Assignment: **Class and Homework Assignments 2018**

Due Date: Each day as shown below

Points: 18 points total – class photo assignments are done with a partner or group.
                  <u>Expectation: Minimum 20 photos, maximum 50 photos each day</u>
              20 points total – homework photo assignments are done individually.
                  <u>Expectation: Minimum 30 photos, maximum 60 photos each day</u>

1. Save each day's homework and class work in separate folders using the folder names below. Print a contact sheet using Windows Picture and Fax Viewer or iPhoto.

2. Mark with @ the best photo for each required composition and label it with the appropriate number. Have a photo you'd like considered for a class vote? Circle it and mark it "Best ?"

3. Turn in a contact sheet for each assignment each day, with your name and date

4. **NO** <u>indoor photos</u>, except for Lighting_B and creative

NOTE: homework can be work for the photo essay if it uses the assigned topic – for instance, action, portrait, or landscape.

Date	Class Assignment - CW	Homework Assignment - HW
Mon. 6/4	Photograph your partner <u>and</u> her camera in four different places around UA. Outdoors, use the <u>four different settings</u> on your camera: 1. action 2. portrait 3. close-up 4. landscape 5. be creative with places and settings or other inspirations Folder: CW_Creative	Photograph a friend with an interesting object in four different places around your home. Outdoors, use the <u>four different settings</u> on your camera: 1. action 2. portrait 3. close-up 4. landscape 5. be creative with places and settings or other inspirations Folder: HW_Creative
Tues. 6/5	Photograph an object that you have with you today together with objects (pattern, color and white) from Ms. R. Create compositions with **three** different <u>outdoor lighting</u> situations: 1. full sunlight 2. full shade 3. combination, sun & shade 4. be creative with lighting or other inspirations Folder: CW_LightingA	Photograph three objects (pattern, color and white) together in the same compositions in/around your home. Create compositions with **three** different <u>outdoor lighting</u> situations: 1. full sunlight 2. full shade 3. combination, sun & shade 4. be creative with lighting or other inspirations Folder: HW_LightingA

Date	Class Assignment - CW	Homework Assignment - HW
Wed. 6/6	Photograph your partner in a head and shoulders pose in these <u>special lighting</u> situations – focus on skin: 1. indoors, window light 2. indoors, artificial light 3. indoors, flash 4. outdoors, backlight 5. outdoors, flash 6. be creative with lighting or other inspirations Folder: CW_LightingB	Photograph a person in a head and shoulders pose in these <u>special lighting</u> situations – focus on skin: 1. indoors, window light 2. indoors, artificial light 3. indoors, flash 4. outdoors, backlight 5. outdoors, flash 6. be creative with lighting or other inspirations Folder: HW_LightingB
Thu. 6/7	Ms. R. will bring in objects for practicing <u>point of view</u> (PV) and <u>balance</u>. Create compositions: 1. looking straight at object(s) 2. looking at object(s) from above 3. looking at object(s) from below 4. symmetry 5. asymmetry 6. be creative with PV or balance or other inspirations Folder: CW_PV_Balance	Photograph different inanimate objects practicing <u>point of view</u> (PV) and <u>balance</u>. Create compositions: 1. looking straight at object(s) 2. looking at object(s) from above 3. looking at object(s) from below 4. symmetry 5. asymmetry 6. be creative with PV or balance or other inspirations Folder: HW_PV_Balance **Due tomorrow Fri.:** 1. Journal printout June 13 – 16
Fri. 6/8	Photograph your partner and/or use object(s) from Ms. R. experimenting with <u>background</u> in the composition. Create compositions with: 1. a simple background 2. a background with details 3. a background that tells a story about the object(s) or your partner. 4. be creative with background or other inspirations Folder: CW_Bkg	Photograph a person and/or inanimate object(s) experimenting with <u>background</u> in the composition. Create compositions with: 1. a simple background 2. a background with details 3. a background that tells a story about the object(s) or the person. 4. be creative with background or other inspirations Folder: HW_Bkg **Due Monday:** bring brightly colored clothing or objects

