FOUNDATIONAL PHOTOGRAPHY SKILLS LESSON 1

CONDENSED INSTRUCTIONAL PLAN

Student Learning Objectives

- Students will examine and analyze examples of photography that effectively use the rule of thirds and the elements of visual art in photography.
- Students will compose and photograph four photographs that implement composition techniques discussed in class.

Instructions for Educators: Suggested Duration: 10–15 minutes

Essential Question: What are the components of a visually balanced and thoughtfully composed photograph?

Set the Stage

Background Information for Educator During this lesson, students will explore composition in photography. You and your class will look at various types of compositional techniques used in photography. After discussing the artworks, students will create photographs that experiment with various composition techniques.

Classroom discussion

- **Ask Students** After examining the photographs from the Unshuttered and Getty Collection, in your opinion, what makes a photograph interesting? What kinds of photographs are you personally drawn to? (You may want to write words or phrases that students mention during your discussion. If teaching remotely, you may want to use a jamboard, type the words in the chat, or use a shared online document for everyone to contribute to—this list can be available for everyone to see.)

- **Tell Students** There are many different ways to make a photograph interesting to look at. Photographers use various techniques to draw your attention to certain aspects of an image. One of those techniques is called the Rule of Thirds, which describes a basic compositional structure of a photograph. You can take any image and split it into 9 sections by using 2 vertical and 2 horizontal lines.

Try to place the subject at one of these four circles.
This helps you consider the composition of a photograph used by photographers at any level to assist in creating an interesting composition for their image.

It also helps you create a point of interest in your image. This is typically where the two lines intersect (one horizontal and one vertical). The point where the lines intersect is often referred to as the "point of interest."

- **Unshuttered Composition Sheet** As a large group review the Unshuttered Composition Worksheet. Encourage your students to keep the worksheet handy either printed or saved on their computer or mobile device.

- **Transition** to the conversation and examination of Unshuttered artwork(s) and the Getty collection artwork.

- **Tell Students** Let’s take a look at a few artwork examples that use perspective to manipulate an image.

- **Examining the Artworks**

  Unshuttered artwork(s): Project one of the two student photographs shown to the right. Ask students to pause for about 30 seconds, to simply observe the image then begin by asking students what they notice about the photograph.
  - 30–45 seconds examining the artwork.
  - 2–4 minutes discussing the artwork.
  - Transition to next artwork. the
  - Repeat as necessary.

  Getty collection artwork(s): Project the Getty collection photograph shown to the right. Ask students to pause for about 30 seconds, to simply observe the image then begin by asking students what they notice about the photograph.
  - 30–45 seconds examining the artwork.
  - 2–4 minutes discussing the artwork.
  - Share the artist description with your students.

- **Transition** to the practice portion of the lesson. Depending on how much time you have or if you are teaching in a hybrid model, you may want to provide students with additional time to take photographs at home.