Composition: In the visual arts, the arrangement of visual elements in a work of art. It is the way in which the elements of a work of art are organized and can be analyzed.

- 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

ing to a particular f-number, the aperture diameter. The f-number is the focal length of the lens divided by the aperture diameter.

and the furthest objects that are in focus.

- If time allows, let students work on their photographs.
- If needed, continue presentations into the next day.
- Allow them to clean up the last few minutes of class.

Day 5: Upload, Edit, Blog Post

- As soon as students arrive remind them that the critique is tomorrow.
- Today they will have the entire class to finalize their photographs to upload their blog and submit for their grade.
- They can use class time to upload, edit, and write their blog post.
 - Submission options will vary. Select the one that makes the most sense for your set up. If doing the blog portion, have students upload their 5 photographs to their course blog and write about the process and information about the pictures.
 - OR have students drop their completed pictures into a shared drive on your school's network.
 - Or have students save them on a thumb drive to turn into you. Upload them to use on the next assignment.
 - Or have students upload their photographs to a website such as Flickr and create a private profile used only for this class, or you can create a class profile and grant all students access to it.
- TIP: Grade their presentations while they are presenting them to save time.
- Keep everything fresh in your mind while grading.
- By the end of class their storytelling photograph should be submitted through the predetermined process.
- They need to select three pictures they would like to print for the critique and be displayed. They can print during class or at the start of class.

- Once they are done with the worksheet, gather the class together and start a verbal critique.
 - Give each student a chance to pull a card and respond to a question.
 - Make sure each photograph is discussed and each student has a turn.
 - Continue drawing cards until the stack is gone, everyone has had one or two turns, and every work of art has been discussed.
- At the end of class have them turn in their critique sheet for a 100/100 participation grade. Their storytelling photographs will be graded as a 100/100 project grade.

- Encourage students to participate in a class discussion as you go through the slides. Tell them they need to take notes.
 - Discuss the role art plays in history to record information.
 - Look at the *Migrant Mother*, by Dorothea Lange, discuss how this photograph impacted people during the Great Depression.
 - Introduce the project assignment.
 - Move into a discussion about photojournalism, its purpose, and how to capture a photojournalistic image.
 - Talk about how that compares to the more personal storytelling topic, *I Simply Love*.
 - Explain that in addition to capturing photographs, they will also complete a research project and presentation on a photograph that changed the world.
 - Go through what you will look for when grading.
- Pass out the photograph that changed the world research sheets.
 - They will research...

sent, they must let you know. *Migrant Mother* isn't an

of the week. their storytelling

if they are able to take

the photographs outside of

take pictures. Remind the classroom. Before this notify the other faculty room. Ask them to if anything is

the classroom to

their research

pictures. classroom to

LESSON PLAN:

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

Storytelling

The Importance of Art

- Art plays a very important role in society.
- When looking at artwork from the past, we get clues as to what the culture was like.
- We can learn a lot from art.

Art as Education

- In addition to recording events and cultural traditions, art was also used as a source of education.
- In a time when the majority of the people couldn't read, art was used to convey information.

Storytelling with Art

- There can be a lot of power in art.
- Art has the ability to convey information through imagery and create a deeper connection with the viewer.

Migrant Mother, Dorothea Lange, 1936

- This photograph, by Dorothea Lange, has become the most iconic photograph of the Great Depression.
- This photograph helped humanize the Great Depression.
- After seeing the camp that...

Migrant Mother, Dorothea Lange, 1936

- Dorothea Lange, and the many other photographers who documented the Great Depression, are responsible for not only recording the devastation of the time for historical records, but also helped those less impacted by the economic crisis see how bad the situation was across the United States.

Migrant Mother, Dorothea Lange, 1936

- The Migrant Mother photograph was published in newspapers across the country, becoming an instant American classic.
- Although Thompson had one of the most famous faces of the time, she continued to live a life in poverty trying to support her 10 children as a single parent.

Florence Thompson

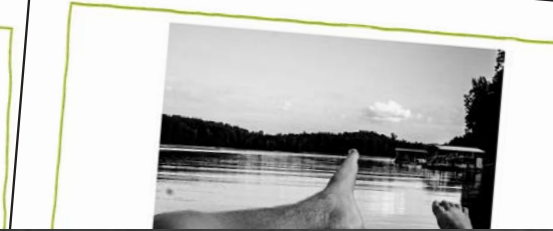
- A Cherokee, born in 1903.
- Married at 17 and at 20, pregnant with her sixth child, her husband died of tuberculosis.
- Through the 1930s she worked as a farmhand, traveling wherever work took her.
- She earned only 10 cents per one hundred pounds of cotton.
- Her car had broken down when Dorothea Lange came to photograph her. She was convinced by her to take a photograph of her in her home. It became one of the most famous photographs of the Great Depression.

Photojournalism

- A form of journalism that involves using photographs as a source for news media through publication or broadcast.
- In broader terms photojournalism refers to a style of photography that is strictly journalistic, portraying information free of biases while telling a story.
- Consider the beginning, middle, and end to capturing an event.
- Photojournalism includes:
 - Timeliness: Reflects recent events.
 - Objectivity: Is an accurate representation of the events.



