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# PHOTOGRAPHY

Part 1-Objects in the Limelight/Part 2-Monumental

Presentation, Results, Lesson Plan

Marisol Martinez Kritikos

Rhode Island College

Spring 2023

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# Presentation Slides

## Black and White Photography Part 1

Everyday Objects in the Limelight

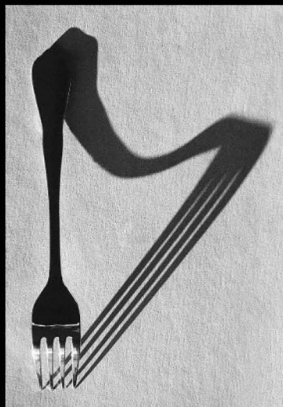


### Learning Target

Create a series of black and white photos based on an everyday object.

- 1-Choose one or multiple objects.
- 2-Take at least 10 photos.
- 3-Photograph the object/s from different angles, in dramatic lighting and interesting composition.
- 4-Select three photos for your final series.
- 5-Edit photos on Pixlr.
- 6-Your final 3 photos should be in black and white.

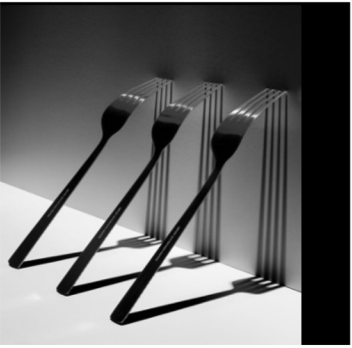
LIGHTING  
FIGHTING



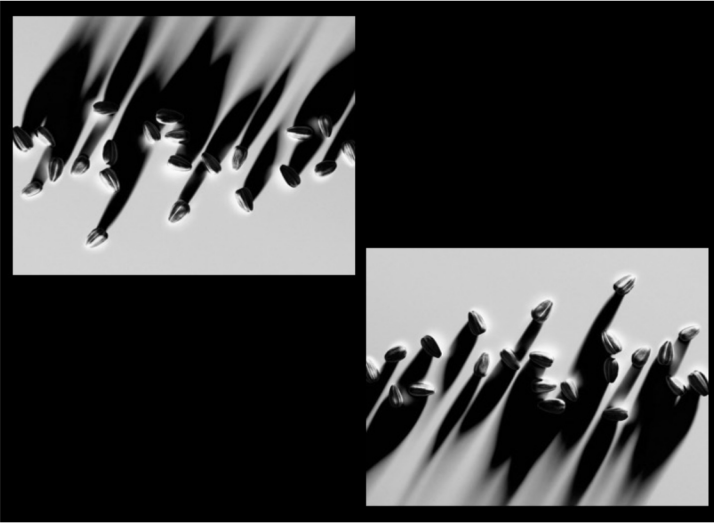
<https://photoeducation.weebly.com/shadow-and-light.html>



# COMPOSITION



# COMPOSITION

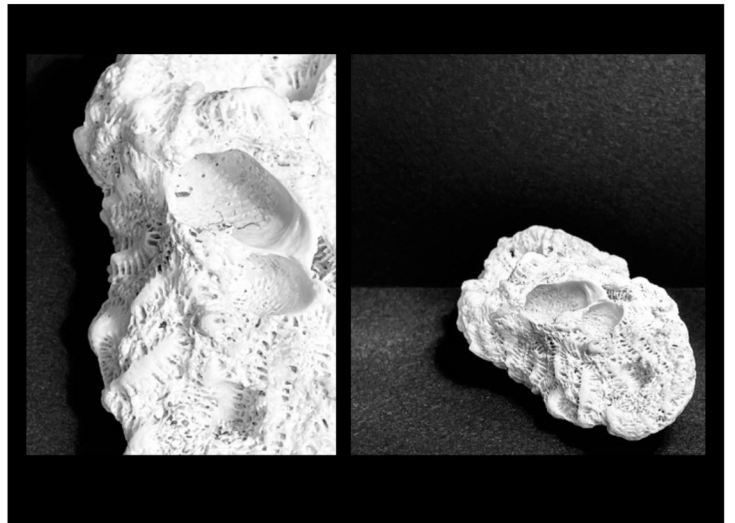
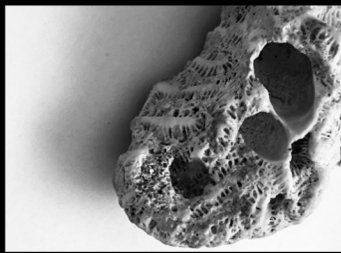


# CROPPING



Abelardo Morell (American born Cuba, b. 1948)  
*Two Forks Under Water*  
1993

# BACKGROUND



# Black and White Photography Part 2



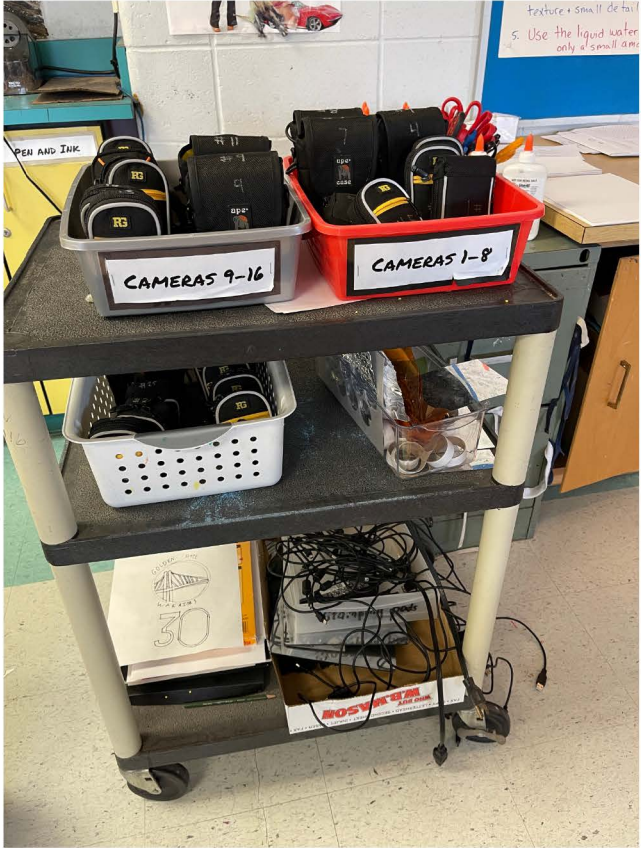
### Learning Target

Create an image with the illusion of an object being bigger than it really is.

- 1-Choose one or more objects.
- 2-Photograph the object out of its normal context. Make the object appear to be something other than what it is. Make it look monumental (Way bigger than it really is.)
- 3-Take a minimum of 5 photos.
- 4-Choose your 3 best photos to edit.
- 5-Images can be in either color, black and white, or both.



