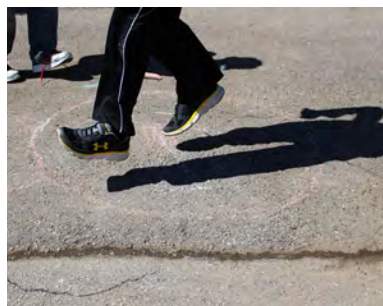


PHOTOGRAPHY

3rd & 4th grade

In this lesson, students will work collaboratively in groups with two mediums – drawing and photography. Students will become familiar with the use of Digital Single Lens Reflex (DSLR) cameras and make decisions on which mode to use based on subject matter. Students will work in groups to create drawn environments that are designed to be interacted with and then use the cameras to capture images of these interactions.



Elements
Space • Line

Vocabulary
Photography • Digital Camera

Camera Modes:
Portrait • Landscape • Close-up • Action



Artists

Jan Von Holleben (1977 -) German



Robin Rhode (1976 -) South African



Pennsylvania Visual Arts Standards

9.1.3. C. Recognize and use fundamental vocabulary within each of the arts forms.

9.1.3. J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Know and use traditional technologies (drawing)
- Know and use contemporary technologies (photographs)

National Visual Arts Standards

VA:Cr1.1.3 / 4

Elaborate on an imaginative idea. / Brainstorm multiple approaches to a creative art or design problem.

MA:Cr1.1.1.3 / 4

a. Develop multiple ideas for media artworks using a variety of tools, methods and/or materials. /

a. Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.

Madison Mock
Student Teacher State College Area School District
Houserville and Gray's Woods Elementary

Lesson Title

Putting Imagination in Perspective: Photography and Sidewalk Chalk Drawing

Student Population

3-4 Grade

Duration

4 classes

Pennsylvania Visual Arts Standards

9.1.3. C. Recognize and use fundamental vocabulary within each of the arts forms.

9.1.3. J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Know and use traditional technologies (drawing)
- Know and use contemporary technologies (photographs)

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VA:Cr1.1.3 / 4

Elaborate on an imaginative idea. / Brainstorm multiple approaches to a creative art or design problem.

MA:Cr1.1.1.3 / 4

a. Develop multiple ideas for media artworks using a variety of tools, methods and/or materials./

a. Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.

Objectives

Students will:

- Be able to identify the parts of the DSLR camera, focusing on making decisions as to which camera mode to use based on subject matter (action, portrait, landscape, or close-up)
- Collaborate in groups of 3-6 students to create drawn environments for photographs
- Collaborate with others in developing ideas, managing time, and alternating roles as photographer and sidewalk chalk artist
- Evaluate photographs to determine which should be printed
- Work in groups to arrange final photographs in a mini exhibition
- Choose one photograph to share in front of the class, reflecting on the overall experience of the unit

Vocabulary

Elements:

- Space: Background and Foreground (photo)
- Line (drawing)

Photography/ Camera terminology:

- Photography: light drawing
- DSLR: digital single lens reflex
- Lens
- Camera body
- Shutter button
- Mode dial — action, portrait, landscape, close-up

Teacher/ Classroom Materials

Computer, image organization software (i.e. Lightroom), projector, document camera, photographer examples (i.e. Powerpoint)

Student Materials

Digital Cameras, roll paper, table materials (pencils, markers), tape, index cards (or cut pieces of paper), oil pastels, sidewalk chalk

Teacher-produced Materials from student work:

Contact sheets, final prints

POST PRODUCTION

Teacher will upload student work, using camera cards to organize by room number, camera group, and name. These files can be made available to students and parents via secure sharing site such as Box or Google Drive if desired. For DAY 3, teacher will print contact sheets for each group. For DAY 4, teacher will choose photographs for each group to print based on contact sheets. Depending on district policy, the teacher may also choose images to upload to a class website or social media platforms.