Date	Class Assignment - CW	Homework Assignment - HW
Mon. 6/11	Students bring in clothing or objects for practicing <u>color</u> compositions. Using objects and/or people create compositions with: 1. bold colors 2. quiet colors 3. multi-colored 4. monochromatic 5. be creative with color or other inspirations Folder: CW_Color	Photograph a still life of your life, a fashion layout or an advertisement for a product emphasizing <u>color</u>. Create compositions with: 1. bold colors 2. quiet colors 3. multi-colored 4. monochromatic 5. be creative with color or other inspirations Folder: HW_Color **Due tomorrow Tue.:** Topic & Resources for Great Photographer essay.
Tue. 6/12	Photograph your group to practice photography using <u>placement</u>, <u>proximity</u> and <u>sight lines</u>. In these photos, the people **should not** face the camera. Communicate emotions with: 1. placement – L: line, T: triangle **or** C: circle (1 composition) 2. proximity – C: objects close **or** D: at a distance (1 composition) 3. sight lines – H: horizontal, V: vertical **or** D: diagonal (1 composition) 4. be creative with placement or other inspirations Folder: CW_Placement	Photograph people or dolls/stuffed animals demonstrating <u>placement</u>, <u>proximity</u> and <u>sight lines</u>. The subjects **should not** face the camera. Communicate emotions with: 1. placement – L: line, T: triangle **or** C: circle (1 composition) 2. proximity – C: objects close **or** D: at a distance (1 composition) 3. sight lines – H: horizontal, V: vertical **or** D: diagonal (1 composition) 4. be creative with placement or other inspirations Folder: HW_Placement **Due tomorrow Wed.:** bring sports equipment for action photos.
Wed. 6/13	Students bring games to class to use when practicing <u>action</u> photography – in groups. Create compositions with: 1. a person in action as the prime focus, simple background 2. the background helping to tell the story about the person and their actions. 3. be creative with action or other inspirations Folder: CW_Action	Photograph <u>action</u> or do <u>street photography</u> in your home or neighborhood. Create compositions with: 1. a person in action as the prime focus, simple background 2. the background helping to tell the story about the person and their actions. 3. be creative with action or other inspirations Folder: HW_Action

Date	Class Assignment - CW	Homework Assignment - HW
Thu. 6/14	Photograph landscape and architecture around UA. Create compositions with: 1. horizon line – H: high and L: low (2 compositions) 2. use buildings, streets, fence lines, etc. to create perspective 3. experiment with close-ups 4. experiment with wide angles 5. be creative with landscapes or other inspirations Folder: CW_Landscape	Create a landscape that communicates ideas or feelings about your home or neighborhood. Create compositions with: 1. horizon line – H: high and L: low (2 compositions) 2. use buildings, streets, fence lines, etc. to create perspective 3. experiment with close-ups 4. experiment with wide angles 5. be creative with landscapes or other inspirations Folder: HW_Landscape **Due tomorrow Fri:** 1. Six (6) photos or practice for photo essay 2. Great Photographer essay 3. Journal printout – June 17 – 23
Fri. 6/15	Photograph groups (not in action), finding creative ways to arrange group members. Here your subjects **should** look at the camera. Create compositions with: 1. a simple background 2. a creative background or props that tell a story about the group 3. sight lines, choose 1: H: horizontal, V: vertical, C: circular **or** D: diagonal (1 composition) 4. be creative with group photos or other inspirations Folder: CW_Group	Create group (not in action) photographs of friends and family, using creative arrangements. Here your subjects **should** look at the camera. Create compositions with: 1. a simple background 2. a creative background or props that tell a story about the group 3. sight lines, choose 1: H: horizontal, V: vertical, C: circular **or** D: diagonal (1 composition) 4. be creative with group photos or other inspirations Folder: HW_Group * It's the weekend! Recruit family and friends to help with your HW