# Classroom Setup of Materials

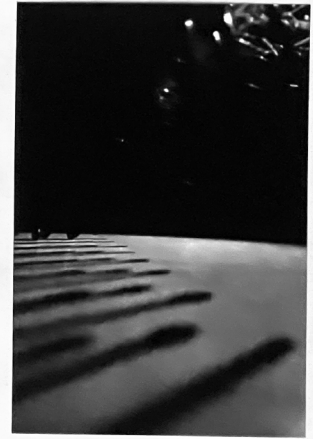
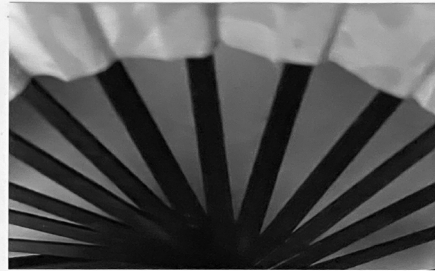


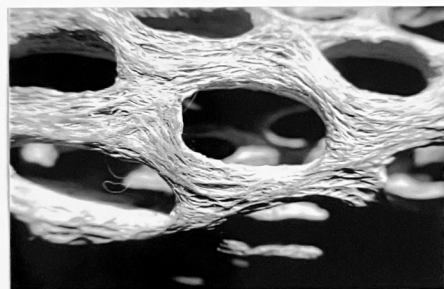
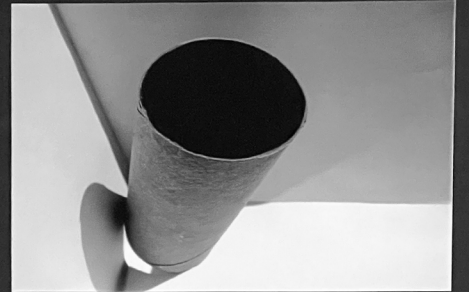
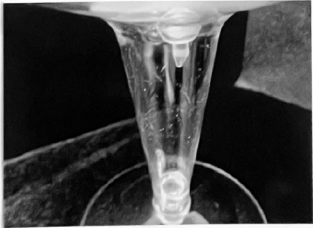
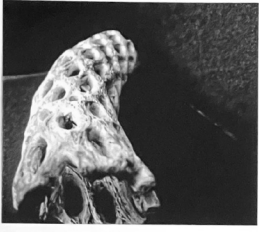
Objects set up for students to pick through.

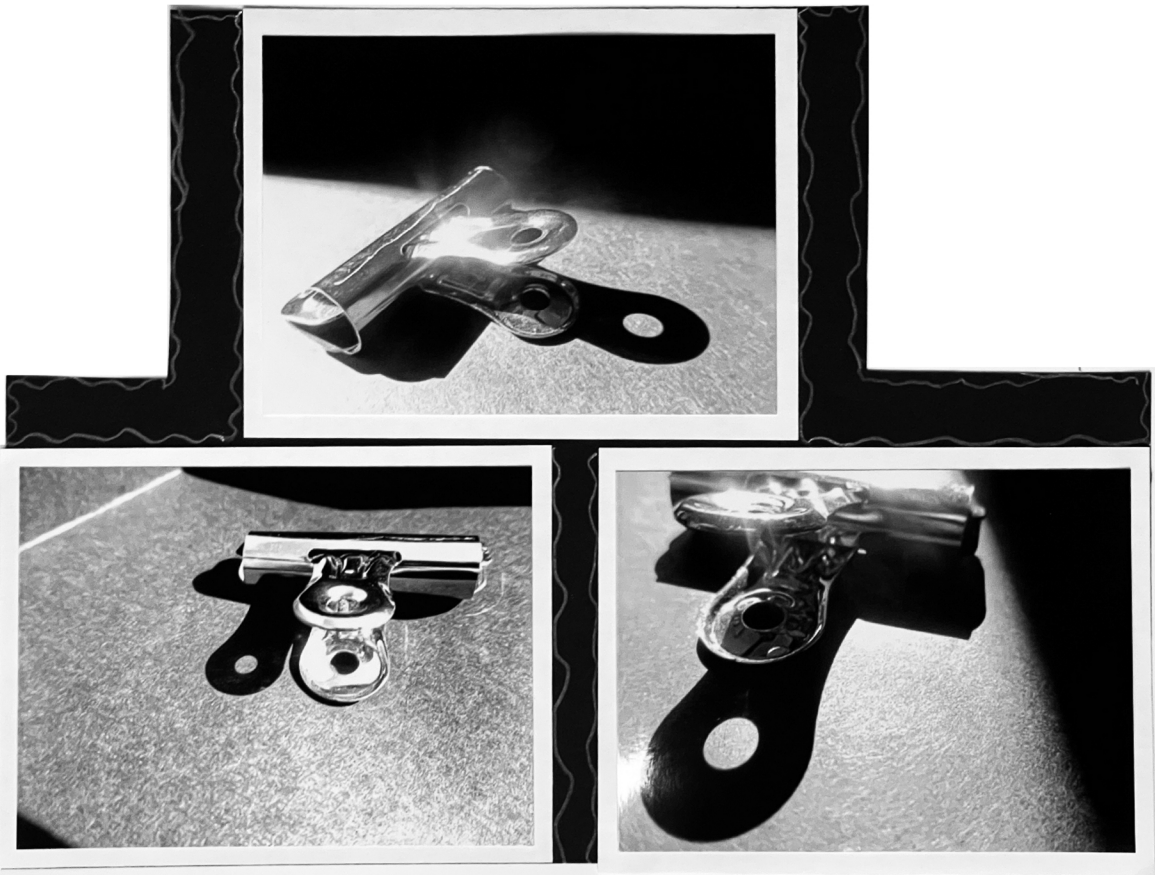
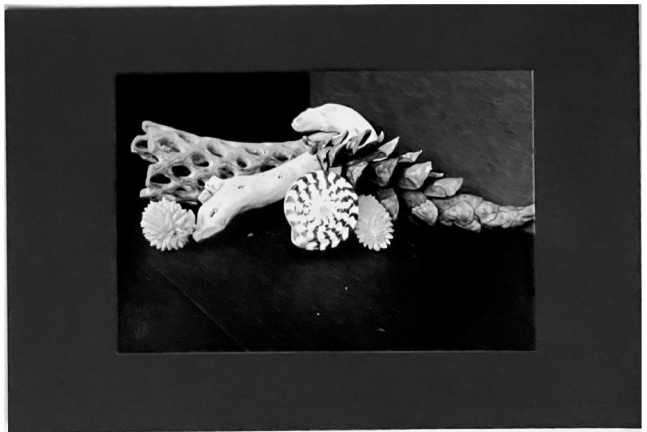


Examples on board of photos I took, and some examples of different ways to mount final photos.

