

## FOUNDATIONAL PHOTOGRAPHY SKILLS LESSON 5

# CONDENSED INSTRUCTIONAL PLAN

### Student Learning Objectives

- Students examine and analyze photography that uses scale to emphasize key details in a photograph.

### Instructions for Educators

Suggested Duration: 10–15 minutes

Essential Question: What draws your eye's attention in a photograph?

### Set the Stage

**Background Information for Educator** Scale is important in an image because it is the key in creating a relationship between the elements in any particular scene. This gives the viewer a good idea of the size of the objects in your image.

### Classroom discussion

- **Tell Students** Before we begin taking our photographs and experimenting with new techniques, we will be talking about scale in photography. Scale is important in an image because it is the key in creating a relationship between the elements in any particular scene. This gives the viewer a good idea of the size of the objects in your image.

The camera lens looks at the world differently than our eyes do. Have you ever tried taking a photograph of the moon? What have you noticed happens when we photograph the moon with our phones?

Students take turns answering the question.

We suggest discussing: When taking a photograph of the moon the moon often appears smaller than what we see with our naked eye. Most cameras, from phones to DSLRs, use lenses that are great for portrait photography, but not for capturing faraway objects in the sky.

- **Ask Students** In your opinion, how does scale influence photography? Think about a photograph you might have seen of mountains or a cityscape, how did the photographer capture the large scale?

Students take turns answering the question.

How about a photograph of something small? How did the photographer capture its small size?

Students take turns answering the question.

- **Review the Vocabulary** As a large group review the Unshuttered Scale 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 used scale in thoughtful ways.

## Examining the Artworks

- **Unshuttered Artwork** Project one of the two 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.



**Image 1** *Untitled*, Norma Vidal, 2018



**Image 2** *An Afternoon at the Getty*, Joshua De Bose, 2018

- **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.
- **Getty Collection Artwork** 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.
  - 30–45 seconds examining the artwork.
  - 2–4 minutes discussing the artwork.
  - Share the artist description with your students.
  - Transition to the next portion of the lesson.



**Image 1**  
*Los Angeles, Photographs From An Automotive Culture #10*, 1979, Anthony Hernandez. Gelatin silver print. The J. Paul Getty Museum. Purchased in part with funds provided by the Photographs Council. © Anthony Hernandez



**Image 2**  
*Memphis*, negative about 1965–1968; print 1980, William Eggleston. Dye imbibition print. The J. Paul Getty Museum. Gift of Caldecot Chubb. © Eggleston Artistic Trust.



**Image 3**  
*Almond Trees and Flood Irrigation*, Oakdale, California, 1999, Virginia Beahan and Laura McPhee. Chromogenic print. The J. Paul Getty Museum. Gift of Nancy and Bruce Berman. © Virginia Beahan and Laura McPhee.