

FOUNDATIONAL PHOTOGRAPHY SKILLS LESSON 5

PRACTICE SHEET

Student Learning Objectives

- Students create three photographs that experiment with scale in photography using four different ways such as leading lines, depth of field and either a close, medium or long shot.

Suggested Time: 35–40 minutes + at home practice

Students Create

- Students examine and analyze photography that uses scale to emphasize key details in a photograph.
- Students create three photographs that experiment with scale in photography using three different ways such as leading lines, depth of field, and either a close, medium, or long shot.

Let's begin!

1. **Tell Students** It is important to remember that photography is all about the process. Today you'll begin experimenting with three photography examples particularly focusing on playing with the scale in the image. Let's look at a few videos that experiment with scale in different ways.
2. **Show Your Students** the Following Videos: [Extreme Close Shot](#), [Close Shot](#), [Medium Shot](#), [Long Shot](#), and [Extreme Long Shot](#).
3. **Begin Creating** Grab your cameras, take photos with intention and have fun!
 - Take a photograph that uses leading lines to show a sense of scale: The lines in your photograph should draw the viewer's eye towards a specific point of interest. The lines can be, for example, patterns in clothing, traffic lines on a street, or the frames of a window.
 - Take a photograph that uses a diminishing effect to show a sense of scale: Your photograph should emphasize the sense of depth in a landscape or space you are capturing. Patterns (for example in floor tiles or stairs) and a horizon line can accentuate the sense of depth in an image.
 - Take a photograph that uses depth of field to show a sense of scale: This refers to how much of a photograph remains in focus. A deep depth of field has everything in focus (often used for landscapes) but a shallow depth of field shows the subjects in the foreground in sharp focus (often used for portraits) while the background is blurred.
4. **Ask** your students to sit down and select five of their own photographs that are thoughtfully curated.

We recommend having students devote 10–15 minutes at home looking through the images and jotting down and generating 3–5 ideas or themes that they have noticed during the last three lessons.

- Students should consider what themes they notice throughout their body of work.
 - Students narrow down their photographs to their select top 5. These images are to be shared with the class. Students are encouraged to digitally enhance their images, if they'd like to.
5. **Curate** Students can share their portfolios with each other in a slide deck. You may want to consider having students share their portfolios in a classroom presentation or in an in-person group show.
 6. **Write (Optional)** Artists often have an artist statement that accompanies a body of work. Students are encouraged to write 4–6 sentences on their selected photographs. They may discuss the themes of the photos, their thought process and the photography skills that they used to achieve their intended vision.