

Photography

A unit in nine lessons, grades K-12

Stage 1 – Desired Results

<p>ESTABLISHED GOALS</p> <p>Content Standard: - Understand legal and ethical issues related to photography - Understand the elements and principles of design and composition</p> <p>Cultural Standards: -determine the place of their cultural community in the regional, state, national and international political and economic systems - identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - critique images for artistic merit and cultural relevance. - compose images of individuals and community life that realistically and artistically reflect life in the village. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Photographers are storytellers who capture a moment. - Photographers capture the moments in our lives for many reasons: to define our cultures and identities, to create social change, to persuade others, and to improve our quality of life. - Internet safety protocols, public domain, and permission are essential parts of photography. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> - Which images best tell the story of who my people are? - How can images be used to make an impact? - -What makes a good photograph? What makes a good photographer?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - How to use a camera - Traits of a good image - How to compose and critique an image - The basics of photo editing: crop, zoom, contrast, white balance, saturation. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Positively critiquing images of peers and how to avoid stereotypes. - Creating images of artistic and cultural significance. 	

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> - Create a digital album that demonstrates proficiency in landscape, still life, and the three forms of portrait photography: close-up (head), medium (waist), and long (full body). - Submit one high-quality image for printing and display in a school/village gallery-style exhibition.
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> - Journaling with reflections on culture, art, and technology

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Preparation: 2-3 weeks prior to the launch of the unit.

- Read this [article](#) about the efforts of Native American photographers to shape through photography the perception of Native peoples. Also, read this [article](#) about photographs by a famous White photographer of Alaskan Natives. The focus of this unit is to help your students become image creators who portray their community and its people both artistically and accurately, for a variety of purposes.
- Undertaking a period of personal improvement in photography prior to teaching will allow you to share your fresh discoveries. Most of the following links are geared toward adult photographers. As you work through the tips and ideas, you'll think of how best to translate their message to your students. [Ten basic tips](#): really this is all you need to teach students, but you need to master them yourself first. [The Rule of Thirds](#): a scaled-down primer to this important aspect of composition. [Backgrounds](#): getting both the subject and the background right takes effort on the part of the photographer. [Copyright and Fair Use](#): this is an important issue for both you and your students to understand. KPBSD [Acceptable Use Policy/Internet Safety Policy](#) is a must-read. [Cell phone photography](#): even professional photographers shot some of their best photos with their cell phones because that was the camera they had most ready access to. Allow and even encourage your students to use their cell phones as their cameras during this unit. [Photo Editing](#): there are so many tools, but this tutorial gives a great overview of the basics. Before the unit, share this link with your high school and middle school students so they can become tutors to the younger kids.
- Set up, charge, and become familiar with any non-cell phone digital cameras for student use.
- Watch this [video](#) about talking about art with kids. And this [video](#) is about *what* to talk about. This is the framework you will use to discuss sample photographs.
- Read through the activities to understand the progression of the subjects photographed. The sequence is landscape, still life, full-body portrait, mid-body portrait, and lastly the headshot. This allows students to gain some early competency with camera use and composition with inanimate objects before they move on to photographing people, which requires gradually moving closer to the subject's personal space.

Day 1: Activity Focus - Who Gets to Take the Picture and Internet Safety

- *Hook*: Preload this [image](#). Scroll down to the photo of Native drummers but don't let students see the headline of the article or the caption.
- *Discuss*: What do you see? Where does your eye go first? Describe the colors. Describe the action. What makes this an interesting photograph? Can you tell why these men are drumming? Does it make a difference for you to know the reason, or not so much?
- *Inform*: This image (preloaded image in *Hook*) was taken in 2016 by a non-Native American photographer at Standing Rock at a protest against an oil pipeline across land sacred to the Lakota in current-day North Dakota. One Native photographer noticed that all the non-Native photographers were focusing on photographing the drummers, even though there were hundreds and sometimes thousands of other people there that they could have chosen instead. Why might that be a problem? A Native photographer made these images at the same protest (click on the image to advance to the next one). How is the story they tell about Standing Rock the same? How is it different?
- *Goal*: make you photographers of the people and life of the village. Native photographers taking pictures of Native life!
- *Review*: Safety discussion: Have you ever sent or received a photograph over the internet or phone? What was it? Where did you or the other person get the image? Did you ask the photographer for permission to share their photo? Why or why not?
- *Watch*: [Video](#) about how a photographer's work was misused.
- *Discuss*: What happened to his picture? What was he upset about? What was he proud of? What could he have done differently?
- *Share*: During this unit, we will learn to take great pictures that capture the spirit of the people and life in our village. We will also learn to share them safely.
- *Journal*: "I think it is important that I photograph... because....I'm excited to learn how to...I'm looking forward to..."

