Teacher: Daniel Denton-Weber/Ron Clark Date: September 18, 2018

School: Rocky Mountain High School Grade Level: High School

Content Area: Videography (Art)

Title: Introduction to Photography Lesson #1 of 1

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| **Lesson Idea/Topic and Rationale/Relevance** | Students will be introduced to terms related to art and photography; and what it means to create a ‘good’ photograph. The students’ next assignment will be to create a narrative using still photographs, and this lesson will provide students the basic knowledge and tools necessary to make powerful photographs. |
| **Student Profile:** | High School Students; this class is primarily made up of underclassmen, but there are a few Juniors enrolled. Students do not have much photography experience. |

**Content Standard(s) addressed by this lesson:** *(Write Content Standards directly from the standard)*

* **Standard 1:** **Observe and Learn to Comprehend**
  + **GLE:** Use art making processes as forms of inquiry to increase independent reasoning and perception skills to increase knowledge.
* **Standard 2: Envision and Critique to Reflect**
  + **GLE:** Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.
* **Standard 3: Invent and Discover to Create**
  + **GLE:** Establish a practice of planning and experimentation to advance concepts and technical skills.
* **Standard 4: Relate and Connect to Transfer** 
  + **GLE:** Develop proficiency in visual communication skills that extends learning into new contexts.

**Understandings:** *(Big Ideas)*

* Art (specifically photography) is a form of communication.
* Art (specifically photography) can be used to tell a story.

**Inquiry Questions:** *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

* What is art (photography) good at?
* Why do people make art and/or photographs?
* How can art be used to tell a story?

**Evidence Outcomes:** *(Learning Targets)*

* Explanation what makes a composition ‘good’ or ‘bad’ by using specific examples and art language
* Creation of a well composed photograph
* Explanation of why they made the choices they did using specific terminology in a brief artist statement

**Every student will be able to:** *(Create your own lesson objectives from the standard using student voice)*

* After viewing the provided imagery, students will be able to explain specific differences between a ‘good’ and ‘bad’ shot composition.
* After viewing the provided images and discussing vocabulary, students will be able to create a thoughtful composition utilizing various art and design principles.
* Using their photographs, students will be able to explain the choices they made to create their photograph utilizing specific art vocabulary/language in a brief paragraph.

**I can:**

* I can tell the difference between a good and bad composition in a photograph.
* I can use my phone camera to take a well composed photograph.
* I can explain/discuss the choices I made to make a strong photograph in a short paragraph.

**This means:**

* Students will gain a better understanding on what composition is, and what elements can be used to create a strong composition .
* Students will use their phones cameras to create a thoughtfully composed image and be able to use specific artistic language to explain the decisions they made while making a photograph.

**List of Assessments:** *(Write the number of the learning targets associated with each assessment)*

* Student participation in explaining good vs. bad shot compositions [1 learning target]
* Creation of a thoughtfully composed digital photograph(s) [1 learning target]
* Explanation of choices in a brief artist statement using specific art language/term(s) [2 learning targets]