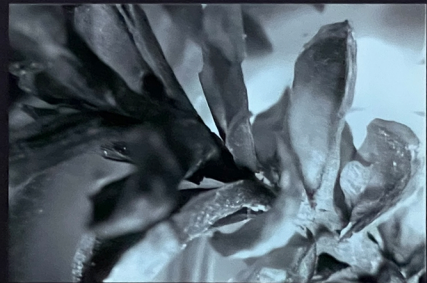
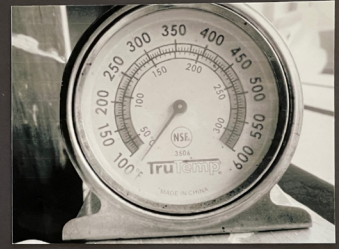
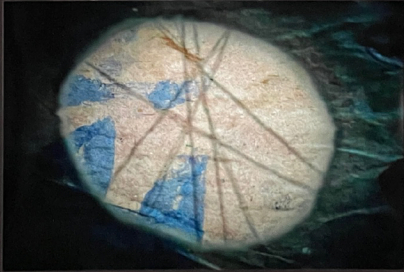
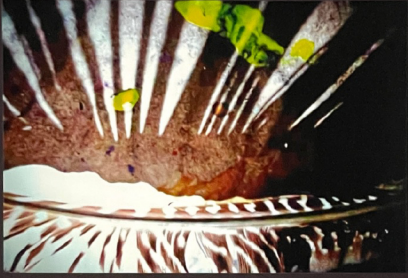
Student Work  
Photo Lesson Part 1

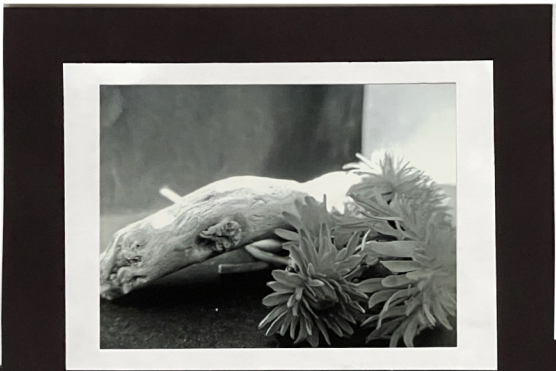
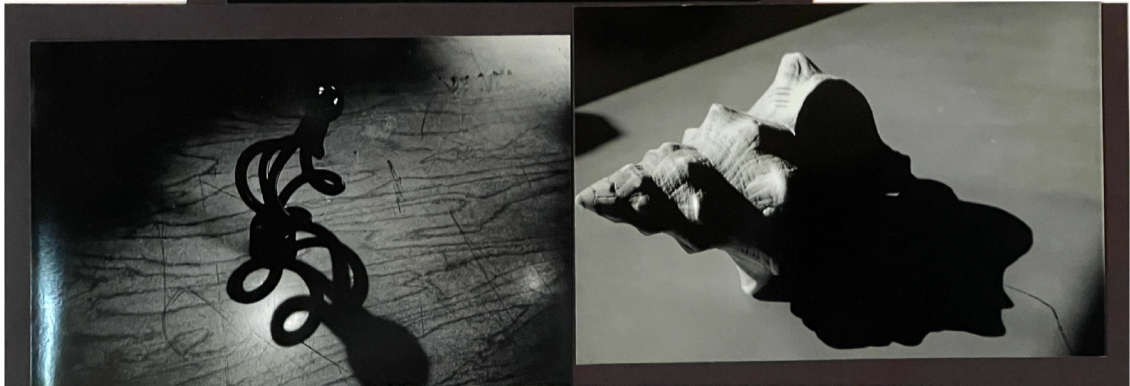


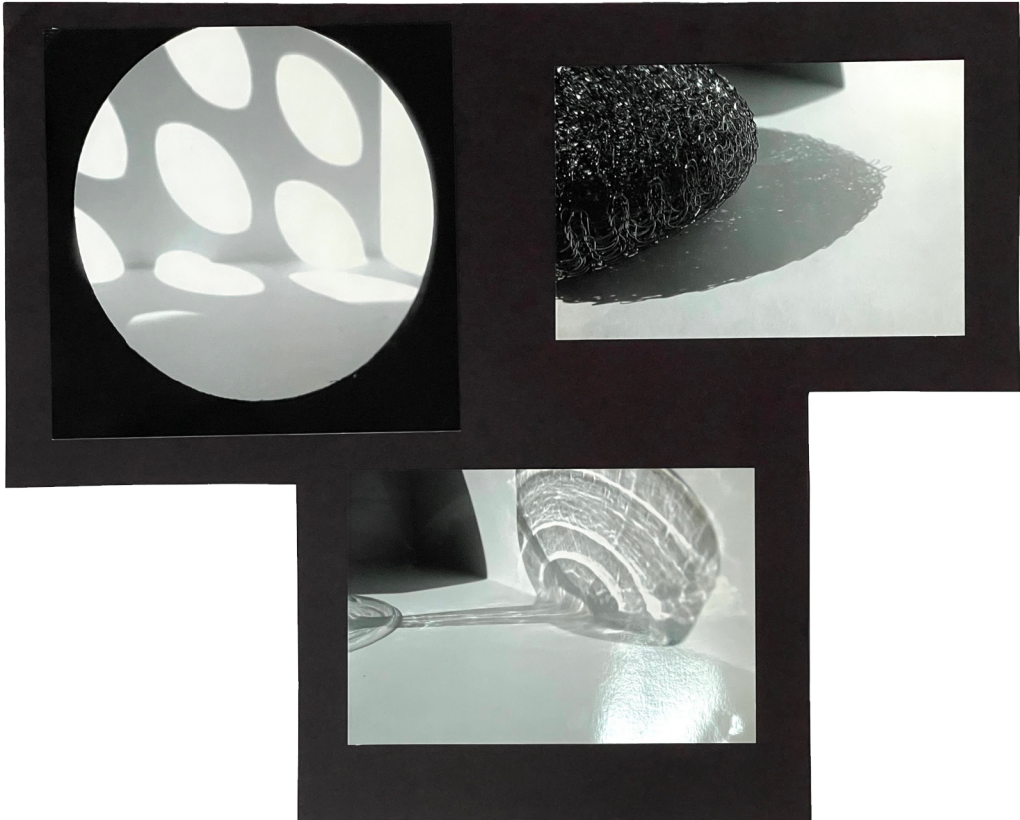
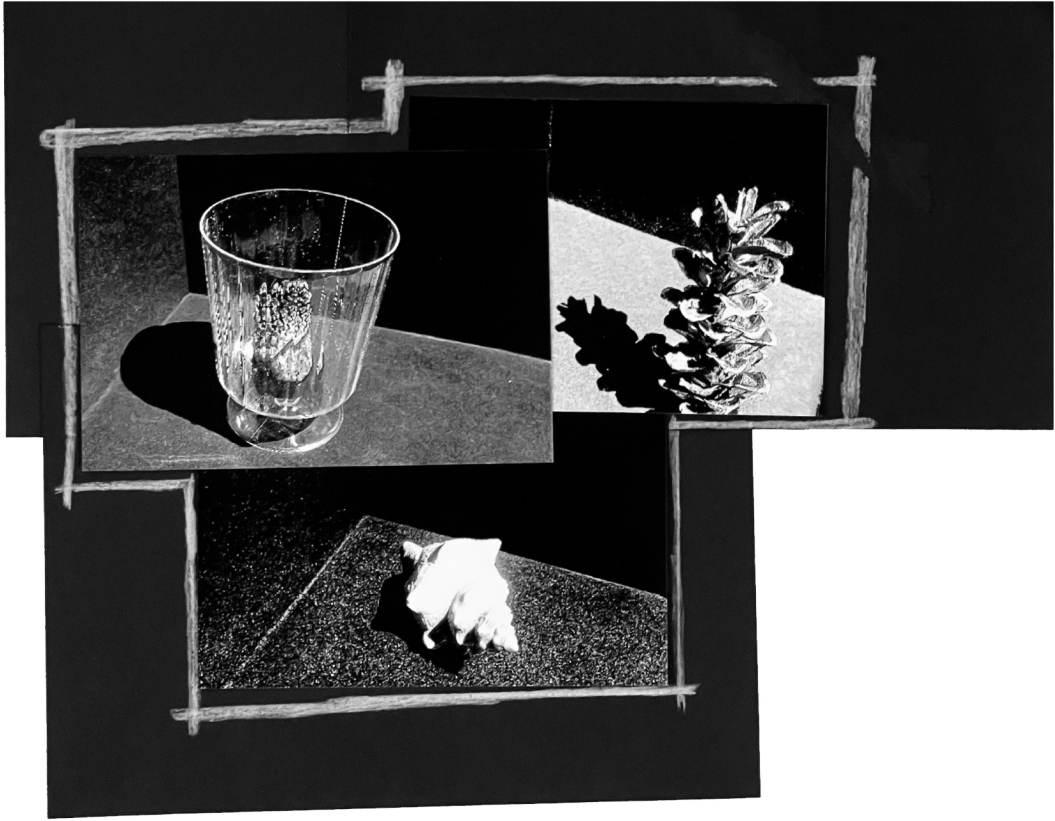




