**“How Do You Express Yourself” | Procedure**

Miss R. Groh

**NOTE:** Approximate time altogether to complete project = two weeks with 50-minute class periods. This will be done as a homework assignment and in class as well.

**Week 1**

* **Day 1: Introduction and Discussion**
  + Students on this day will come in the classroom with their homework (they needed to bring 3-5 images of themselves and it could be in a group setting, a selfie etc.)
  + I will start with the discussion by welcoming the class: “Hello Class, everyone please take your seats, we are going to discuss the homework I assigned you and we will jump right in to how this connects with our new lesson. This will be an in and out of class assignment and it would be due Friday after this coming one.”
  + In the discussion we will note some positives on the student’s photos and state what is working successfully in the photo. Comments from students or myself can include:
    - “[Student’s Name] I really like how the sun reflects some nice highlights on your face and how you’re directly looking into the camera.”
    - “[Student’s Name] I like your composition and how the background is not as focused and all your figures on the foreground protrude forward.”
  + After we move on from our student’s homework (the visual component part) I show them a presentation on historical and multicultural examples. I will also share some information on some famous photographers such as JR and his website and some of his documentaries if we are keeping good on time.
  + PowerPoint will show the 2015 Oscar selfie generated by Ellen DeGeneres.
    - Remy speaking to class: “So I want to talk about selfies, because they have recently become very popular over the past couple of years.” Why do you think they are so popular versus a normal photo that someone can take for you?”
    - Student Responses:
      * “It can be awkward to ask someone to take a picture of you and sometimes it doesn’t always turn out as good when they take it.”
      * iPhone Cameras have a frontal camera so now we don’t have to turn our phone, we can simply take a picture with it like we are looking into a mirror.
    - I would state how their points are valid and maybe discuss some of their comments further to understand their perspectives better. I would focus our attention back on Ellen DeGeneres famous selfie and ask why and how it got viral.
    - Student Responses include:
      * “They are all engaged and it’s a big group of really famous people that are attractive.”
      * “They are all smiling and happy looking”
    - Off these comments I would mention how them being in a large group, clarity of the photo, and composition is effective.
    - We’d continue to look at photos of famous people and keep discussing what works in their photos or how they could have better quality.
* **Day 2: Inspiration and the Creative Process**
  + Class begins and I welcome the class:
    - “Hello everyone, please be seated, today we are going to do part of a lecture. Yesterday we talked about what was successful in the photos we saw from our peers and what we seen on photos in our media. We are going to learn the specific techniques so that way you know how to enhance your photos in some of the examples we seen.”
  + I will pull up my PowerPoint on Photography techniques that have clear evidence of a Photoshop skill or set up that relates to a design principle. These images are off of professional photography and portraiture examples on Tumblr or Pinterest.
  + In this PowerPoint, this is where students will take notes on the lesson vocabulary i.e. rule of thirds, high/low key lighting and the photos I will have up will clarify each example.
  + These presentations have been the modeling, but now it’s time to do a guided practice exercise and get them to be thinking how to approach each shot so they are having a design process in mind when taking a shot versus discovering that “lucky shot.”
  + Guided Practice:
    - “Okay we are going to move on to an activity where you’re going to be able to show the class you can control your camera shot versus trying to be lucky. Jeff how about I have you come up and be my volunteer.”
      * I will call out one of my student’s if no one volunteers.
    - “Okay Jeff, I want you to get use this digital camera and take some shots, but be thinking and applying what we just learned in the lecture. Feel free to get yourself in it or make anyone be a volunteer.”
      * Note: Students may not want to comply and be a volunteer with Jeff’s on the spot task in front of the class
      * Encourage Jeff or said student to take a selfie with the class or somehow arrange me compositionally etc.
    - We will discuss his shots he took and this allows him to test out the camera and explore the possibilities he can do when taking pictures.
    - Will ask for another volunteer to do the same task over again. Goal is to get people active with what we will be doing for most of our class time and for them to feel comfortable using the technology equipment.
  + After the activity, students should feel more confident at this point and are allowed to take their cell phones and partner up in groups to share the digital cameras and venture off around the school to take some shots and get inspired.
* **Day 3:** **Inspiration and the Creative Process Cont.** 
  + I welcome the class and tell them that today we will be having another lecture on how to use Adobe Photoshop. We will walk up to the computer lab and I will have everyone get seated.
  + On an overhead or in a video demonstration I will show them basic Photoshop skills and will have them take notes and provide them handouts. Some of these skills include:
    - Blurring images
    - Brightening and contrasting images
    - Combining other elements in the images
    - Adding and cutting parts out of a photo
    - Filter galleries
    - Erasing
    - Cloning
    - Using the selection tools (move tool)
  + At each one I will give the students a chance to try it on their own. I will walk around and come help them out individually and I will also have some moments where someone can try it on the overhead and we all watch so we can learn from the student’s trial and errors.
* **Day 4: Work Day | Taking Pictures**
  + Allow them to go around the school and take photographs
  + I will answer any questions or help any students who need it. May need to leave the room and go somewhere with the student
* **Day 5: Work Day | Taking Pictures**
  + Allow them to go around the school and take photos
  + Halfway between class I will make them all come back so we can critique the photos they have taken so far
    - We will sit back in our seats and share some of the photos that people have taken so far.
    - We will make suggestions or state some positive feedback on what is working in their images
    - Try to reiterate some of those lesson vocabulary words so they know how to critique each example on a educational perspective
  + I will answer any questions or help any students who need it. May need to leave the room and go somewhere with the student