Date	Class Assignment - CW	Homework Assignment - HW
Mon. 6/18	Create an <u>informal</u> <u>portrait</u> of your partner, focusing on her face. Learn to talk to her about pose, props, background and lighting. Experiment with poses. Create compositions with: 1. close-ups (head and shoulders) 2. at least half of the body of your subject (waist up) 3. a background or prop that communicates her personality 4. be creative with portraits or other inspirations Folder: CW_PortraitA	Create an <u>informal</u> <u>portrait</u> of a friend or family member, focusing on his/her face. Talk to her/him about pose, props, background and lighting. Experiment with poses. Create compositions with: 1. close-ups (head and shoulders) 2. at least half of the body of your subject visible (waist up) 3. a background or prop that communicates his/her personality. 4. be creative with portraits or other inspirations Folder: HW_PortraitA **Due tomorrow Tues.:** 1. A costume for advanced portraits 2. Great Photographers Report **Suggestion:** Preview Tech Tips Advanced Portraits for ideas.
Tue. 6/19	Bring in costume/props to dress as a character; your <u>portrait</u> must capture the character of your partner, focusing on her face; action is secondary. Capture your subject's personality. Create compositions with: 1. close-ups (head and shoulders) 2. at least half of the body of your subject visible (waist up) 3. a background or prop related to the costume/character. 4. be creative with pose, props and backgrounds with your portrait or other inspirations Folder: CW_PortraitB	Create a <u>portrait</u> of a friend or family member; it may or may not include a costume. Focus on their face; action is secondary. Capture your subject's personality. Create compositions with: 1. close-ups (head and shoulders) 2. at least half of the body of your subject visible (waist up) 3. a background or prop related to the costume or person 4. be creative with pose, props and backgrounds with your portrait or other inspirations Folder: HW_PortraitB **Due tomorrow Wed.:** Props, clothes, and reflective surface for self-portrait. **Suggestion:** Preview Tech Tips Self Portraits for ideas.

Date	Class Assignment - CW	Homework Assignment - HW
Wed. 6/20	Come prepared to photograph a <u>self-portrait</u>; it can be done anywhere on campus with a partner – you are the director. Create compositions with: 1. props or clothes that tell a story about you 2. background that tells a story about you 3. use the timer for one series 4. use a reflective surface 5. be creative with your self-portrait Folder: CW_Self	Create a <u>self-portrait</u> in your home environment. You can direct a family member to take the photo or take it yourself. Create compositions with: 1. props or clothes that tell a story about you 2. background that tells a story about you 3. use the timer for one series 4. use a reflective surface for one series 5. be creative with your self-portrait and the locations and backgrounds. Folder: HW_Self
Thurs. 6/21	Create <u>abstract or manipulated</u> images with photos you created earlier. You can crop or use software to create compositions with: 1. a person or people as the primary focus (2 compositions) a. manipulate the color or try black and white b. use an overlay or a filter 2. a landscape or inanimate object as the primary focus (2 compositions) a. manipulate the color or try black and white b. use an overlay or a filter 3. experiment! Folder: CW_Abstract	Create <u>abstract or manipulated</u> images with photos you created earlier. These should be different from those you used in class today. You can crop or use software to create compositions with: 1. a person or people as the primary focus (2 compositions) a. manipulate the color or try black and white b. use an overlay or a filter 2. a landscape or inanimate object as the primary focus (2 compositions) a. manipulate the color or try black and white b. use an overlay or a filter 3. experiment! Folder: HW_Abstract **Due tomorrow Fri.:** Prepare your envelope with finished photo essay and other items on your checklist.
Fri. 6/22	Presentation of your photo essay on community and your reflective essay. Be prepared to make a presentation following the guidelines.	I'll miss you, have a great summer!

Assignment: **Daily Journal Assignments 2018**

Date Due: In three parts, each time as a Word document printed out (no handwritten
               journals accepted).
               On Friday June 8 turn in journals for June 4 – 7
               On Friday June 15 turn in journals for June 8 – 14
               On Friday June 22 turn in journals for June 15 – June 21

Points: 12 points total – for the daily journal

1. You should write one journal entry per day. See the prompts below. There are three parts
for each day (on your grade sheet C = Community; R = Review and T = Technical):
    A. Community: you write about your ideas, feelings, plans and progress for your
       community photo essay.
    B. PPT Review: you write your ideas about the photos and themes related to that day's
       PPT. Use the handout *What Makes A Great Photograph* to help you be specific.
    C. Technical: you record your technical and artistic progress <u>after</u> the day's class <u>and</u>
       homework assignments are completed.

2. Always edit for completeness of ideas, readability and style. Check for spelling and
grammar.   Make sure you have all three parts for each day. I encourage you to save paper
and have more than one day on the same page and print two-sided.