ASSESSMENT

This unit has a strong focus on self- and peer-assessment:

Day 2 (Photography) – At the end of class, each group will discuss and share a glow and grow, something that went well and something they will change next time

Day 3 (Contact Sheets) – Building on the glow and grow idea, students will reflect on previous work and make adjustments for last day of picture taking. In groups, students will label pictures on contact sheets using an x (grow), check (good, but unrelated to assignment), or star (glow, good picture related to assignment)

Day 4 (Critique) – Students will make their own decisions on which photographs to display in a group mini exhibition. Each student will choose one photograph to share in front of the class, reflecting on the questions:

- Which picture is your favorite? Why?
- What challenges did your group face? How did you overcome these difficulties?

As students share their photographs, the teacher may choose to grade or otherwise evaluate the students based on their presentation. A simple way to do this would be to use a class roster, making marks or notes as each student presents.

TRANSITIONS

→ 1-point Perspective/ Gesture Drawing One-day Mini Lesson

This lesson introduced students to the idea of one-point perspective and that closer objects look bigger while they get smaller farther away. In the gesture drawing part of the lesson, students worked in partners and took turns drawing each other. This prepared students for the photography lesson in thinking about posing for artwork and taking turns performing different roles in art making.

← Surrealism

In introducing this unit, students are asked to recall the types of scenes they created in the photography unit. Could any of these photographs be considered surreal?

LESSON SEQUENCE (Overview)

Day 1 – Introduction, parts of the camera

Exploring cameras, creating name cards

Photos/ Outside drawings (weather permitting)

Day 2 – Review parts of the camera, look at Artist Examples

Photos/ Outside drawings (weather permitting)

Day 3 – Review parts of the camera

Review contact sheets of photos from first two classes

Photos/ Outside drawings (weather permitting)

Day 4 – Whole class photo share/Critique

DAY ONE

PREP

Write day's agenda on board

Prepare materials:

Teacher Materials: Photographer examples, computer, document camera, digital camera, roll paper, tape

Student materials: Digital cameras (charged), index cards with group numbers, pencils, sidewalk chalk

In case of inclement weather... oil pastels, black (or other dark color) roll paper

INTRODUCTION/DEMO (15 mins)

On the board:

Photography (Day 1)

Elements: Space & Line

Explore parts of the camera. Take pictures in small groups. Begin drawing backgrounds.

Introduction (5 mins)

Begin class on the carpet. Teacher will bring DSLR camera to the carpet to generate excitement.

Ask: Has anyone ever seen a camera like this? Has anyone ever used this type of camera? What type of camera is it? (Digital) Digital means the picture is recorded on a sensor instead of on film, like in any old style camera.

Introduce overall idea of lesson: becoming familiar with the parts of the camera and camera settings by experimenting with taking picture in small groups and creating backgrounds that students will interact with. Go over information on the board (see above).

Each student will spend half the period working with the camera and half the time creating backgrounds. This project will continue for at least two more class periods, so students should remember that they will have more opportunities to work with the cameras and backgrounds. Today is practice.

Dismiss class to seats. Ask a student nearby to turn off lights.

Pull down projector screen, turn on document camera/ projector.

Camera Demo/ Examples (5 mins)

Have DSLR camera positioned underneath document camera. Walk through steps of using the camera, pose questions to students to keep presentation interactive while demonstrating each step:

- What is the first step to using the camera? Turn it on – show on switch on top of camera
- Next chose the camera mode. Change the camera mode depending on what you are taking a picture of.
 - Show symbols and ask students to guess what each one is for:
 - Person – Portrait: person in focus, blurs background
 - Mountain – Landscape: everything in focus (wide depth of field), sharp image
 - Flower – Close-up
 - Running person – Action
 - For each mode ask for an example of what type of picture you might use the mode for
- When taking photographs, look through the viewfinder. This is different than taking a picture on a phone of iPad where you look at the screen.
- Use the shutter button to take pictures
 - Hold the shutter button halfway down to focus (beep)
 - Press the shutter button in the whole way to take the picture
- The first picture students will take in their groups is of the camera card with group number. Hold up camera card.
- After taking a few pictures of the class to demonstrate, put the DSLR camera back under the document

camera

- Press the arrow button to review photos
 - Use touch screen to scroll through photos
 - Use trash can to delete photos, click erase
- Separate camera body from lens to show mirror inside camera and show what happens when the shutter button is pressed. The mirror allows the image to be reflected up so we can see it through view finder; the shutter button moved the mirror so the sensor is exposed. Stress that students will not take the cameras apart.