Day 2: Activity Focus - Photography History and Basic Skills

- *Prepare:* Open three tabs with these three videos: [Watch](#) this one until 2:46. [Watch](#) this one until 7:18. [Watch](#) this one until 17:29 (all different sections of the same documentary). How does knowing more about the history of photography help you prepare to take pictures?
- *Hook:* What makes a good photograph? What makes a bad photograph? (non-example) How do you know?
- *Brainstorm:* Solicit ideas from students first, then create an anchor chart with [Ten basic tips](#) that you can save and reference for later sessions.
- *Photograph:* Try applying these new skills in an informal introductory practice session.
- *Journal:* “The two things I am going to work on to take better photographs are _____ because, and _____ because... Something new I tried today was...I feel ____ about taking pictures because... I think I will be good at this because...”

Day 3: Activity Focus - Free Shoot-Landscape

- *Prepare:* Load this [slideshow](#) before class. Arrange permission and supervision for photo shoots through the village leadership. Share the student version of the Google Slide document called [Project Grad Photography](#). This is a digital workbook that will be used in all the lessons.
- *Review:* Basics of photography from the previous lesson
- *Hook:* What can you learn about a place by studying photographs of it? View this [slide show](#), then share everything you’ve learned about this place.
- *Introduce:* Key concept: Stereotype, a widely held but fixed and oversimplified image or idea of a particular type of person or thing. Are students familiar with this term?
- *Discuss:* Most likely no one said that this looks like an Indian reservation. Why? This is the Fort Berthold reservation in current-day North Dakota. Watch the slideshow again. What do you think the photographer is trying to communicate in his pictures? Why? What stereotypes do people outside our village hold about this place?
- *Distribute:* Cameras and any other necessary materials
- *Challenge:* Create a collection of 12 photos that will break people's stereotypes about what our village looks like. Even though you are ending with 12 photos, take lots more so you have many to choose from, ideally 50-60 per day. *Shoot the same scene from different angles, distances, and different objects in the frame. *Shoot the same subject on different days and with different lights. *Remember the rule of thirds. *Focus on the landscape but don’t worry if people are doing normal things in the background. *Try not to get other photographers in your pictures.
- *Photograph:* Start this shoot on the property around the school so you can redirect behavior and correct common shooting mistakes as needed. Assign partners or small groups as needed. Set boundaries, time limits, and regathering signal. You as the teacher should take pictures too—you will model with your photos how to find your 12 best.
- *Review:* When you return to school, have students review their pictures on the camera/phone first, then put them away. While they review, you can access your photos through a computer and project them to the front of the room.
- *Evaluate:* Go through your pictures, gathering student feedback and comparing them to the list of Top 10 ways to improve your pictures.
- *Journal:* “When I was taking pictures I felt...because... When I looked at my pictures later, I thought... My best picture was of ... It’s because...Next time, I’d like to...”

Day 4: Activity Focus - Basics of Photo Editing

- *Prepare:* Load this [primer](#)
- *Model:* Take one of your photos from the previous lesson that you know can be improved with cropping and some other minor editing.
- *Hook:* Lead students on a critique of your unedited photo.
- *Model:* Edit your picture, then upload your 12 pictures into Google Slides as the first section of the digital workbook.
- *Partner:* Have older students help younger students edit 12 village pictures, then upload them into the [Google Slides](#) digital workbook.

- *Journal:* “I think that my pictures show what our village really looks like because... I hope people will notice that ...I notice that our village landscape is...I saved these 12 pictures because...My favorite is ___ because...”

Day 4: Activity Focus - Still Life

- *Prepare:* Read through these [lesson plans](#) from the Getty Museum. Print handouts and load images.
- *Review:* High-quality photography techniques that they while taking pictures of the village.
- *Hook:* You are going to continue photographing things that don’t move. Even better if they are small enough that you can move them to just the arrangement that you desire.
- *Introduce:* Key concept: Still life. Use Getty Museum images from above to explain.
- *Distribute:* Cameras and any other materials
- *Challenge:* Create 6 still-life photographs. Take 50-60 pictures at different angles, distances, and light to get those best 6 pictures.
- *Photograph:* Note a student who is taking good still lifes, ask if they will be a volunteer model to show the class how to go through and choose 6 pictures.
- *Model:* student volunteer projects pictures and gets help from peers to select the best.
- *Partner:* Have older students help youngers get their 6 pictures into Google Slides digital workbook
- *Journal:* “I like my still life of ... because... I have a new idea for a still life which is...It is an important picture because...I like...photography better so far because...”

