

"Please sir, may I have some more?"

Unit Plan

Photo 11

March 2005



Introduction

This unit will allow students to become familiar with the controls of the SLR camera while also allowing them to further their personal expression.

The first assignment will focus on 4 of the visual elements (line, shape, texture, and shape). Students will choose to incorporate one of the 4 visual elements into each of their photographs. They will have to analyze the photos when they have developed them and create a contact sheet from which they will choose three photographs to enlarge. This student will also test students skills regarding loading the camera and reels.

The second assignment will get students to fully understand and utilize shutter speed and depth of field. This will be accomplished by having them try and consciously blur photos. (see assignment#2)

The third assignment will be an introduction to Rayographs, with the students handing in a Rayograph before the end of the semester. This will be a short project.

The fourth and final assignment will have the students work in the broad framework of numbers and letters, essentially encouraging critical thinking and composition. It will make students directly responsible for their compositional choices because their peers will critique their work.



“Sir Timothy Wisdom 2005”

Assignment #1 The first roll

The first roll of film that you shoot will incorporate 4 of the visual elements that have previously been covered in this class. They are:

- Line
- Shape
- Texture
- Pattern

When you have finished the roll, you will be developing it and printing a contact sheet. After this you will analyze the photos and record the details on chart provided on the back of the assignment

Whilst shooting, I would like you to remember the following things:

- “Keep it between the lines” meter before shoot, every time!
- Remember to meter off the subject that you are trying to properly expose. For instance, if you are taking a portrait of somebody, but would like to have them off to the side of the frame for composition, meter off their body or face. Compose the photo after, keeping the same aperture and shutter speed settings.
- Set your ISO to 400!
- If you wear eyeglasses, keep them on while shooting!
- Incorporate one of the 4 elements as the major theme of the composition

As for the actual composition itself, remember to get away from the usual snapshot aesthetic of shooting from your standing height, centering the subject in the center of the frame!

- Get down on your knees! Get up on a chair! Get 8 inches away from an object!
- Review the rule of ninths and try to apply it.
- Have fun! Explore! Let the camera take you to places and see things that you would not normally see!



Assignment #2
Blurred Movement
Due March 16 2005

For this assignment you will experiment with various ways of illustrating motion by using slow shutter speeds.

Blur happens for two reasons:

1. On purpose to emphasize motion (this is “good” blur), or
2. because the photographer unintentionally moves the camera while exposing the film, thereby creating a blurry photo. 90% of these blurry photos can be classified as “bad” blur.

Getting started: Set your camera at f16 and your shutter speed at $1/15^{\text{th}}$ of a second. Once you get going experiment with shutter speeds as low as $1/8^{\text{th}}$ of a second. This assignment will be easiest to do on an overcast day.

Here are 2 methods to achieve blur in a photo:

- Aim your camera so that your subject is moving into the frame. Begin following your subject’s movement and then release the shutter. Keep moving with the subject as the shutter opens and closes. This will produce a blurred background with your subject more or less frozen. This is also known as “panning”
- Mount your camera on a tripod or find some other way to hold it steady. Aim so your subject is moving and release the shutter. This will produce a steady background with your subject moving across the frame as a blur.

Some good examples of moving objects include: Planes, trains, and automobiles. Sports activities, machinery, water, and on and on infinitum.

Remember: Stationary things exhibit motion as well! Sewing machines exhibit motion, as do gears and cogs, even though they may not be moving across a viewfinder.

You will be printing a contact sheet and 3 prints from this roll.



An example of panning (subject in focus, blurred background)



In this photo, the camera has been held very steady in order to have the object that is moving blur.

Cutting mattes

The purpose of matting a photograph is to better discern it from its background and to train the viewer's eye on the piece. Matting will also allow you to crop a picture after it has been printed. For this demonstration we will be using Bristol board, but if you wish to frame your piece I would recommend actual matte board, available at Opus and Loomis art supplies.

Here are the **supplies** you'll need:

- Masking tape
- Olfa cutter with new blade
- Matte cutter
- Matte board
- Right angle triangle
- Pencil
- Ruler
- A photograph

Procedure:

1. Decide what color matte you will be using first. Hold it up to the print to see which complements the piece more.
2. Using to "L" shaped pieces of matte board, figure out how much of the photo you will be cropping. **Record these measurements!**
3. Measure and cut your matte board to the desired dimensions. Usually this will be a standard frame size (11x17, 14x20, ect.)
4. Decide whether you would like the photo to be "top weighted", as usually there is more border at the bottom of a print than at the top
5. Measure in equi-distance from either side and make pencil marks. This should be done on the face of the matte board.
6. Holding the right angle firmly, begin cutting with even , firm pressure. Be careful not to over cut!
7. When all four cuts have been made, hold up the matte board and cut to the corners with the Olfa. Punch out the center from behind.
8. Place a piece of masking tape over the back of your photo and place in the desired location on the back of the matte
9. in pencil write your name, date and title of the photo beneath the print.
10. You're done! Hang it on the wall, or put it in a frame, it's that easy! (unless of course you're doing multiple matte jobs; that's tough!)

