

PHOTO JOURNALISM PROJECTS

BASIC PHOTO & PHOTOJOURNALISM
6 WEEKS



7 PROJECTS & 13 ACTIVITIES TO COVER 6 WEEKS

6 WEEKS OF PHOTOJOURNALISM



This lesson pack is geared towards school to high school aged students.



A focus on learning the basics of photography, photojournalism, and telling stories through photos.



Photojournalism project pack.
Everything you need for 6 weeks of a daily class.



7 projects, 13 activities, every single day planned for six weeks of a class.

PHOTOJOURNALISM

Six Weeks of Assignments

- **PHOTO JOURNAL: 7 days, partial project grade**
 - Explain that they will take notes in here about the technical side of photography to help guide them when they are taking pictures.
 - They will record information about settings and locations when taking pictures.
 - They will add personal photos here, and include notes about the photographs.
 - At the end of the semester this journal should be a reflection of what you did this semester.
 - Making their photo journal will count as a partial project and participation grade.
- **COMPUTERS AND CAMERAS: 1 day**
 - Clean computer and camera:
 - This will vary based on your personal classroom set up. See instructions below for different options.
 - Making it a classroom lab:
 - Have each student clean 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 loan a their camera at class they can. If you have a locked cabinet or similar to hold their cameras.
 - Group camera check out:
 - Break the class up into groups. This will vary based on your set up, plan on 2-3 per group.
 - Each group has a set of cameras they will have access to.
 - They are responsible for these cameras. They can share them, but they have 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 replace their pictures, they have a smaller set to look through in that time.

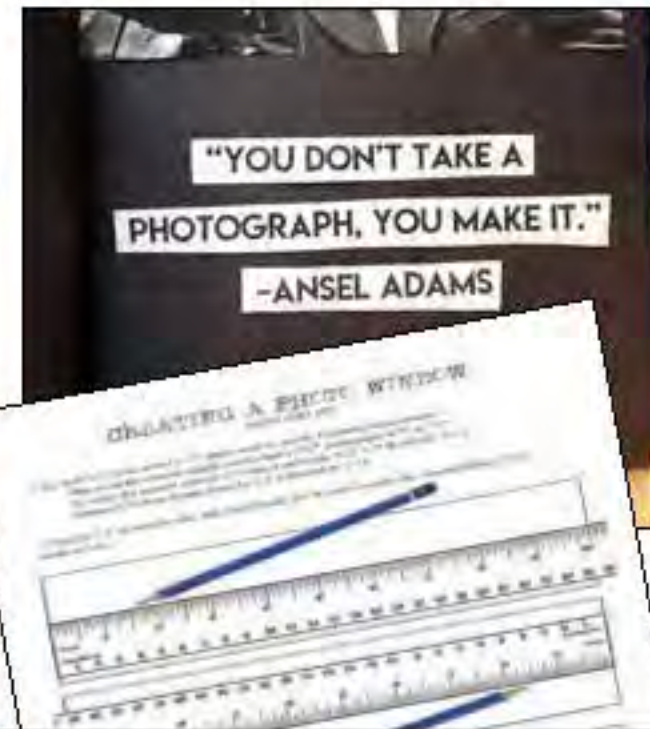
picture: If you have varying levels of quality of equipment, you can make sure each group has at least one high quality camera

- **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 job**
 - 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.
- **ELEMENTS OF PHOTOGRAPHY & RULES OF COMPOSITION: 1 week, two 50 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 take 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 take 7

- **ENVIRONMENTAL PORTRAIT: 1 week, project grade**
 - Students will capture at least 5 photographs reflecting the personality of a person.
 - Students will shoot in manual mode.
 - Students will research a portrait artist that has a style or subject matter they admire.
 - Students will participate in a critique.
- **STORYTELLING PROJECT 1: 1 week, project grade**
 - Students will research a photograph that changed the world.
 - Students will capture a photograph that conveys a sense of story through the topics photojournalism or I Simply Love.
 - They will participate in a critique.
- **SOCIAL COMMENTARY: 1-2 weeks, project grade**
 - Students will research a current event and create an image that reflects that current event.
 - They will select 1-3 to submit and blog about.
 - I will be printed and added to their photo journal.
 - They will shoot in automatic.