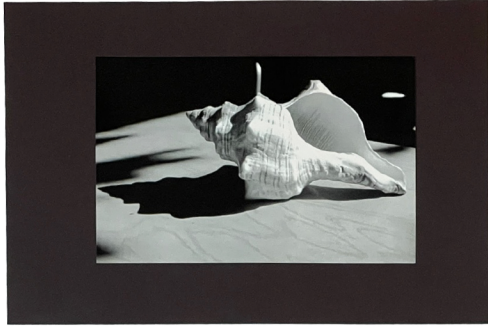


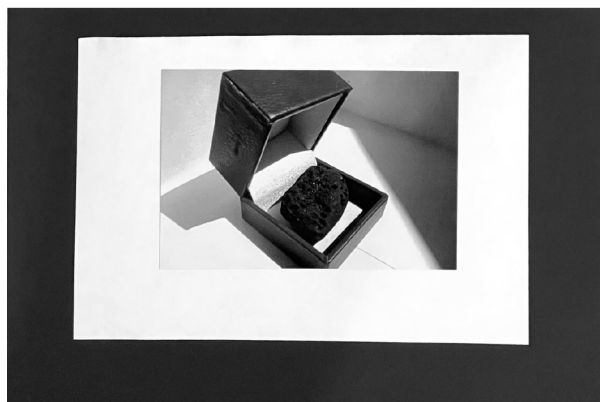
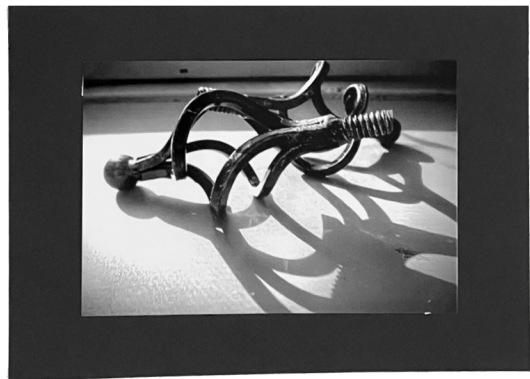
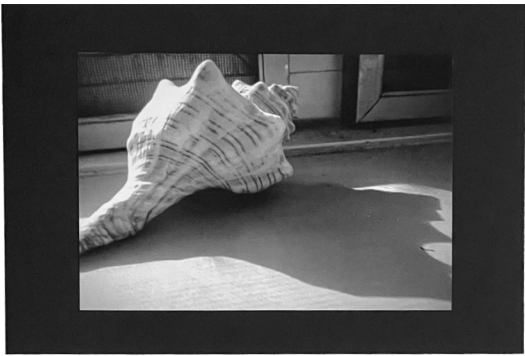


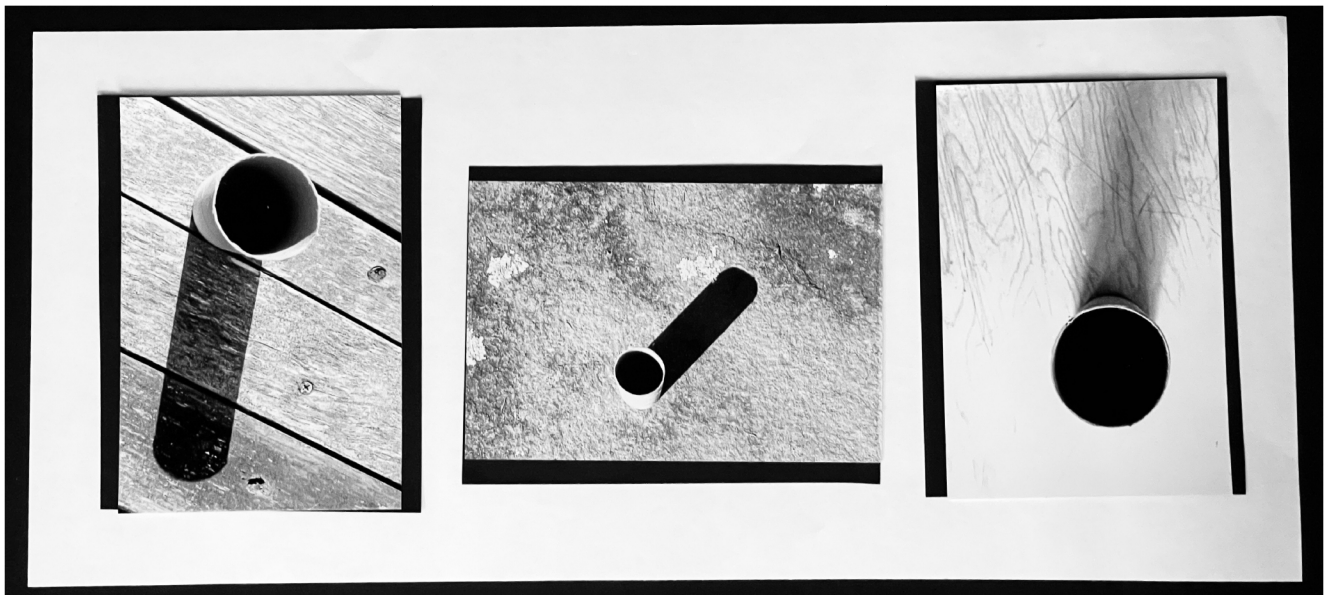
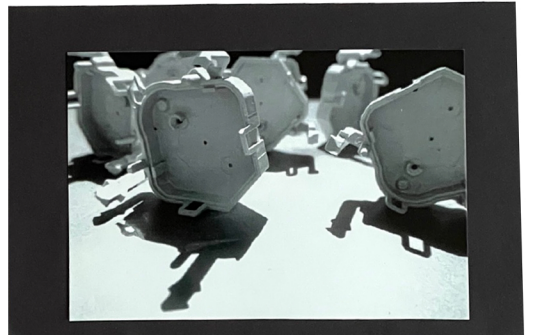
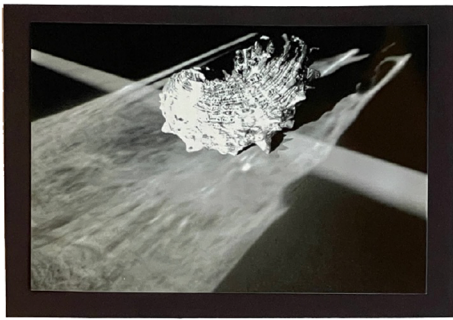