Days 5-8: Activity Focus - Three types of portraiture and extreme close-up

- *Prepare:* Allow one full day for each type of portrait. Start with the photographer furthest away (long shot of full body) and each successive day move closer, (medium shot of torso, then finally close-up headshot)
- *Hooks:* How does distance between the camera and the subject change a photograph? Introduce terms and examples:
- [Full Body](#), [Full body](#), [full body](#)
- [Mid](#), [mid](#), [mid](#)
- [Head Shot](#)
- Extreme close-up (see the picture in the Project Grad Google slide of cutting fish)
- *Challenge:* Capture 3 photos of each type. Students should try to take at least 30 pictures each day. *Change angle, height, and expression. *Never ask your subject to smile. *Focus on people you know well or use this as a chance to get to know someone better.
- *Photograph:* Practice time using established procedures..
- *Partner:* Have older students help youngers get their 3 pictures of each type into Google Slides digital workbook
- *Journal:* “I thought taking pictures of people would be... but it was...Most people acted...when I took their picture. I think it is important to photograph people in my village because...I used to think...but now I think...My favorite type of shot is ___ because...”

Day 8: Activity Focus - Documentary Photography

- *Hook:* [Watch](#) photographer Mary Ellen Mark discuss her approach. What’s something new you can learn from her work? How does this relate to the work you’ve already done?
- *Challenge:* Select 6 of your best pictures to combine as a documentary of the village: 3 portraits, 1 extreme close-up, 1 still life, and 1 landscape. (Students will ask if they can use a different combination. Yes. Can they have seven or eight, Yes. Six is just a guideline.)
- *Partner:* Have older students help youngers get their 6 pictures of each type into the Google Slides section called Documentary.
- *Journal:* “I think that the pictures that I selected tell a story about... I want people from my village to feel...I would like people from outside the village to see...These pictures show that my village is...”
- *Prepare:* for the next session (see below)

Day 8: Activity Focus - Critiquing the work of classmates, Selecting the best work

- *Review:* Attributes of good photos, using anchor chart, sample photographs, and student work examples
- *Hook:* Put students in groups of four: two pairs of younger/older kids. They are going to share at the end of their slideshow the 6 photos of the Documentary with this group.

- *Guidelines:* Viewers give specific technical feedback. “I like the way you got in close to take this portrait. It really helps capture the expression on their face.”
- *Challenge:* When all group members have shared their Documentary. Each student will then select from those six the one photo that he or she thinks is the best photo.
- *Rotate:* “I think this is my best photograph because...” Group members may disagree nicely, “That is a really great photo, but my favorite is... because...”
- *Copy:* each student will upload their best photo onto the Google Slide for lesson 5 to prepare for the gallery.
- *Journal:* “When I shared my documentary with my group I felt...Looking at the documentaries of the others I thought...I think we captured the life of our village because...Something I didn’t see that should have been included or documented is...I hope this teaches outsiders that...”
- *Prepare:* for the next session: All the student slideshows will have to be shared with the teacher. Select an older student to download the best photos into a teacher folder. Rename the file with the student’s name. The teacher will need to upload files to Shutterfly for 8x10 prints (This may require going back to the original file and cropping it in an 8X10 ratio). There is 1 photo frame for each student. Make a slideshow with each student’s best picture.

Day 9: Activity Focus - Gallery Display

- *Prepare:* Have older students help with framing pictures and making labels that will go beneath each picture.
- *Hang:* pictures gallery style, at eye level with ample blank space between each photo.
- *Prepare:* refreshments
- *Invite:* all the community
- *Decide:* will there be introductory comments or is this more in the style of an Open House.
- *Place:* a notebook at the end of the gallery where viewers can write their comments.
- *Journal:* “When I saw all of our pictures on the wall I thought... I felt...Something important that I learned about photography is... I am a _____ photographer because...In the future, I’d like to do more with...”
- *Distribute:* pictures to each student the next day.

Packing List Photography kit

The photography kit is available for loan from Project Grad - Kenai Peninsula. It was purchased with funds under an Alaskan Native Education grant and is intended for educational and cultural use.

Box 1

- Power strip for recharging
- 17 Sony recharging bricks and cables
- 3 Sony cameras (DSC-W800) with 32GB SD cards
- 4 Anker USB SD/MicroSD card readers
- 4 USB-C to USB reader (for use getting images Android phones with USB-C connectors)

Box 2

- 14 Sony cameras (DSC-W800) with 32GB SD cards

Box 3

- 4 Panasonic Lumix cameras (DC-G100) with 32GB SD cards
- 4 Panasonic recharging bricks and cables

Suggested Resources

Computer resource:

- <https://walkerart.org/collections/artists/wing-young-huie>