TIMELINE

PROJECT OVERVIEW AND SEQUENCE



PROJECT #1

PHOTO JOURNAL

1 PROJECTS, 1 ACTIVITIES

PHOTOGRAPHER RESEARCH, CREATE A JOURNAL

PHOTO JOURNAL

The pack includes:

- ✔ Lesson plan
- ✔ Presentation
- ✔ Journal how to guide
- ✔ Photographer research
- ✔ Rubric

Name: _____

PHOTOGRAPHER QUOTE REFLECTION

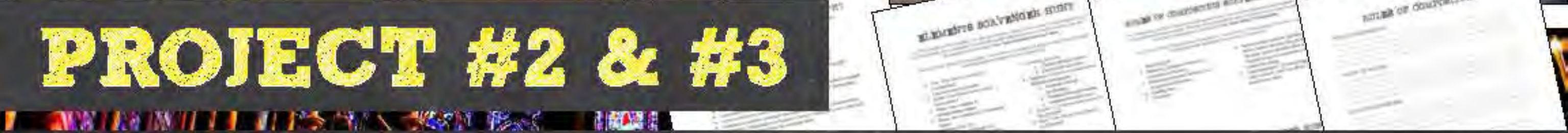
As you are listening to your peers share their photo journals and photography quotes, fill in the following questions.

1. List your favorite quotes shared by your peers:

Name: _____

PHOTO JOURNAL RUBRIC

Criteria	Points	Comments	Score
Photo journal entry includes a camera, photo, and a personal reflection on the image.	40		
Photographer's name, profession, and location are included. Includes an interesting fact or interesting story about the photographer.	30		
Includes a personal reflection on the photo.	20		
Includes a personal reflection on the photo and includes an interesting fact or interesting story about the photographer.	10		
Includes a personal reflection on the photo.	5		
Includes a personal reflection on the photo.	5		



PROJECT #2 & #3

PHOTOGRAPHY BASICS

2 PROJECTS, 3 ACTIVITIES

ELEMENTS OF PHOTOGRAPHY, RULES OF COMPOSITION

PHOTO BASICS

The pack includes:

- ✔ Lesson plan
- ✔ 2 PowerPoint presentations
- ✔ Elements scavenger hunt
- ✔ Composition scavenger hunt
- ✔ Note taking sheet
- ✔ 2 project checklists

ELEMENTS SCAVENGER HUNT

You will only get an A if you capture your photographs today. Once you have captured your photographs, you will upload them to your computer. Use each photograph with the element it is meant to capture. Take the 11 photographs in a folder titled, Your Name Elements Scavenger Hunt.

Your focus is the elements of photography. You will have 11 photographs to take with photograph details highlight the elements you have captured in it.

1. Line: You choose how line is interpreted.
2. Line to create movement.
3. Color: You choose how color is interpreted.
4. Shape: one example of defined shape.
5. Contrast, pick one.
6. Contrast through texture.
7. Contrast through color.
8. Emphasis: Pick two to reflect in two different photographs.
9. Emphasis.

ELEMENTS OF PHOTOGRAPHY

TAKING YOUR MIND

ELEMENTS OF COMPOSITION

LINE

COLOR

SHAPE



PROJECT #4



YOUR WORLD

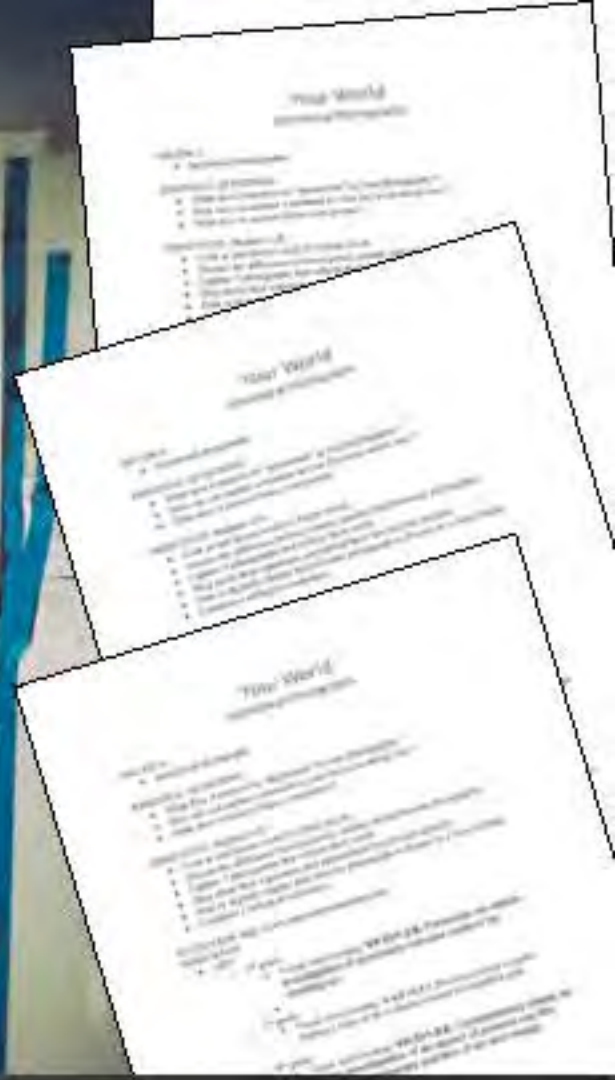
1 PROJECTS, 3 ACTIVITIES
CAPTURING THEIR DAILY EVENTS