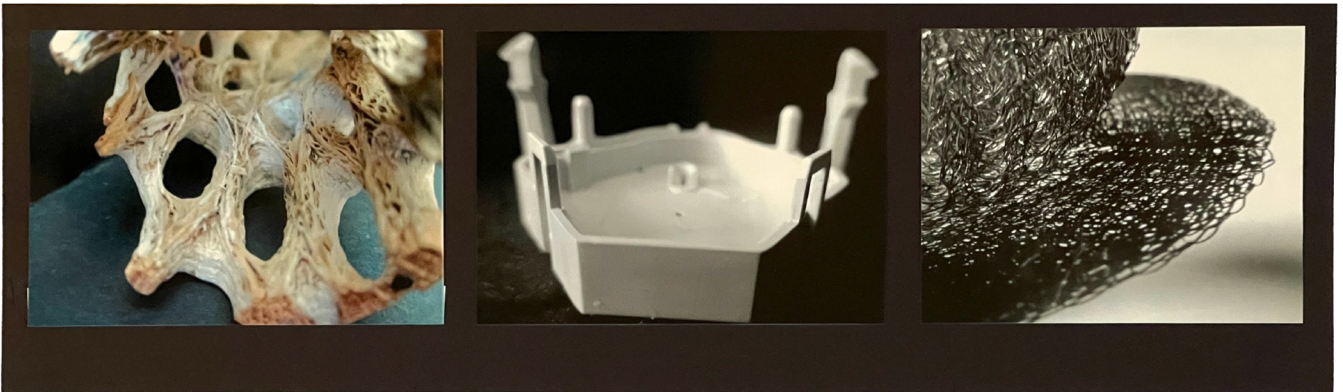
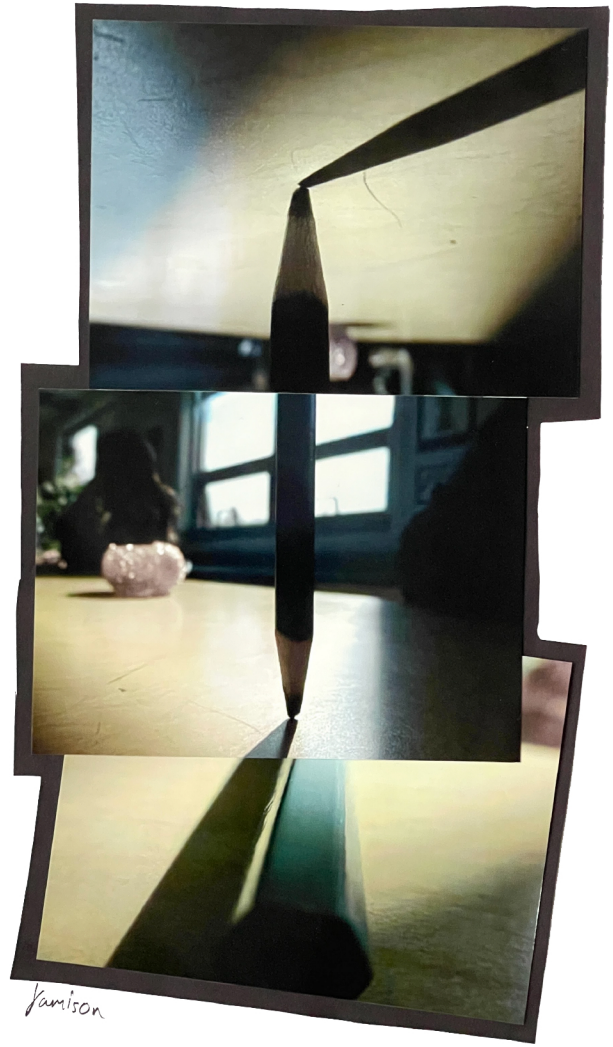
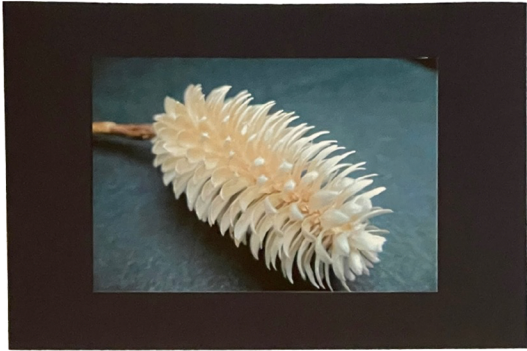




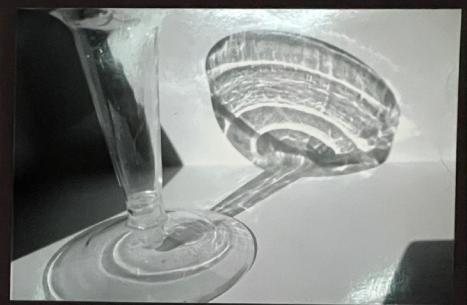
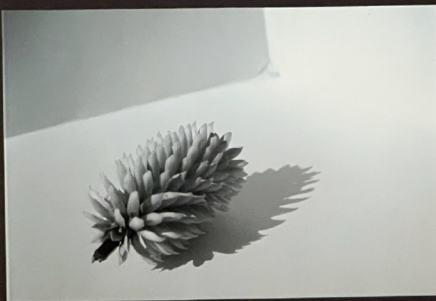
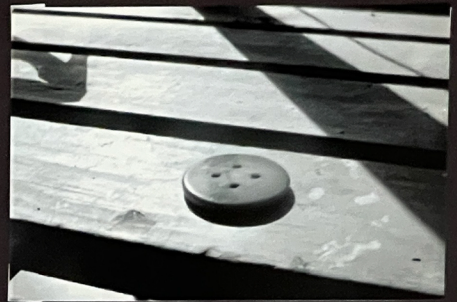
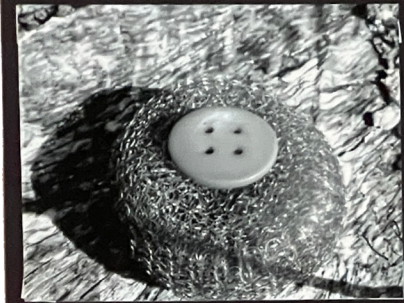