I Simply Love: The Lake



Photograph that changed the world...

- While planning out your photographs for this assignment, you will also be researching a photograph that changed the world.
- You will create a presentation and present it to the class about the photograph, photographer, analysis of the photograph, and how it made a difference.

Your grade...

- Success of reflecting your topic
 - Photojournalism
 - I Simply Love
- Portraying a sense of a story through your series of photographs

PRESENTATION: PROJECT EXAMPLES, REQUIREMENTS, & GRADING DETAILS

PHOTOJOURNALISM

Photos by Stevie Crawford

Photograph in the style of a photojournalist. The main goal of a photojournalist is to tell a story with their pictures, not words. I'd like you to focus on capturing the "majesty of everyday life" while participating in the thrilling process of documenting living history. Think about choosing images addressing our shared humanity, triumphs, and struggles. What story is worth telling?



I SIMPLY LOVE...

(Fill in the Blank!)

Pick something you love and try to get a collection of photos representing it. For instance, pick an emotion and try to go all day photographing only things that make you think of it, or try only getting pictures of things that are square when you're on a walk. I was once at a cookout and, while I took

also tried to get photos of people's abstract in idea will help you get more example, if you love dogs, try to and not just their cute faces.

is that it, once again, gets you to things in different way - taking a everyone's shoes is going to start to u to start thinking creatively. The that people are going to start giving ling around on the ground taking eryone else is enjoying hamburgers

be unique!
outside the box.
y you are trying to tell.



A PHOTOGRAPH THAT CHANGED THE WORLD

Create a presentation of a photograph that is world famous. Each of you will select a different famous photo and present an analysis of the photo. Your presentation can be completed through PowerPoint, Prezi, Adobe Spark, or similar.

ITEMS THAT MUST BE INCLUDED IN YOUR PRESENTATION:

1. Include a large image of the famous photograph you have chosen (specify large images in search so that it isn't pixelated). Give the title of photo, name of photographer, and date.
2. Give detail about the effect photo had on history; give it context.
 - a. What is so important about this photograph?
3. Write a visual evaluation of the photo, including your opinion.
4. How do you think the photographer exposed the photo (depth of field/motion/etc.).
5. What compositional elements did the photographer use?
6. How did the photographer compose the photo to maximize emotional impact?
7. Do you think the photo is quality? Why or why not?
8. 1 paragraph: Short Photographer biography including an image of them
9. What do we know about the photographer and his or her work?
10. How did things differ for the photographer before and after this photograph was captured (if any, or did they gain recognition after their death?)
11. What did it mean to you? Do you think the photograph deserved all the attention that it received?

Save your presentation and be prepared to present it to the class.

RESEARCH TIPS:

- Google terms such as "famous photographs, award winning photographs, Pulitzer prize winning photographs, world changing photography, photojournalism."
- Look at multiple websites to make sure your information is accurate.
- Save more images than you might need so you don't have to circle back later.

PRESENTATION TIPS:

Use a separate slide.



HANDOUTS:

HOW TO CREATE DOUBLE EXPOSURES USING PHOTOSHOP, ARTIST RESEARCH

Name: _____

STORYTELLING CRITIQUE

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

1. Which photograph caught your attention first? Why?

2. Which photograph best captures the topic, photojournalism? Why?

3. Which photograph best captures the topic, I Simply Love? Why?

<p>STORYTELLING</p> <p>WHICH PHOTOGRAPH IS YOUR FAVORITE EXAMPLE OF PHOTOJOURNALISM?</p> <p>WHY?</p>	<p>STORYTELLING</p> <p>WHICH PHOTOGRAPH IS YOUR FAVORITE EXAMPLE OF I SIMPLE LOVE?</p> <p>WHY?</p>	<p>STORYTELLING</p> <p>WHICH PHOTOGRAPH HAS THE STRONGEST COMPOSITION?</p> <p>WHY?</p>
STORYTELLING	STORYTELLING	STORYTELLING

Name: _____

PHOTO THAT CHANGED THE WORLD RUBRIC

The photograph:

- Image (10) _____
- Effect: What effect did this photograph have on history? (30) _____

The photographer:

- Short photographer biography. (15) _____
- What do we know about the photographer and his work? (15) _____

Visual: How would you evaluate its quality? (15) _____

Analysis: What did it mean to you? Did it deserve the attention? (15) _____

Total (100) _____

NAME: _____

STORYTELLING RUBRIC

- Reflection of topic (30) _____
- Photojournalism or I Simply Love
- A sense of storytelling through the image. (30) _____
- Focal point (10) _____
- Composition (10) _____
- Creativity (10) _____
- Overall Effort (10) _____

Total: (100) _____

NAME: _____

STORYTELLING RUBRIC

- Reflection of topic (30) _____
- Photojournalism or I Simply Love
- A sense of storytelling through the image. (30) _____
- Focal point (10) _____
- Composition (10) _____
- Creativity (10) _____
- Overall Effort (10) _____

HANDOUTS:

RUBRIC, CRITIQUE