Quick Reference

Steps to taking a photograph:

1. Turn camera on and chose mode setting (portrait, landscape, close-up, or action)
2. Take photo of camera card. IMPORTANT so the teacher can organize the photos.
3. Work with the model in a collaborative way to arrange the photograph
4. Take the photograph (shutter button)
5. Try different camera modes, shoot from different angels, have the model move around
6. Review the images on the camera. Delete any photos you do not want.

Before start taking pictures, each student will make a camera card so that images can be more easily identified and sorted. Photos will be credited to the photographers, but students may choose to keep images that were taken of themselves by other classmates. On the camera card, the student will write **their name, room number, and camera number**. Students will be assigned camera number based on group table number (1-5). Students at tables 6 and 7 will be merged with other groups.

Switch over to camera projection mode. Show a few examples of the types of photos students will be creating. Next week, show artist examples.



Project Demo (5 mins)

Hang piece of roll paper in a place visible by all students, or demonstrate at a student table. Demonstrate drawing elements of an environment that students can interact with. The teacher may ask for student suggestions, but shouldn't let the process take too long. Think of this as a rough draft. Weather permitting, we will be recreating these same backgrounds outside. Talk in groups first to really develop ideas. Every student will get a chance with the cameras. This project will last at least 3 weeks, so remind students that they do not need to rush on backgrounds.

Have student nearby turn on lights.

Each student should get a turn to try out the camera.

Student reminders:

When it is your turn with the camera:

- Remember to first photograph your camera card before taking any other pictures
- Work cooperatively with the other members of your group (“models”)

When it is not your turn with the camera:

- Work cooperatively with the photographer
- DO NOT crowd the photographer

Using the cameras is a privilege. If you are seen using the cameras inappropriately, you will be asked to take a break from the cameras and do another quiet activity (sketchbooks).

Pass out cameras and index cards to table groups. Rearrange tables as necessary to create the same numbers of groups as cameras (5). Merge students at tables 6 and 7 with other groups. Have students at each group write names on back of group camera card.

Split each group in half. Students can choose partners. Half to backgrounds, half to cameras. Stress that students will get a turn in each group.

STUDENT WORK TIME (20 mins)

In the camera group, students will:

- Explore parts of camera (with focus on the mode dial)
- Experiment with taking portraits of classmates, other students working on background, etc.

In the background group, students will:

- Begin creating backgrounds (on roll paper) or make simple backgrounds (chalk)

CLOSING (5 mins)

Have students put cameras and camera cards back in cases in center of tables or in central location.

Call students by camera group to line up.

After all students are lined and ready to go, send with teacher or walk down to classroom depending on class.



DAY TWO

PREP

Write day's agenda on board

Prepare materials:

Teacher Materials: Photographer examples, computer, document camera, digital camera, roll paper, tape

Student Materials: Digital cameras, camera cards (see Day 1), (INSIDE) roll paper (pre-cut and placed in pile), oil pastels, (OUTSIDE) sidewalk chalk.

ARTISTS /DEMO (15 mins)

On the board:

Photography (Day 2)

Elements: Space & Line

Review parts of the camera. Take pictures in small groups. Continue drawing backgrounds.

Introduction (5 mins)

Begin class on the carpet. Teacher will bring camera bag. Review from last class.

- What is the first thing I do? Remove lens cap, put in bag, turn camera on
- What is the first picture I take? Camera card
- I want to take a picture of _____, which setting do I use? (go over 4 modes)
- Review parts of camera (point to camera to help)
 - Camera body
 - Lens
 - Shutter button
 - Mode dial

Introduce overall idea of lesson: creating drawn environments that are designed for students to interact with. Students will then use cameras to capture imagination-driven portraits by photographing classmates interacting with these drawn environment. Go over information on the board.