3. Your writing should be concise and show clear thinking with specific descriptions of
ideas, feelings and plans and give an example to demonstrate your understanding of the
application of the skills you learned.

Mon. 6/4: <u>Community:</u> What does "community" mean to me? What communities am I a
member of? <u>PPT Review:</u> Creativity: From Good to Great – Pick one pair of photos (slides 8
& 9 or 13 & 14 or 24 & 25 or 30 & 31) to compare. How did the photographer use
composition or design to make the second photo great?   <u>Technical:</u> What did I learn about
creativity? What did I learn about the settings on my camera?

Tues. 6/5: <u>Community:</u> Why am I a member of my most important non-family community?
<u>PPT Review:</u> Tech Tips: Lighting A. Pick one photo to analyze - #20, 24, 26, or 32. How
does the lighting make the photo great? <u>Technical:</u> What did I learn about outdoor lighting?

Wed. 6/6: <u>Community:</u> What community can I use for my photo essay? What will be easy,
what will be hard? <u>PPT Review:</u> What was Julia Herriot's theme(s) and how did she use
lighting in her community photo essay on *Sisters* to communicate her ideas? <u>Technical</u>:
What did I learn about indoor and special lighting?

Thu. 6/7: <u>Community:</u> Whom will I need to contact or work with on my photo essay? What
is a possible schedule? <u>PPT Review:</u> What was Rebecca Specht's theme(s) and how did she
use point of view and balance in her community photo essay on *Camp Cub Family of Staff* to
communicate her ideas? <u>Technical:</u> What did I learn about point of view and balance to
make great photographs?

*** On June 8 turn in your journals for June 4 – 7

Fri. 6/8: <u>Community:</u> What common identities and interests do my community members share? How can I show that in my photos? <u>PPT Review:</u> What was Olivia Core's theme(s) and how did she use background in her community photo essay on her step dance team to communicate her ideas? <u>Technical:</u> What did I learn about backgrounds to make great photographs?

Mon. 6/11: <u>Community:</u> What feelings do I want to communicate in my essay? How can I use color to communicate my feelings? What and where will the colors be and what feelings will the colors communicate? <u>PPT Review:</u> What was Sofia Gallegos' theme(s) and how did she use color in her community photo essay on her *Diving Buddies* to communicate her ideas? <u>Technical:</u> What did I learn about using color to make great photographs?

Tues. 6/12: <u>Community:</u> What are the best locations for showing my community and why? <u>PPT Review:</u> What was Catherine House's theme(s) and how did she use placement and proximity in her community photo essay on *Community of Zookeepers and Patrons of the Cincinnati Zoo* to communicate her ideas? <u>Technical:</u> What did I learn about using placement to make great photographs?

Wed. 6/13: <u>Community:</u> What actions or activities are important to my community? Why? <u>PPT Review:</u> What was Ellie Wordeman's theme(s) and how did she use action photos in her community photo essay on *My Zoo Family* to communicate her ideas? <u>Technical:</u> What did I learn about taking great action photographs?

Thu. 6/14: <u>Community:</u> What are the most important themes to communicate in my essay? How can I best communicate those ideas of community in my photo essay? In what form will my final project be? <u>PPT Review:</u> What was Kelsey Sheldon's theme(s) and how did she use landscapes in her community photo essay on *Row on Home* to communicate her ideas? <u>Technical:</u> What did I learn about creating great landscape photographs?

*** On June 15 turn in your journals for June 8 - 14

Fri. 6/15: <u>Community:</u> What did I learn from the other students' progress that can help me with my photo essay? <u>PPT Review:</u> Of all the community photo essays that you've seen to date, which one impressed you most and why? <u>Technical:</u> What did I learn about grouping and sight lines that I can use to create great group photographs?

Mon. 6/18: <u>Community:</u> What did I learn that I can use to create interesting portraits for my essay? <u>PPT Review:</u> What was Makayla Hufziger's theme(s) and how did she use portraits in her community photo essay on *The Hufzigers* to communicate her ideas? <u>Technical:</u> What did I learn about using pose, framing, lighting and background to create great portraits?