**Week 2**

* **Day 6: Work Day | Taking pictures and using Photoshop** 
  + Allow them to go around the school and take pictures
  + They will have access to the computer lab for Photoshop
  + I will be staying in the computer lab, students are free to use both the art room and be in the computer lab.
  + Even if they haven’t chosen their final shots they want to do yet they can still mess around with the Photoshop program.
* **Day 7: Work Day| Check In**
  + Students will continue to take shots and use Photoshop
  + I will demonstrate to them how to use other mixed media in photography with a group demo.
  + Students will be expected to show me some of their final ideas so I can check if they are good images.
  + Will show the students how to print off the images and remind them what the finish product should look like on the matt board.
* **Day 8: Work Day | Demonstrating Good Craftsmanship**
  + I will show the students how I want them to present their images with the triptych style I expect to see
  + I will model to them how I want it to look and how to use the glue dots or how you should staple the images on to the matt board.
    - Process:
      1. Get the 36 by 24-inch matt board out
      2. Place all three of the final images on the board without gluing or stapling. Measure each edge to where there is an inch border in between each photo and 1 and half inch border along the perimeter edges.
      3. Then when these measurements are correct, then use a pencil and trace the outside of the image so that way there are three penciled in 8.5 x 11 inch boxes on your matt board.
      4. Use a box cutter or an exactor knife to cut down the size of the matt board. Emphasize that one person needs to help you hold down the ruler so you can cut a straight line
      5. Last attach your images with adhesive or staples on to the matt board
      6. Erase any pencil markings.
  + If the board is too long, I will show them how to use a box cutter or an exacto knife to trim the board (I will have the students sign a safety contact for those who didn’t in the beginning of the year).
  + Students will continue to work on their images
* **Day 9: LAST Workday**
  + Will help the students with the matt board finish and printing off the images
* **Day 10: Critique and Assessment** 
  + Depending on the amount of students in class, students will have 3-5 minutes each to present their work
    - “Hi class, I have been impressed with the time you guys took to make these shots look great. We are having our critique today. Everyone get out your project and we are going around and saying one positive comment for sure and one suggestion.”
    - Positive comments can include statements made that reflect off the lesson vocabulary we learned and how they applied that knowledge.
    - Suggestions could include, compositional issues, poor resolution, no evidence of significant artistic design principle or technique, questioning the image as a whole and/or poor craftsmanship
  + Students will fill out their self evaluation on the rubric which will pose questions on what to reflect on based off of each assessment point.