Dismiss class to camera groups. Tell students to photograph camera cards and put everything but the camera back in the camera bag except for the camera.

Ask a student nearby to turn off lights. Pull down projector screen, turn on projector.

Groups will photograph camera card while projector is turning on.

Artist Examples (5 mins)

Show examples. Compare and contrast.

Where do the artists work? What types of materials do they use? What kinds of stories do their photographs tell?

Jan Von Holleben (1977 -) German
lives/ works in Berlin, Germany
Uses real objects
Narrative (stories) – Fantasy



Robin Rhode (1976 -) South African
lives/ works in Berlin, Germany
Uses drawings, inspired by street art
Narrative (stories) – based in reality



Which camera mode would we use to make images like these? Landscape – everything in focus
Have student nearby turn on lights.

Call groups by camera number to line up. Class will relocate to outside or an open area inside depending on the weather.

STUDENT WORK TIME (20 mins)

Students will:

- Work in groups to create drawn environments to interact with in photographs
- Take turns using the camera, both to document the process and final interactions with drawings
 - **Students should be reviewing photos and deleting extras. Only keep the best pictures.**

Teacher should remind students when to switch who has the camera, when they should be finishing up drawings, and when they should take final pictures.

CLOSING (10 mins)

Clean-up (5 mins)

Have students gather back in groups. Students should clean up materials (chalk **or** oil pastels and roll paper) placing them in a designated location. Once areas are cleaned up, students should line up in groups and look at the photographs they took during the class periods and discuss what was successful and what they will change next time (glow and grow).

Class will return to classroom.

Discussion/Questions (5 mins)

Students will put cameras back in bags and return cameras to a designated area.
Ask each group to share their grow and glow. Call to line up by group.

Exit questions (if time):

[Questions about using each mode]

Who were the artists we learned about today (name one)? Jan von Holleben, Robin Rhode

What does Robin Rhode use in his photographs? Drawings, line, street art

What does Jan von Holleben use? Real objects

What element of art did you use in making your backgrounds? Line, (color)

What do you press to take a picture? Shutter button



DAY THREE

PREP

Print contact sheets for each group

Write day's agenda on board

Have cameras and contact sheets on tables

Prepare materials:

Teacher Materials: Photographer examples, computer, document camera, digital camera

Student Materials: Contact sheets, digital cameras, camera cards (see Day 1), roll paper backgrounds (see Day 2), markers, oil pastels, sidewalk chalk

INTRODUCTION/PHOTO REVIEW (15 mins)

On the board:

Photography (Day 3)

Elements: Space & Line

1. Look at photos from day 1+2 (x, check, star) (glow, grow)
2. Make a plan for today:
 - o What are you drawing?
 - o How will you take the final photos?
 - o What else do you need?
3. Work in groups to create final backgrounds and photos.

Introduction (5 mins)

Begin class on the carpet.

Hold up a contact sheet. Share how to look through and mark photos. Mark successful photos with environments with a star. Mark other photos you like (ex. portraits) with a check. Mark photos that were unsuccessful (ex. blurry) with an x. Photos that were just ok, don't mark.

Next groups make a plan for outside. Does the group need a chair to take pictures from above?

Dismiss class to groups.



Contact sheets/planning (10 mins)

Students will work in groups to look through contact sheets and assess which photographs were successful and which were not. Successful photographs related to the assignment will be marked with a star. Successful unrelated photographs will be marked with a check. Unsuccessful photographs will be marked with an x. Students should use this information to make decisions about what changes to make on the last day of photographing.

Each group will make a pile of finished contact sheets. Groups will trade contact sheets for their cameras. Each group should take a picture of their camera card and then put everything except for the camera back in the bag. Once students have a plan for the day, they will be called by group to line up

OUTSIDE (25 mins)

Transition to outside (5 mins)

Students carrying materials will also be responsible for bringing them back inside (ex. chairs)

Call students to line up by table

Walk students outside to blacktop or other flat area.

Groups will choose areas.

Place art materials in an easily accessible area.

Have students get into their camera group.

Students should be reviewing photos and deleting extras. Only keep the best pictures.

