FOUNDATIONAL PHOTOGRAPHY SKILLS LESSON 3

CONDENSED INSTRUCTIONAL PLAN

Student Learning Objectives

• Students create four photographs that implement specific color components to enhance the aesthetic elements of an image.
• Students begin to digitally enhance photographs of their choosing and formulate artistic ideas to curate a series of photographs that tell a cohesive narrative.

Instructions for Educators

Suggested Duration: 15 minutes

Essential Question: What draws your eye in a photograph?

Set the Stage

Background Information for Educator During this lesson, students will explore color and color techniques in photography. After discussing the photographs, students will create photographs inspired by the exploration and discussion.

Classroom discussion

• Tell Students Before we begin taking our photographs and experimenting with new techniques, we will be talking about color in photography.
  
  Brief history of color photography: Photography was invented in the late 1830s, but the first commercially successful color photography process wasn’t made available until 1907. That was followed by decades of innovation and then widespread use. As a fine art form, though, color photography was not embraced by galleries and museums until the 1970s. Prior to that, museums only collected and exhibited black-and-white photography. (Part of the reluctance to accept color photography was initially due to the difficulty of conserving it, as the pigmentation in early color photographs was highly unstable.)

• Ask Students What colors are you personally drawn to? How do colors influence your mood? Students take turns answering the question.

• Tell Students Colors can influence us on a subconscious level, let’s take a look at some photographs that use colors in interesting ways.

• Review the Vocabulary As a large group review the Unshuttered Color 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(s).

• Tell Students Let’s take a look at a few artwork examples that intentionally used color in an image.
Ex amining the Artworks

Unshuttered Artwork(s): Project one of the three student photographs shown below. 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.
- Repeat as necessary.

 Getty Collection Artwork(s): Project one of the three Getty collection photographs shown below. Ask students to pause for about 30 seconds, to simply observe the image then begin by asking students what they notice about the photograph.

Image 1
Untitled, Violet Stoeker, 2019

Image 2
Untitled, Melissa Barales-Lopez, 2018

Image 3
Untitled, Kalani Ball, 2018

Image 1

Image 2

Image 3
· 30–45 seconds examining the artwork.
· 2–4 minutes discussing the artwork.
· Share the artist description with your students.
· Repeat as necessary.

- **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.