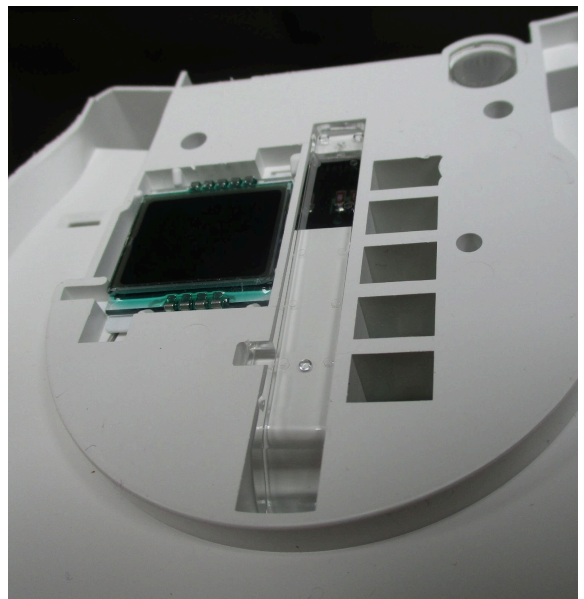




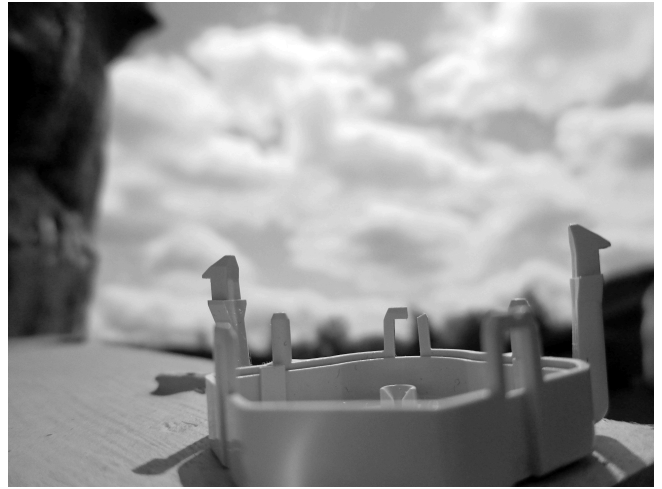
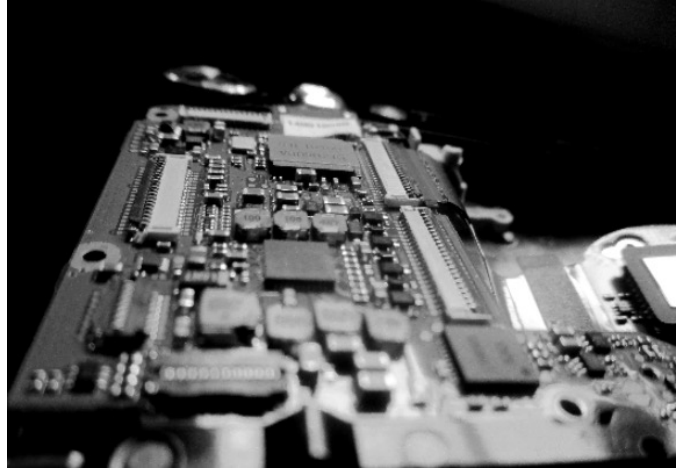
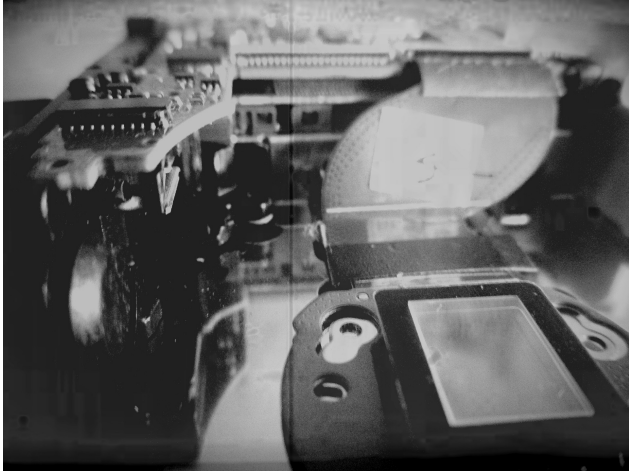




## Student Work-Photo Lesson Part 2







# PHOTOGRAPHY LESSON PLAN

## By: Marisol Martinez Kritikos

**Art Lesson Title:** Objects in the Limelight/Monumental

### **Overarching Lesson Goals:**

1. *People gain insights into meanings of artworks by engaging in the process of art criticism.*

*(NVAS Responding: Anchor Standard 8.1, Enduring Understanding).*

2. *People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.*

*(NVAS Creating: Anchor Standard 2.3, Enduring Understanding).*

3. *Creativity and innovative thinking are essential life skills that can be developed.*

*(NVAS Creating: Anchor Standard 1.1, Enduring Understanding).*

4. *Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.*

*(NVAS Presenting: Anchor Standard 5.1, Enduring Understanding).*

### **Lesson Overview:**

The lesson will begin with a Google Slide presentation. During this time the class will view various black and white photos of objects photographed as the main subject matter. As a class we will discuss what makes these images impactful and techniques used to enhance photos. Next, students will choose objects they want to use for their images and start taking their photos. Day 2, students will finish uploading images and then use Pixlr.com to edit their photos and then submit to Google classroom. Day 3, as a class we will view final photo series submitted by students, and then introduce the next part of the lesson through a Google slide show. Next, students will choose from new items and will have the opportunity to photograph images outdoors. Day 4, students will upload their images, edit, and submit into Google Classroom. Day 5, as a class we will view a slide show of the final Monumental lesson photos submitted by students. After the presentation, I will show examples of photos already mounted on paper for presentation. Students will be instructed to mount their three final photos and then complete a self-assessment rubric.

### **Student Choices:**

- Object/s to photograph.
- Black and white or color photo for final images.
- The mounting paper size and color.
- How to layout photos when mounting for presentation.

**Grade Level/Class:** 7th-8th grade students.

This lesson is designed for middle school students enrolled in Digital Art 2 which includes photography as part of the curriculum.

**Time Frame:** Five 60-minute class periods

**Day 1:** Slide Show Presentation (10min)

Students will pick out objects and set up to photograph and upload (45 min)

Cleanup (3 min.)

**Day 2:** Review (10 min)

Students will continue photographing and editing photos on Pixlr (45 min)

Cleanup (2 min.)

**Day 3:** Google Slide Show of Student Work (10min)

Introduce Part 2 through Slide Show Presentation (5min)

Students will set up object/s and take photos. (40 min)

Cleanup (5 min.)

**Day 4:** Review (10min)

Students will set up object/s and take photos. (45 min)

Cleanup (5 min.)

**Day 5:** Google Slide Show of Student Work (10min)

Students will mount photos on to paper. (45min.)

Cleanup (5 min.)