Tues. 6/19: <u>Community:</u> Will I include any portraits of members of my community in my photo essay? Formal or informal? Why or why not? <u>PPT Review:</u> What was Caitlyn Mack's theme(s) and how did she use portraits in her community photo essay on *My Horse Barn* to communicate her ideas? <u>Technical:</u> What did I learn about close-ups and clothing to capture the personality of my subject in great portraits?

Wed. 6/20: <u>Community:</u> Do I want to include a self-portrait in my photo essay? Why or why not? <u>PPT Review:</u> What was Hannah Codner's theme(s) and how did she use portraits and self-portraits in her community photo essay on *Fours a Crowd: The Codner Siblings* to communicate her ideas? <u>Technical:</u> What did I learn about using props and background to create a great self-portrait?

Thurs. 6/21: <u>Community:</u> What am I proudest of in my community photo essay? What was my greatest technical challenge? <u>PPT Review:</u> Instead, prepare for your presentation: What is your favorite photo in your essay, why it is your favorite and what elements of design and composition did you use to make it a strong, creative photograph? <u>Technical:</u> What did I learn about abstract and manipulated images to make great photographs?

*** On June 22 turn in your journals for June 15 – 21

Assignment: **Great Photographer Research Report**

Due Date: Tuesday June 12, 2018: Topic and resources – bring printout to class
                Tuesday June 19, 2018: Final Report – bring printout to class

Points: 15 points

You are to choose one photographer whose work relates to your themes and interests. Find three representative works by him/her, showing the photos that inspire you in your development as a photographer. They should be from the early, middle and later dates in their career. You will conduct research on your selected photographer and write an essay, following the guidelines below.

1. Cover page with your name and date, the photographer's name and dates (birth-death) and reproductions of the three representative photos. For each photo, identify A, B, and C with the title, date and source.

2. Introduction that includes a <u>short</u> summary (one paragraph) of the life and typical work of the photographer and includes the reasons why you admire the photographer.

3. Formal Analysis of <u>one</u> photograph (from your three representative photographs) – identify by A, B, or C.
   a. Identify and describe 2 tools of **composition** used by the artist and why they are important.
   b. Identify and describe 2 **elements of design** used by the artist and why they are important.
   c. Identify and describe the **intention** of the artist and support with your research.
   d. What **ideas** and **feelings** does the artist communicate to you with this photo?
   e. What tools of **composition** and/or elements of **design** helped communicate those ideas and feelings?

4. Contextual Analysis: please reference all three photographs as part of your analysis; identify when appropriate by A, B, or C.
   a. Describe the **artist's life**
      i. Discuss interesting facts about his/her training, style, common subjects, and personal life. What photograph illustrates this? How?
      ii. Use quotes from the photographer that communicate his/her ideas and intentions. What photograph illustrates this? How?
      iii. Did/does the photographer work for a publication, agency and/or free-lance? Who? How does that influence his/her work? What photograph illustrates this? How?
   b. Describe the **culture** in which the artist lived, covering <u>two</u> of the four topics below. Identify a photo to illustrate your ideas, A, B, or C:
      i. How did/does the state of **technology** influence the photographer? What photograph illustrates this? How?
      ii. How did/does the photographer break with **tradition**, add new ideas or try new techniques? What photograph illustrates this? How?
      iii. How did/do **political**, **economic** <u>or</u> **social** conditions influence the photographer? What photograph illustrates this? How?
      iv. How did/does the photographer **influence** other photographers? Seminars, conferences, books, awards? What photograph illustrates this? How?
   c. What did you learn from your contextual analysis that helped you enjoy or appreciate the photographer's work more? How did this help you as you developed your ideas for your community essay?

5. References and resources with proper citations in the report (a separate page)

6. Proper use of grammar, spelling and formatting

Your research project should be typed, double-spaced, a reasonable typeface and size. The report should be a minimum of 3 pages long, plus the cover page and the reference page. Please number your references and resources. After a quote or paraphrase, cite the number of the reference in parenthesis (1).

Assignment: **Reflective Essay**

Due Date: Friday June 22, 2018

Points: 5 points

The purpose of this essay is to help you reflect on what you have learned and then articulate what you have learned to others. You will write a two page, typewritten essay following the guidelines below. (Use the typeface, line spacing and margin guidelines of the research paper.)

During the last day of class, you will have two minutes (no more!) to make a presentation of two of your major ideas to our class. This will be directly after you present your photo essay to your fellow students.

Essay Guidelines:
    1. Discuss two **artistic** aspects of photography that you have learned (creativity, composition, design).
    2. Discuss two **technical** aspects of photography that you have learned (exposure, focus, camera settings).
    3. Discuss two ideas that you learned about **photographers** and **their cultures**.
    4. Discuss two ideas that you learned about **creativity**.
    5. Please tell me of two other significant ideas that you learned.

Please see the checklist for the Reflective Essay to help you organize your essay.

I sincerely hope that you will finish this course with a new understanding and appreciation of photography. I also hope that this leads to a deeper understanding of the place of art and artists in our own culture and a further development of your personal visual arts aesthetic.

Assignment: **Photo Essay "My Community"**

Due Date: Friday June 22, 2018

Points: 27 points

Each student will complete a photo essay on the theme of "My Community." The essay will use photographs to communicate her ideas and feelings about her membership in a community that is significant to her and why it is significant to her.

The photo essay can be completed as a series of prints (album, poster or a portfolio) or a PowerPoint presentation. If a student has additional technical expertise, they can discuss other possible formats with Ms. Rindsberg.

The standards for this assignment are:

    A. **Artistic** Total: 25 points
        1. One viewer will identify who the people in the community are and their common interests. She will explain her reactions and identify a photo that communicates those ideas. (3 points)
        2. The photographer will discuss her favorite photograph, why it is her favorite and what elements of design and composition she used to make it a strong, creative photograph. (3 points)
        3. The photographs are creative – original, imaginative, expressive and show clear intention. (4 points)
        4. The photographs demonstrate the student's ability to creatively use composition and design to communicate ideas and feelings.

a. There are a variety of compositional techniques: framing, point of view, pose, and placement (4 points)
b. Background is used to communicate ideas (2 points)
c. Lighting is controlled and used to highlight or emphasize (3 points)
d. Color (or value for black and white) is used to add mood or atmosphere (3 points)
e. Variety of types: action, portrait, group, landscape, close-up, wide-angle (3 points)

B. **Technical** Total: 2 points
   1. There is a minimum of fifteen photos in the essay. (1 point)
   2. The images are presented in a clear and easily "read" manner, ie. attractive design/placement on the page/slide, appropriate size for each photo, complimentary/not distracting background and font when words used. (1 point)

On Friday June 22, 2018 you will have five minutes to present your photo essay and ideas from your Reflective Essay to the class. Please follow this format:

1. Present your photos first without any comments; let them "speak for themselves."
2. Ms. Rindsberg will ask a classmate to identify the community and their common interests then identify the photo that the classmate believes best communicates your ideas.
3. You discuss your favorite photo in your essay, why it is your favorite and what elements of design and composition you used to make it a strong, creative photograph
4. Report on interesting aspects of building the project – challenges or joys.
5. Present two major ideas from your Reflective Essay

Assignment: "**Best of" Portfolio**

Due Date: Friday June 22, 2918

Points: 3 points (minimum 10 photos)

The purpose of this assignment is to collect the best of all your photographs into a portfolio. This will give you a wonderful sense of accomplishment at the end of the course. Please create a folder for your "Best Photos" early in the course and add to it during the course.

There are four sources of these photos for the "Best of" Portfolio:

1. Photos voted "Best" by your classmates from class and homework assignments.
2. Photos marked "Best" by Ms. Rindsberg on your contact sheets
3. Photos that you feel are your "Best." You may nominate photos for a class vote.
4. Outstanding photos you select from your community photo essay

Ms. Rindsberg will have notes indicating which photos from class and homework assignments were marked "Best" and how many were voted "Best" by the class. You will earn three points if all photos are included and more up to a <u>minimum of 10 photos</u>.

In November 2018, Ms. Rindsberg will email you about submitting one or more photographs for the Scholastic Art Awards. The selections will be made from you "Best Of" portfolio. You may also submit photos that you create after the class is finished. You must have permission to show recognizable people; permission from parents for children under 18.