Assignment #4 Letters and numbers

Letters and numbers show up everywhere. There are so many different styles (over 9000 different typefaces are available online at one site!) that there should be no problem not duplicating anybody else's typeface
In this assignment, you will present a series of 3 letters, 3 single numbers, or a combination of both. The size of the prints is up to you, but they will have to be matted in order to show to the rest of the class, so smaller than 5x7 is not recommended.

Here are some things to remember:

- Signs are excellent sources of letters and numbers
- Signs are an almost too easy source of letters and numbers
- If you have a macro lens, you can photograph type!
- If you can't get close enough to fill your viewfinder with a letter or number, you can always enlarge the print in the darkroom later
- Try and incorporate visual elements in order to make the print more interesting.
- If I see a license plate, I will be forced to mark harshly!



Due April 11, 2005

Assignment #3 Rayographs

Due March 18, 2005

A Rayograph is a (usually) high contrast print made without a negative in the enlarger head. Instead, an object is placed directly on the photographic paper and the enlarger is turned on. The exposed paper will turn black, while there will be a white space left where the object has blocked the light. Around the edges of the object, there will be very soft and blurred lines between the positive and negative space.

Here are some tips and recommendations:

- Try and experiment with transparent or translucent objects because they will produce grey variations
- Glass produces some interesting effects
- Experiment with different times, as a baseline, set your enlarger to f8 and time at around 8 seconds, Vary to suit your needs.
- Remember that as the enlarger head gets further from the paper, you need more time for a proper exposure.



I would like to see 2- 8"x10" 's left in your drawer that you have labeled as ready to mark by April 8.

Enjoy!

Lesson Plan

Grade: 8



Learning outcomes:

Classroom materials:

Art materials:

Pre-class Preparation:

Procedure:

Assessment/ Evaluation:

Self-reflections, new ideas, miscellaneous ramblings:

Art materials: matte board, a photograph

Pre-class Preparation: Materials will be laid out in front of the class ready to give a demonstration

Procedure: Please see "procedure" on handout

Lesson Plan 1 Line, pattern, shape and texture



Grade: Photography 11

Learning outcomes: Students will take photos on their first roll of film that incorporate one of four visual elements in the composition. They will self evaluate and record the element as well as the quality of the image on a chart provided to them. As it applies to the provincial IRP, students will:

- use media arts technology to create images that demonstrate particular visual elements and [principles of art and design](#)
- use media arts technology to manipulate selected visual elements and [principles of art and design](#) in order to:
 - alter the meaning or effect of images
 - reflect stylistic or cultural influences

Classroom materials: n/a

Art materials: 35mm film, SLR cameras

Pre-class Preparation: All developing hardware must be laid out, as well as assignments photocopied. Bulk film must be rolled and ready to hand out.

Procedure:

- Attendance will be taken and the topic introduced
- Students will be provided with a handout
- I will discuss composition and allow students with all the pre-requisites to leave and begin taking photos
- students who still need to demonstrate the ability to load film onto reels will do so or be instructed how to

Assessment/ Evaluation: Assessment will take place after the film is developed and the contact sheet is handed in with the evaluation chart

Self-reflections, new ideas, miscellaneous ramblings:

Lesson Plan 2: Loading exposed film onto reels



Grade: Photography 11

Learning outcomes: In order to properly develop and subsequently print their own photos, students must learn how to transfer their film from the film canister to the development tanks: As it applies to the BC IRP, students will:

- use a variety of materials, media arts technologies, and processes to create images
- apply appropriate materials, media arts technologies, and processes to achieve their intent in media artwork
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner

Classroom materials: Developer tanks reels, lids, elastic bands, daylight loading bags, columns, exposed film, scissors, and empty film tins. White board, markers

Art materials: N/A

Pre-class Preparation: The teacher must be familiar with the order in which this process progresses, as well as having all the above materials laid out for demonstration

Procedure:

- Attendance will be taken
- The topic will be introduced and nomenclature will be posted on board
- I will demonstrate loading film onto reels and into the tanks
- I will circulate through the class and help those who need it
- Clean up will begin 10 minutes before class ends

Assessment/ Evaluation: The proof will be in the pudding, no mark will be assigned until the project is finished

Self-reflections, new ideas, miscellaneous ramblings: