NAME OF TEACHER: Olivia Griepentrog

LESSON PLAN #1 TITLE: Discovering Place Through Photography

NUMBER OF SESSIONS: Three-Four

BIG IDEA: Place

DEVELOPMENTAL CHARACTERISTICS OF THE LEARNERS (graphic, social, and cultural): High school students. For this specific age group, students are slightly more independent enough to explore new places on their own without much supervision. They are also capable of traveling to locations either by walking, biking, or driving. Students most likely have experience with taking photographs either on their personal cell phones or cameras.

OBJECTIVES AND NATIONAL STANDARDS:

Interpreting art:
VA:Re7.1.8
Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA:Re7.2.HSII
Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Developing works of art/design:
VA:Cr3.1.HSI
Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Cr2.3.HSI
Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Relating to art context:

VA:Cn10.1.HSII
Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

**Rule of thirds** - “imagine the image has been divided into three parts both horizontally and vertically. Often the most interesting compositions result in placing the subject on one of the intersections of those imaginary lines, instead of in the center of the photo”.

**Aperture** - “the size of the opening in the lens. A wide open aperture will let more light into the image for a brighter photo, while a smaller aperture lets in less light”.

**Depth of Field** - “Refers to how much of the image is in focus. Portraits often have a soft, unfocused background — this is a shallow depth of field. Landscapes, on the other hand, often have more of the image in focus — this is a large depth of field”.

**Exposure** - “How light or dark an image is. An image is created when the camera sensor (or film strip) is exposed to light. A dark photo is considered underexposed, or it wasn’t exposed to enough light; a light photo is overexposed or exposed to too much light”.

**Shutter Speed** - “The part of the camera that opens and closes to let light in and take a picture. The longer the shutter stays open, the more light that is let in”.


LANGUAGE FUNCTION USED THROUGHOUT LESSON:
**Type of language function:** Analyze

**Emphasis of language function:** Discourse

**Where language function will be practiced:** Students will discuss and analyze photographs by Alicia Rius during our initial looking and talking segment, and again with classmate’s final photographs during our class critique.

LEARNING SESSION PART ONE:
**MOTIVATION/INTRODUCTION:** Introducing Photography Techniques and Artists

**Questions based on Images:**
**Essential:** What are some of the techniques used to create these photographs? (What shutter speed do you think was used/aperture width)?

**Scaffolding:** How does this artist use specific techniques to create empathy? How are these photographs connected — how do they flow together as a series?

ART MAKING:

**Supplies:** SLR Film Camera, roll of film (300 ISO)
Teacher instruction: While looking at photographs by our artist, Alicia Ruis, I will teach the class the importance of using aperture, shutter speed and the rule of thirds while photographing. I will demonstrate the basics of how to load film into a camera, how to take a picture, and how to adjust the settings of the camera to change aperture and shutter speed.

Students at work: During class, students are practicing in small groups how to load film into their cameras, and will also take the first 10 photographs in class keeping techniques and terminology in mind. Students will also be recording shutter speed, aperture, and any other observations on a sheet provided with each photograph.

Closure: Students may take a few photographs during class, but will also be instructed to take photographs outside of school to discover a new place. I will emphasize the importance of the terminology and have students record what aperture and shutter speed students used for each photograph- along with written thoughts about each location. I will inform the class that next class we will be developing and printing four of our chosen photographs.

LEARNING SESSION PART TWO:

MOTIVATION/INTRODUCTION: Developing Photographs

Essential: What are the ways we can create emotion through space, light/darkness, and textures?

Scaffold: Which three of your photographs successfully portray emotion in these ways? How?

ART MAKING:

Supplies: Students’ finished roll of film, Developer cans, plastic tubing for cans, negative sleeves, scissors, one box of photographic paper, darkroom along with darkroom equipment (safelight, enlarger, developer, fixer & stop bath, 3 trays, and a sink with running water).

Teacher instruction (demo): I will be demonstrating how to develop film using an old roll of film so that students can clearly see each step they will need to perform in a dark room. I will then have each student practice rolling the film and putting it into the can with their eyes closed. We will then head into the darkroom to expose and print our photograph.

Students at work: Once students return with their full roll of film, they will work together to develop their film and organize negatives within a transparent sheet provided. After observing each negative, students will choose which four photographs they would like to print based on three requirements: shadows (light/darkness), space (negative/positive) and texture.

Closure: To close I will remind the class about our demo on printing photographs, ensuring that everyone must have film developed and have their three photographs chosen for next class.

LEARNING SESSION PART THREE:

MOTIVATION/INTRODUCTION: Printing Photographs

Essential: How does combining materials with photographs enhance the viewer’s understanding of a specific place?
**Scaffold:** What are some materials or objects that could enhance understanding of your place? How do these photographs and objects work together? How would you arrange these items to enhance understanding?

**ART MAKING:**
**Supplies:** Students’ three photographs on negative sleeves, one box of photographic paper, darkroom along with darkroom equipment (safelight, enlarger, developer, fixer &stop bath, 3 trays, and a sink with running water) and a place to dry photographs.

**Teacher instruction (demo):** To demonstrate, I will continue where we left off last class by having my three photographs chosen and nicely displayed inside my negative sleeve. I will head into the darkroom to show the class how to use the enlarger to adjust the size of your photograph. I will then expose light to the photograph on photographic paper, and develop the print.

**Students at work:** Students are now finishing up developing photographs and printing three of their best photographs that display examples of lights/darks, space, and textures within their discovered place. Once they have printed their photographs they will lay them on the drying rack.

Students will learn how to organize and display artworks accordingly to demonstrate the overall feeling of this place by displaying them in their own exhibit. Students will have the opportunity to use other objects or artifacts to help convey the feeling of this place and complete a write-up explaining how these objects help viewers understand their place.

**ADAPTATIONS:** I have printed out our academic terms and their definition in large print to be seen in the classroom where it is clearly visible and accessible by all students. Students who need more time to work on their photographs will be provided the option to take the camera home over the weekend, and will also be given an additional workday to finish developing or printing their photographs. I will also provide disposable cameras if one happens to be damaged or non-functional. Students have the option to use disposable cameras instead if they prefer, but will be asked to still complete the worksheet declaring what shutter speed and aperture would be used for each photograph.

**RELEVANT THEORIES:**
Theories relevant to my lesson include: constructivist learning and the zone of proximal development by Lev Vygotsky. I also practice the eight studio habits of mind created by Stewart and Walker.

**ASSESSMENTS:**
**Initial assessment:** I will first assess my students’ knowledge before we look at photographs by our artist. I will ask students what they think the shutter speed and aperture of each photograph is using pictures that are both still and in motion.

**Progressive/Formative assessment:** For a formative assessment, I will assess students’ knowledge on shutter speed and aperture once they develop their first roll of film. Students will turn in their worksheet with their shutter speed and aperture recorded with each photograph.

*If students want to photograph on fabric or small objects:*

**Supplies:**
previous photo negatives, small object to print on, brush/sponge, oil-based polyurethane varnish, bowl of warm water, “liquid light photographic emulsion”

**Artist:** Look at ShiKai Tseng

**Teacher Examples:**

Negative/Positive Space
Shadows (light/dark)

Texture