(In case of poor weather, if possible, find an open area in the school to use. Students will work with roll paper and oil pastels)

Student work time (20 mins)

Students will:

- Finish roll paper backgrounds or create backgrounds with sidewalk chalk
- Take photographs interacting chalk backgrounds

CLOSING (5 mins)

All materials will be returned to material area and students who brought them out will collect them

Students should gather in their camera groups.

Have students gather back in groups. Students should clean up materials (chalk **or** oil pastels and roll paper) placing them in a designated location. Once areas are cleaned up, students should line up in groups and look at the photographs they took during the class periods and delete photos that they don't want.

DAY 4

PREP

Write day's agenda on board

Print photographs for each group

Have photo prints tables

Prepare materials:

Teacher Materials: Document camera

Student Materials: Photo prints, pencils

INTRODUCTION (5 min)

On the board:

Photography (Day 4)

Elements: Space & Line

4. Look at photos in groups, set up a mini exhibition, then share favorite photographs
1. Label photos: [person in photo] [action/scene] by [photographer]
2. Arrange photos on table for exhibition
3. Choose your favorite picture.
 - Why did you choose it?
 - What challenges did you face?

Begin class on the carpet.

Go over information on the board (see above). Have a few examples of printed student work to show. Go over how to label the photos, above or below the picture on the front of the paper if room, or on the back: [person in photo] [action/scene] by [photographer]. Hold up a photo and ask for a volunteer to provide a sample caption (e.g. "Jenny Playing Basketball by Jimmy"). After students label the photos, they will arrange them on their groups' table to prepare for a gallery walk. After the gallery walk, each student will choose and share a favorite photograph.

Make sure students understand the directions and the dismiss to seats.

MINI EXHIBITION PREP/ GALLERY WALK (15 mins)

Exhibition Prep (10 mins)

1. Label photos: [person in photo] [action/scene] by [photographer]
 - Groups should divide and concur! Every student should be helping to label. Teacher should encourage all students to participate by circulating around the room: physically take the pencils out of the supply bin and hand to each child if necessary.
2. Arrange photos on table for exhibition
 - To hasten this process, as photographs are labeled, they can begin to be arranged on the table
3. Get ready for gallery walk
 - Place other supplies (pencils, etc.) and any extra photographs under the table out of the way of the exhibited photographs
 - Each student should stand up and push in his or her chair

Gallery Walk (5 mins)

Instruct students on which way they should circulate through the room. Students should move through the room at their own pace, making sure to see all the photographs. When students return to their original seats, they should sit back down to prepare for the next part of the lesson.



PHOTO SHARE/ CRITIQUE (15 mins)

Each student will choose his or her favorite photograph to share with the class. When sharing with the class, they should think about these questions:

- Which picture is your favorite? Why?
- What challenges did your group face? How did you overcome these difficulties?

Any photograph may be chosen from the student's group's collection. The student may choose a photograph they took, one they are in, or another photograph from the group they enjoy. Students should not share photographs of other students if they do not have permission to do.

Accommodations can be made on an individual basis:

- Two students share the same photograph with both students adding their own insights
- A student nervous to speak in front of the whole group, tells another group member about the photograph, who then relays the information to the class
- Ask for volunteers from the class who also like the photograph of student who is not able to articulate this information to share their opinion

Ask a student to turn off the lights. Turn on the projector and document camera. Call students up by groups to share their photographs under the document camera. Encourage students sharing to speak loudly and clearly and students listening to be respectful of their classmates.

CLOSING (5 mins)

After all students have shared, turn off the document camera and turn on the lights. Have students return all materials under the table to the top of the table. Students will now divide up the photos to take home. Give students specific instructions on how many photos they may take home. The teacher may decide to make copies upon request. Extra photos not claimed by any group members should be placed in a pile and the teacher should give directions as to what to do with these photos. To speed up the choosing process, especially with younger students, the teacher may choose a set amount of time for students to take (e.g. "I am going to count to five and then you should have all of your photos in a pile in front of you... 1...2...3...4...5") Call on quiet tables to line up.