

## Photography Resource Package

### ■ **project/activity:** photography scavenger hunt

- Ex. take a photo with pattern, lines, warm/cool tones, contrast, shape, point of view
- Curriculum Connections (art education grade 5):

#### Core Competency:

- creative thinking (Students may generate creative ideas through free play)

#### Curricular Competency:-

- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

#### Content:

- visual arts: elements of design: line, shape, space, texture, colour, form (visual arts)

#### Examples:



Gibson, A. S. (2020, December 1). *Improving Composition with Tonal Contrast*. Digital Photography School. <https://digital-photography-school.com/improving-composition-with-tonal-contrast/>



Kantilaftis, H. (2014, December 9). *Point Of View In Photography*. Student Resources. <https://www.nyfa.edu/student-resources/point-view-photography/>

- **project/activity:** take a photo then write a story about it
  - Curriculum Connections (art education grade 5):

Core Competency:

- creative thinking (Students get creative ideas that are novel and have value)

Curricular Competency:

- Experience, document and present creative works in a variety of ways

Content:

- processes, materials, technologies, tools and techniques to support creative works

- **project/activity:** explore a photographer- research a photographer and present their favourite photos with the class

- Curriculum Connections (art education grade 6):

Core Competency:

- Students communicate by receiving and presenting information. They inquire into topics of interest and topics related to their studies. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information.

Curricular competency:

- Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

Content:

- personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment

- **project/activity:** Explore the settings on your camera starting with exposure.

- Have someone stand in front of the bright sun and start a series of photos with different exposure levels, 0, 1+, 2+, 3+, 4+, 5+
- Look at the exposure of each photo and compare it to your actual scene, this will help students understand what exposure level works best for their camera
- Curriculum Connections (art education grade 6):

Content:

- image development strategies
- processes, materials, movements, technologies, tools, strategies, and techniques to support creative works

Competencies:

- Exploring and Creating: Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making

- Reasoning and Reflecting: Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Communicating and Documenting: Demonstrate increasingly sophisticated application and/or engagement of curricular content

Big Ideas:

- Engaging in creative expression and experiences expands people's sense of identity and community.

Examples:



Kovalcik, V. (2018, February 8). *3 Tips on Shooting Portraits Against the Light*. Learn Photography by Zoner Photo Studio. <https://learn.zoner.com/shooting-portraits-against-the-light/>

- **project/activity:** Take anywhere from 100-1000 photos in one day.
  - This could be a great introductory project as it gets the students who worry about not being a good enough photographer to really start to take a look at their surroundings.
  - Curriculum Connections (art education grade 4):

Content:

- image development strategies
- personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment

Competencies:

- Reasoning and Reflecting: Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Communicating and Documenting: Experience, document and present creative works in a variety of ways

Big Ideas:

- Creative expression is a means to explore and share one's identity within a community.
- Artists experiment in a variety of ways to discover new possibilities.
- Exploring works of art exposes us to diverse values, knowledge, and perspectives.

Examples:

- Photos can be literally anything the students have access to photograph.

■ **project/activity:** Only photograph things on the ground.

- We often photograph things that are at eye level, this project will help students find a new perspective.
- Curriculum Connections (art education grade 5):

Content:

- image development strategies
- symbolism and metaphor to explore ideas and perspective

Competencies:

- Exploring and Creating: Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work
- Exploring and Creating: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Reasoning and Reflecting: Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Reasoning and Reflecting: Examine relationships between the arts and the wider world
- Communicating and Documenting: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Communicating and Documenting: Experience, document and present creative works in a variety of ways

Big Ideas:

- Artists experiment in a variety of ways to discover new possibilities and perspectives.

Examples:



OneClick. (2012, March 15). *Photograph Submission for “Beginner: Ground Level 2012” Contest* | Design #8831072. DesignCrowd. <https://www.designcrowd.com/design/8831072>



scottelb. (2012, March 16). *Photograph Submission for “Beginner: Ground Level 2012” Contest* | Design #8831130. DesignCrowd. <https://www.designcrowd.com/design/8831130>

- **project/activity:** Have students shoot each others’ portraits to learn what is comfortable and uncomfortable for the subject.

- Curriculum Connections (art education grade 3):

Content:

- image development strategies
- choreographic devices
- personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

Competencies:

- Exploring and Creating: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Reasoning and Reflecting: Observe, listen, describe, inquire, and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
- Reasoning and Reflecting: Refine ideas, processes, and technical skills in a variety of art forms
- Reasoning and Reflecting: Reflect on creative processes and make connections to personal experiences

- Communicating and Documenting: Apply learned skills, understandings, and processes in new contexts
- Communicating and Documenting: Describe and respond to visual and performing art pieces and provide constructive feedback

Big Ideas:

- The mind and body work together when creating works of art.
- Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.
- The arts connect our experiences to the experiences of others.

Examples:



Goodrich, J. (2020, December 12). *TIPS FOR BEGINNERS: Taking Amazing Children's Portraits*. Jane Goodrich. <https://janegoodrich.com/uncategorized/child-portraits-for-beginners/>

- **project/activity:** The Headless Activity

- A lot of emotions found in photos are in peoples' faces, have students only take photos of subjects' bodies to find new ways to photograph emotion.
- Could even have a list of certain emotions the students must photograph without peoples' faces.
- This could be a partner project so that students are not just photographing random people but instead must work together to create a photo which depicts a certain emotion.
- Curriculum Connections (art education grade 7):

Content:

- image development strategies
- symbolism and metaphor to explore ideas and perspective

Competencies:

- Exploring and Creating: Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making
- Exploring and Creating: Explore relationships between identity, place, culture, society, and belonging through the arts
- Reasoning and Reflecting: Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Communicating and Documenting: Interpret and communicate ideas using symbols and elements to express meaning through the arts
- Communicating and Documenting: Express, feelings, ideas, and experiences through the arts

Big Ideas:

- Engaging in the arts develops people's ability to understand and express complex ideas.

Examples:





My Modern Met, & Hosmer, K. (2016, June 17). *Headless Self-Portraits Offer a Unique Stylish Perspective*. My Modern Met. <https://mymodernmet.com/heidi-lender-once-upon/>

- **project/activity:** Have students create a monochrome photo portfolio with their favourite colour.

- Curriculum Connections (art education grade 3):

Content:

- processes, materials, technologies, tools, and techniques to support arts activities
- image development strategies

Competencies:

- Exploring and Creating: Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts
- Exploring and Creating: Explore identity, place, culture, and belonging through arts experiences
- Reasoning and Reflecting: Refine ideas, processes, and technical skills in a variety of art forms
- Communicating and Documenting: Interpret and communicate ideas using symbolism in the arts

Big Ideas:

- The arts connect our experiences to the experiences of others.

Examples:





Color Palettes. (n.d.). *monochrome pink colour palette*. Color Palette Ideas. Retrieved February 8, 2021, from <https://colorpalettes.net/tag/monochrome-pink-colour-palette/>

■ **project/activity:** Have students take stuffy or toys on a photo adventure.

- Curriculum Connections (art education grade K):

Content:

- processes, materials, movements, technologies, tools and techniques to support arts activities
- personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

Competencies:

- Exploring and Creating: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Reasoning and Reflecting: Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination
- Communicating and Documenting: Express feelings, ideas, stories, observations, and experiences through the arts
- Communicating and Documenting: Experience, document and share creative works in a variety of ways
- Communicating and Documenting: Describe and respond to works of art

Big Ideas:

- People create art to express who they are as individuals and community.
- Engagement in the arts creates opportunities for inquiry through purposeful play.
- People connect to others and share ideas through the arts.

Examples:



Tan, A. (2015, June 17). *Airport Takes Boy's Lost Stuffed Animal Tiger on "Great" Adventure in Florida*. ABC News.

<https://abcnews.go.com/Lifestyle/airport-takes-boys-lost-stuffed-animal-tiger-great/story?id=31803188>

■ **project/activity:** Up close photos

- This will help students take a new perspective.
- Could even have students submit their favourite up close photo and then put them all into a slide to have students guess in class what the actual object is.
- Curriculum Connections (art education grade 5):

Content:

- image development strategies
- symbolism and metaphor to explore ideas and perspective

Competencies:

- Exploring and Creating: Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work
- Exploring and Creating: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Reasoning and Reflecting: Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Reasoning and Reflecting: Examine relationships between the arts and the wider world
- Communicating and Documenting: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Communicating and Documenting: Experience, document and present creative works in a variety of ways

Big Ideas:

- Artists experiment in a variety of ways to discover new possibilities and perspectives.

Examples:



DigitalSynopsis.com. (2020, December 1). “Your Beautiful Eyes” - Amazing Close-Up Photos Of Human Eyes By Suren Manvelyan. Digital Synopsis.

<https://digitalsynopsis.com/design/human-eye-extreme-close-ups-macro-photography/>



Anjum, M. (2009, June 26). *35 Stunning Macro Photography Ideas*. Smashing Magazine.

<https://www.smashingmagazine.com/2009/06/35-examples-of-stunning-macro-photography/>

■ **project/activity:** Time Lapse Photo Story

- Have students create a story while taking multiple pictures and then edit them into a video to create a video story, or edit them over each other to create a story in one picture.
- Curriculum Connections (art education grade 6):

Content:

- purposeful application of elements and principles to create meaning in the arts, including but not limited to: visual arts: elements of design: line, shape, space,

texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony

- image development strategies
- symbolism and metaphor to explore ideas and perspective

Competencies:

- Exploring and Creating: Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making
- Exploring and Creating: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Reasoning and Reflecting: Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Communicating and Documenting: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Communicating and Documenting: Express, feelings, ideas, and experiences through the arts
- Communicating and Documenting: Experience, document and present creative works in a variety of ways

Big Ideas:

- Engaging in creative expression and experiences expands people's sense of identity and community.

Examples: (could not show example of video project as we cannot add videos into docs)



Artsy Editorial. (2015, February 25). *How Gjon Mili Pioneered Stop-Motion Photography*. Artsy. <https://www.artsy.net/article/editorial-how-gjon-mili-pioneered-stop-motion-photography>



Dinita, M. (2021, February 2). *6 best stop motion animation software [2021 Guide]*. Windows Report | Error-Free Tech Life. <https://windowsreport.com/stop-motion-animation-software/>

- **Project/activity:** Creating a photo gallery
  - Students will be able to collect their photos through time
  - It gives them an opportunity to review and reflect on their working progress.
  - Example (use photos to replace artworks in this image):<https://fuelledbylatte.com/childrens-art-gallery-at-home>
  - Curriculum Connections (art education grade 7):

Content:

- Processes materials, movements, technologies, tools, strategies, and techniques to support creative works.
- Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.

Competencies:

- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations.
- Reflect on works of art using knowledge and skills from various areas of learning.
- Examine relationship between the arts and the wider world

Big Ideas:

- Through art making, one's sense of identity and community continually evolves.

- **Project/activity:** Take photos with film camera (professional materials needed)
  - Students will learn how to work with film cameras (develop and wash films)
  - Have the opportunity to experience how photos were taken before digital cameras were invented.
  - Guide on developing film: <https://www.youtube.com/watch?v=zIkmiH6bzcc>
  - Guide on wash film: <https://www.youtube.com/watch?v=nue495wxlXo>



Taken by Kevin Zhu

- Curriculum Connection(art education 9):

Content:

- Personal and social responsibility associated with creating, performing, and responding in the arts.

Competencies:

- Create artistic works both collaboratively and as an individual using ideas inspired by imagination, inquiry, and purposeful play.
- Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles.
- Reflect on works of art and creative process to make connections to personal learning and experiences.

Big Ideas:

- The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.

- **Project/activity:** Make a themed picture with images cut out of magazines.
  - This activity can be used at the beginning of a semester, the purpose is to get students understand the relationship between elements in a photograph.
  - Example: <https://www.pinterest.ca/pin/689824867897648167/>
  - Curriculum Connection(art education 9):

Content:

- Processes materials, movements, technologies, tools, strategies, and techniques to support creative works.
- Image development strategies
- Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.

Competencies:

- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations.
- Take creative risks to express feelings, ideas, and experiences.

Big Ideas:

- Artists often challenge the status quo and open us to new perspectives and experiences.
- Individual and collective expression can be achieved through the arts.

■ **Project/activity:** Making a pinhole camera.

- This activity will give students an opportunity to experience the traditional way of photo taking.
- Help students to understand the basic concept of how a camera functions.
- Examples: [https://www.youtube.com/watch?v=Jp\\_cELoP3HU&t=1s](https://www.youtube.com/watch?v=Jp_cELoP3HU&t=1s)
- <https://www.youtube.com/watch?v=f6WX0o33pk0>
- Curriculum Connections (art education 9):

Content:

- Personal and social responsibility associated with creating, performing, and responding in the arts.

Competencies:

- Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles.
- Take creative risks to express feelings, ideas, and experiences.

Big Ideas:

- The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.

■ **Website resource:** Introduction to photoshop and photo editing

<https://www.canva.com/>

■ **Website resource:** How to help your young students become better photographers

<https://theartofeducation.edu/2017/12/12/photographing-artwork-elementary-students/>



- **Website resource:** Photographers & their photos

<https://expertphotography.com/best-fine-art-photographers/>

- **Website resource:** Children's books about photography

<http://resourcemagonline.com/2014/07/10-photography-books-for-kids/40859/>

- **Website resources:** These websites both cover the basic settings of digital cameras

- These can be resources you make available to your students or just something you can use to refresh your memory

<https://digital-photography-school.com/essential-camera-settings/>

<https://streetbounty.com/basic-camera-settings/>