YOUR WORLD

The pack includes:

- ✔ Lesson plan
- ✔ 2 PowerPoint presentations
- ✔ Artist research activity
- ✔ Assignment sheet
- ✔ History of photography notes
- ✔ Photo editing guides
- ✔ Critique, rubric





PROJECT #5

ENVIRONMENTAL PORTRAITS

1 PROJECT, 2 ACTIVITIES

TAKING PORTRAITS THAT TELL A STORY

PORTRAITS

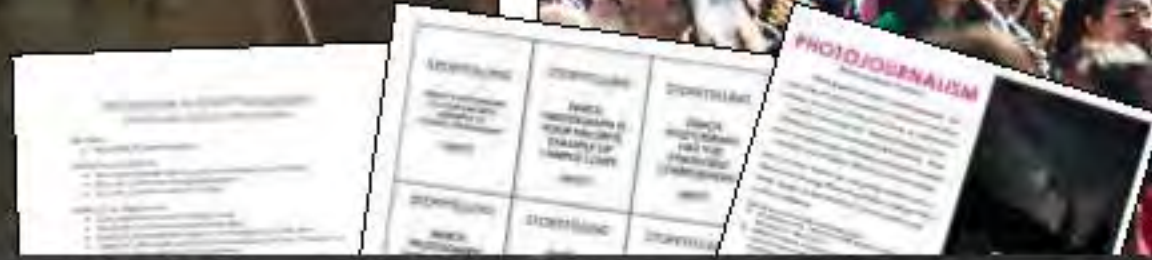
The pack includes:

- ✔ Lesson plan
- ✔ PowerPoint presentation
- ✔ Artist research activity
- ✔ Project guide
- ✔ Critique activity
- ✔ Rubric





PROJECT #6



STORYTELLING

1 PROJECT, 1 ACTIVITY

TELLING STORIES THROUGH PHOTOGRAPHS

STORYTELLING

The pack includes:

- ✔ Lesson plan
- ✔ PowerPoint presentation
- ✔ 2 Activity options
- ✔ Assignment sheet
- ✔ Critique activity
- ✔ Rubric

PHOTOJOURNALISM

Photos by Steve 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? Here are some ideas to get you going on what to shoot.

Home in the Drawing, Where People Meet, Looking Down a

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 get all day photographs of things that make you think of it, or try only getting pictures of things that are warm when you're on a walk. I was once at a wedding and, while I took photos of other things, I also tried to get photos of people's shoes. Being a bit more abstract in ideas will help you get more interesting photos. For example, if you love dogs, try to capture why you love them and not just their cute faces.

The upside of this project is that it, once again, gets you to start seeing ordinary things in different ways — taking a somewhat looking down at everyone's shoes is going to start to get boring, so it forces you to start thinking creatively. The downside of this project is that people are going to start giving you weird looks. Be crawling around on the ground taking pictures of shoes while everyone else is enjoying handbags and potato salad.

- Each image should be unique!
- Be creative! Think outside the box.
- Consider what story you are trying to tell.



PROJECT #7

SOCIAL COMMENTARY

1 PROJECT, 3 ACTIVITIES
CAPTURING CURRENT EVENTS

COMMENTARY

The pack includes:



Lesson plan



PowerPoint presentation



Assignment sheet



Artist research



Critique, reflection



Rubric

SOCIAL COMMENTARY: CURRENT EVENT

SOCIAL COMMENTARY: Throughout this project, students will be encouraged to use their own voices to express their views on current events. The goal of this project is to create a visual statement about a current event, large or small, local or global, and all that it entails. It can be funny, serious, or silly, you choose!

ASSIGNMENT

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

REQUIREMENTS:

- Choose a "social statement" and create a visual statement about it. Your photos should...

SOCIAL COMMENTARY

REFLECTION

Reflect on events that interest you. Consider current or past events for inspiration. Consider how these events impact the future. Consider both sides of the argument for events. Answer the following questions:

1. What is a local event in your school, town, or city that interests you?

2. What buzz words come to mind when you think about that event?

3. What images come to mind when you think about the event?

4. What is a national event, in your country, that interests you?

and when you think about that event?

TEACHERS LOVE THESE DIGITAL DESIGN PRODUCTS.



"What an awesome resource. My Digital Design students thoroughly enjoyed the lessons we have completed so far. I plan to continue to use this purchase for years to come. The lessons are very engaging and keeps students' attention throughout class. Thanks so much!"



"Loved the lessons and the students were super engaged! This resource was awesome, complete and straightforward."

CHECK OUT MORE PRODUCTS:



Check out more curriculums for middle and high school students.

Grab early finishers for those quick artists or an entire curriculum so you can focus on teaching.

[VIEW MORE HERE](#)

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.