### **21<sup>st</sup> Century Skills:**

This lesson is teaching students how to create visual presentations of their work. They will gain technology literacy as they take photos and use editing features on Pixlr. Students will learn critical thinking skills by making intentional decisions as they arrange their photos for presentation. They will develop creativity as they find ways to showcase their work in their own unique style. Students will also gain graphic design strategies for future presentations. Students can also utilize what they learn for future career opportunities.

**Groups of Students:** Students' artistic abilities in this class will depend on their prior experience with art and photography. For this reason, there will be a range of skills among peers.

- **The *Advanced Group*** – Students who have more advanced artistic abilities may want to take additional photos and will have stronger technology skills.
- **The *I've Got It Group*** – Students in this group can take their photos, edit and complete tasks as planned in lesson.

- **The *Almost* Group** – Students in this group may need to be guided along with more feedback and guidance on their images and with technology. These students might need to work in a more simplified way and have additional time to complete this project.

### Art Lesson Objectives:

As a result of instruction, students will:

### Nat'l Core Arts Standard #:

#### **Objective 1:** (connects to **Re: Responding**)

NVAS 8.1

*Interpret intent and meaning in artistic work.*

Students will view various black and white photos of objects and then select items of their choice to create unique compositions for their own images.

#### **Objective 2:** (connects to **Cr: Creating**)

NVAS 2.3

*Organize and develop artistic ideas and work.*

Students will use a camera to photograph everyday objects in an unusual way.

#### **Objective 3:** (connects to **Cr: Creating**)

NVAS 1.1

*Generate and conceptualize artistic ideas and work.*

Students will edit their photos in Pixlr to enhance their images.

#### **Objective 4:** (connects to **Pr: Presenting**)

NVAS 5.1

*Develop and refine artistic techniques and work for presentation.*

Students will select, refine, and submit digital images into Google Classroom and also mount three their photos for presentation.

**Evaluation: A project checklist will be used to document students' progress, and summative assessment will be based on rubric.**

1. The students' photos clearly address the theme of the lesson.
2. The students' photos show a range of shades, contrast, and includes dramatic lighting and shadows.
3. The students' images clearly show they have been refined using editing techniques.
4. The student submitted final images on Google Classroom and mounted their photo series on to paper carefully.

### Essential Questions:

1. *How can the viewer "read" a work of art as text?*

*(Responding: Anchor Standard 8.1) What elements in an image help to create a certain mood and convey a message to the viewer?*

2. *How do artists and designers create works of art or design that effectively communicate?*

*(Creating: Anchor Standard 2.3) What techniques did you find helped make your image more impactful and dynamic.*

3. *How does collaboration expand the creative process?*

*(Creating: Anchor Standard 1.1) How does collaborating and getting feedback from your peers help you during the creative process?*

4. *What criteria are considered when selecting work for presentation, a portfolio, or a collection?*

*(Presenting: Anchor Standard 5.1) How did you decide on the particular presentation format for final three images?*

### **Art Vocabulary and Definitions:**

Contrast- Contrast defines the range of tonal difference between the shadows and lights of an image. As the contrast becomes higher it emphasizes these variations, resulting in stronger textures and colors.

Crop- to trim off the outside edges of a digital image.

Composition – Composition is the manner in which elements are positioned within a photo. It is considered one of the most important components of an image, as it allows the photographer to guide the viewer’s eye across the image towards the main subject.

Monumental- great in importance or size.

### **Materials/Media**

- Misc Objects
- Print out Photos
- Black and White Cardstock/Construction Paper (in various sizes for mounting photos)
- Adhesive Tabs
- Rulers
- White coloring pencils.

### **Technology**

- Chromebook for Pixlr
- Google Classroom (PPT)
- Camera



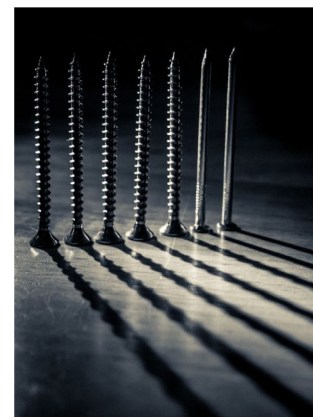
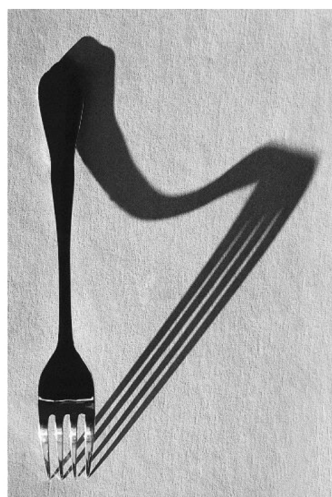
### Exemplary Artworks Focused Upon and Visuals



Marisol Kritikos, Examples for mounting photos.



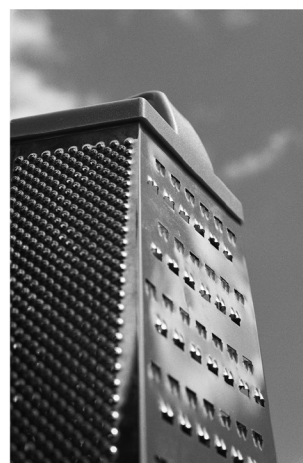
Abelardo Morell (American born Cuba, b. 1948)  
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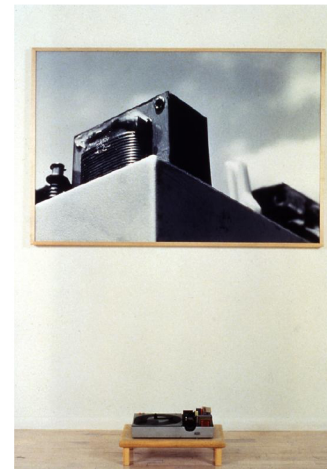
<https://photoeducation.weebly.com/shadow-and-light.html>



Installation view of B. Wurtz: Untitled



B. Wurtz Untitled (British Design), 1987



**Diversity of Art Content:** Exemplary artworks include work of both female and male photographers.

**DAY 1:****Preparation Before Teaching:**

Set up Google Presentation.  
Have objects set up on table.  
Have camera bins accessible.

**Introductory Activity and any Pre-Assessment:**

The lesson will be introduced through a Google Slide presentation.

**Art Lesson Activity and Formative Assessment:**

1. After the slide show students will get their assigned camera and pick out objects to set up and photograph.
2. Formative assessment will consist of walking around the room checking in with students as they work on their photos and seeing their progress.

**Closure:**

Students will be instructed when to come in from outdoors to upload images. They will also be reminded to save their work on their Chromebook and submit if completed.

**Clean-up Procedures:**

Students will put away their cameras, objects, and chrome books and gather their personal belongings.

**DAY 2:****Preparation Before Teaching:**

Set up Google Presentation.  
Have objects set up on table.  
Have camera bins accessible.

**Art Lesson Activity and Formative Assessment:**

1. After the review students will continue photographing and editing photos on Pixlr
2. Formative assessment will consist of walking around the room checking in with students as they work on their photos and seeing their progress.

