FOUNDATIONAL PHOTOGRAPHY SKILLS LESSON 4

CONDENSED INSTRUCTIONAL PLAN

Student Learning Objectives:

• Students examine and analyze photography that uses lighting to direct the viewer’s attention to highlighted points in an image.

• Students create four photographs that incorporate lighting techniques such as hard light, soft light, backlighting, and “golden hour” lighting.

• Students begin curating a body of work that has a cohesive theme based on their interest.

Instructions for Educators

Suggested Duration: 15 minutes

Essential Question: How does lighting influence how we perceive meaning in a photograph?

Set the Stage

Background Information for Educator During this lesson, students will explore lighting and lighting techniques in photography. After discussing the artworks, students will create photographs that explore light in photography.

Classroom discussion

• Tell Students Before we begin taking our photographs and experimenting with new techniques, we will be talking about lighting in photography. There are many different lighting techniques that can be used when taking a photograph.

  There are two main kinds of lighting: There are two main kinds of lighting in photography, natural light and artificial light. Both artificial and natural lighting can be manipulated to create any number of styles of lighting, it’s just a matter of practicing how to use them. However, there are different types of effects you can use to manipulate the light in a way that best fits your desired result. For this lesson, we will be focusing on five different kinds of examples.

• Ask Students In your opinion, how does lighting influence the vibe or feeling of an image? What kind of lighting techniques have you seen? (Encourage students that there is no right or wrong answer)

  Students take turns answering the question.

• Tell Students Similar to color, lighting can influence us on a subconscious level. We will review a few techniques that photographers use. I encourage you to experiment with all of these techniques. Let’s take a look at some lighting vocabulary and lighting examples.

• Review the Vocabulary As a large group review the Unshuttered Lighting Reference Sheet. 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 used lighting in thoughtful ways.

• **Examining the Artworks**

Unshuttered Artwork(s): Project one of the four 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.

![Image 1](unshuttered.org)  
*Untitled, Adam Chun, 2019*

![Image 2](unshuttered.org)  
*Untitled, Regina Zamarripa, 2019*

![Image 3](unshuttered.org)  
*Untitled, Sabinah Lopez, 2018*

![Image 4](unshuttered.org)  
*Untitled, Brian Waite, 2018*

 Getty Collection Artwork(s): Project one of the two 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.

- 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.

![Image 1](unshuttered.org)  

![Image 2](unshuttered.org)  