**Closure:**

Students will be instructed when to come in from outdoors to upload images. They will also be reminded to save their work on their Chromebook and submit if completed.

**Clean-up Procedures:**

Students will put away their cameras, objects, and chrome books and gather their personal belongings.

**DAY 3:****Preparation Before Teaching:**

Set up Google Presentation.

Have objects set up on table.  
Have camera bins accessible.  
Have rubrics accessible on set up table.

**Art Lesson Activity and Formative Assessment:**

1. After the Google slide show, students will set up objects outdoors and photograph.
2. Formative assessment will consist of walking around the field/classroom checking in with students as they work on their photos and seeing their progress.

**Closure:**

Students will be instructed when to come in from outdoors to upload images. They will also be reminded to save their work on their Chromebook and submit if completed.

**Clean-up Procedures:**

Students will put away their cameras, objects, and chrome books and gather their personal belongings.

**DAY 4:**

**Preparation Before Teaching:**

Set up Google Presentation.  
Have objects set up on table.  
Have camera bins accessible.  
Have rubrics accessible on set up table.

**Art Lesson Activity and Formative Assessment:**

1. After the review, students who still need to take photographs will do so, and others will be editing on Pixlr.
2. Formative assessment will consist of walking around the room checking in with students as they work on their photos and seeing their progress.

**Closure:**

Students will be instructed when to come in from outdoors to upload images. They will also be reminded to save their work on their Chromebook and submit if completed.

**Clean-up Procedures:**

Students will put away their cameras, objects, and chrome books and gather their personal belongings.

**DAY 5:**

**Preparation Before Teaching:**

Set up Google Presentation.  
Have materials set up for mounting photos.  
Have camera bins accessible.  
Have objects set up on table.

Have rubrics accessible on set up table.

**Art Lesson Activity and Formative Assessment:**

1. After the Google slide show, I will explain to the class the steps for mounting their photos.
2. Next students will work on mounting their photos.
3. Once students complete their presentations, they will fill out self-assessment to turn in with their completed photo compositions.
4. Formative assessment will consist of walking around the room checking in with students as they work on their photos and helping with cutting paper to size for their presentations.

**Closure and Clean-up Procedures:**

Students will be instructed to complete a self-assessment rubric and then clean up their area and put materials. They will put their finished work on designated table.

**Accommodations for Students with Special Needs:**

I am fluent in Spanish and can translate instructions for Spanish speaking students. Also, if there are English/ Spanish speaker students in the class, I can seat them next to an English Language Learners (ELL) student.

Individual student needs will be monitored throughout the lesson through observations of student performance (as ongoing formative assessments) to determine where teacher assistance or instructional modifications of the lesson are needed and will be provided. By also incorporating student-choice and focusing on the students' strengths and multiple intelligences, various learning styles will be used to accommodate all students. This can be accomplished by using various instructional and assessment strategies, such as giving choice options, allowing students to have more time, giving either highly detailed or simplified instructions, and having tasks broken up into manageable parts.

**Unit Connection:**

This five-day project would appropriately fit into a larger 7th–8th grade photography unit.

**Classroom Management:** Students will be working independently. All materials needed including cameras, will be placed in designated area where students can access easily.

**Technology:**

A Google presentation will be shown to students to introduce the lesson and to develop their understanding of the content and expectations for this lesson. Students will also use technology to gather and edit images and submit their final photos on Google Classroom.

**Family Connections:**

After students have completed their projects, printouts of their photos can be displayed at the school art show.

# Black and White Photography

## Lesson 1

### Step by Step

#### **Part 1-Take Photos of an object**

1. Create a folder on your Chromebook named DA2. This is where you will save all your photos for this lesson.
2. Pick out an object you would like to photograph for your photo series.
3. Place the object in a space in the room with interesting lighting.
4. Once your object is set up, take at least 10 photographs of it from several different angles.
5. Once you have taken all your photos, upload them on to your computer and save them in the DA2 folder you created.

#### **Things to think about when setting up your object/s and taking your photos.**

Work at producing a good composition when setting up your object and when editing your photos. Look at lines and shapes. Bring balance to your photography composition by how you position your camera. Changing your point of view even a bit can alter your composition. Crouch down, move to your left or right, or lift your camera a little higher. Coming close to your subject and looking up at it, is another way you can produce a dramatic composition. The closer you are, the more dramatic it can appear.

#### **Part 2-Edit Photos on Pixlr E**

1. Go to Pixlr website. <https://pixlr.com/e/>
2. Click on Open Image.
3. Find your DA2 file, open it up, and choose one of your images to start with.
4. Click on your image or layer and then go to the bar at top and click on the adjustment tab and select auto B&W.
5. Click on the adjustment tab again and select brightness and contrast. Try playing around with the different settings to see how you can adjust the contrast with this tool.
6. Once you are happy with the exposure and lighting, you can go to the crop tool on the left and try different crop options for your image.

Name:

Class Section:

**DA 2-Objects in the Limelight**

Creativity: 20 points

Student \_\_\_\_\_ Teacher \_\_\_\_\_

- The object/s in your photo is the focal point of the image.
- You photographed the object/s using dynamic angles.

Applications of Design Concepts: 40 points

Student \_\_\_\_\_ Teacher \_\_\_\_\_

- Your photos clearly address the theme of the lesson.
- Your photos capture the object in dramatic lighting and shadows.
- You submitted a series of 3 black and white photos.

Techniques and Craftsmanship: 20 points

Student \_\_\_\_\_ Teacher \_\_\_\_\_

- You used editing techniques in Pixlr to enhance your photos.
- You mounted your photos carefully on to the paper.

Composition: 20 points

Student \_\_\_\_\_ Teacher \_\_\_\_\_

- You arranged the object/s intentionally to create a balanced composition.

Total: Student \_\_\_\_\_ Teacher \_\_\_\_\_

Name:

Class Section:

**DA 2-Monumental Photo**

Creativity: 30 points

Student \_\_\_\_\_ Teacher \_\_\_\_\_

- Your photo gives the illusion that the object is not what it really is.

Applications of Design Concepts: 40 points

Student \_\_\_\_\_ Teacher \_\_\_\_\_

- Your photo clearly represents the theme of the lesson.
- You photographed the object using dynamic angles and the object appears bigger than it really is.

Techniques and Craftsmanship: 10 points

Student \_\_\_\_\_ Teacher \_\_\_\_\_

- You used editing techniques in Pixlr to enhance you photo.

Composition: 20 points

Student \_\_\_\_\_ Teacher \_\_\_\_\_

- You arranged the object/s intentionally to create a balanced composition.

Total: Student \_\_\_\_\_ Teacher \_\_\_\_\_

**Resources for Art Content:**

<https://pixlr.com/e/>

<https://www.studiobinder.com/blog/black-and-white-photography-tips/>

<https://unsplash.com/s/photos/black-and-white-photography>

<https://www.blackandwhitephotographymag.co.uk/>

<https://www.adobe.com/creativecloud/photography/discover/black-and-white-photography.html>

<https://photographypro.com/black-and-white-photography/>