**Planned Lesson Activities**

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| **Name and Purpose of Lesson** | Introduction of still photography - students will become familiar with terminology associated with art and photography elements and creating a well composed photograph. The next project for this class will include still photographs, so this lesson will introduce students to the process of making digital images. | | | | | | |
| **Co-Teaching**  *Will co-teaching models be utilized in this lesson? Yes \_\_\_ No* **X** | **Which model(s) will be used?**   * I will act as the primary teacher delivering the content to students. Mr. Clark will be in the room listening and adding anything he feels is necessary. He will also be the one who opens up the platform to students so they will be able to upload their completed photographs.   **Why did you choose this model(s) and what are the teachers’ roles?**   * This was chosen because I wanted to gain more experience as being the primary teacher. This lesson is lined up perfectly with my concentration within art education, so Mr. Clark and I thought this would be a good learning experience. | | | | | | |
| **Approx. Time and Materials** | **Approximate time:** 90 minutes - 1 class period  **Materials:**   * My presentation (uploaded onto Google Classroom) * Students’ camera phones * Class page set-up on Padlet for students to upload photos | | | | | | |
| **Anticipatory Set** | The strategy I intend to use is:   * Targeted questioning * Think-Pair-Share   I am using this strategy here because:   * The questions I pose at the beginning of class push for deeper thinking about what photography is and what it can be used for. In an era where snapshot photos appear in people's’ lives daily, the power if photography can be sometimes lost. I want students to think about how imagery can be powerful and why photography still has importance even today. | | | | | | |
| **Procedures** | The strategy I intend to use is:   * Workshop Model   I am using this strategy here because:   * This can really work well in a block class period. I will take up a short portion of class time introducing terms (rule of thirds, leading lines, contrast, visual depth, etc.) and the project. The majority of class time will be used for students to take some photographs. With this strategy, I will gain immediate feedback to see if the students understand what I taught them. I will also be available to provide assistance and/or feedback to students who need it.   **Teacher Actions:**  1. Teacher will introduce terms and imagery associated with shot composition. (15-20 minutes)   * Rule of thirds, background neutralization, mergers,contrast/color contrast, visual depth, leading lines, and broken symmetry   + Rule of thirds, leading lines, and contrast are the biggest/most important     - Define mergers and tell students how to avoid them * At this point students will be given the directions and requirements for the assignment.   + Students will need to take at least one photo and upload it to the class site. Along with the photo, students will be asked to write a short paragraph explaining why they made the decisions they did to make their photographs referencing specific vocabulary to elements in their photos. (Uploaded via Google Doc)   2. Students will be led out into the courtyard to begin taking photographs with their phones. (50-55 minutes)   * Students will be reminded that attendance will be taken once we meet back in the class to try and devert students from getting ‘lost.’ * Teachers will be available for students to answer questions and offer feedback.   3. Gather students and bring them back to the classroom. Students will use the remainder of time to upload their photos and write their reflections.  **Student Actions:**  1. Students will participate when prompted with questions via discussion or Think-Pair-Share.  2. Students will be taking photos, utilizing the terminology they just learned.  3. Students will write their reflective responses.  **Data Collected:**  1. Participation and answers from students (pre-assessment).  2. Participation and observation of students.  3. From the students’ uploaded images and written responses, I will be able to determine to what degree students understand how to create a good composition. I can see if students understand the concepts/terminology based on how they composed their photographs and how they discussed their choices in a written reflection. | | | | | | |
| **Closure** | The strategy I intend to use is:   * Student artist statements assessing comprehension of terms and how they utilized them (reflection)   I am using this strategy here because:   * This way students will be able to use their own words when explaining their art work; art is a very subjective so I want to give students the opportunity to explain their choices. Students will be required to use shot composition terms in their writing so I will also be able to tell how well students understand the concepts based on how they use them in their statements. | | | | | | |
| **Differentiation** | **Modifications:** | Content  Definitions of vocabulary will be provided in text on screen, explained verbally, and the definitions will be available for students to access as they need on Google Classroom. | | Process  Students will be able to take more time for making photographs or writing their artist statements if the need. | Product  For their photographs, students can focus on two or three main concepts of shot composition. (Rule of thirds, contrast, visual depth; students can also choose these concepts as well.) | | Environment  Students will be able to take photographs in an area near the courtyard if there is nothing of interest to them. (The only stipulation is that the student will need to be within eyesight of the teachers.)  Also if students need, they will be able to work on their projects in a space that is not the classroom. |
| **Extensions:** | I will have resources of artists and other composition terms available for students to access if they need. | | Students will be able to shoot a short video utilizing the same composition concepts rather than making a photograph. | Students can edit their photographs in a post processing program such as Photoshop or Lightroom. | | Students will be able to  photograph areas off campus in their own time if desired. |
| **Assessment** | * Can students explain what makes the composition of a photograph good using specific art language? * Did students create an image that was thoughtfully composed using the concepts of composition? * Did students create an artist statement describing why their photograph meets expectations referencing specific elements of their photograph and using vocabulary related to shot composition? | | | | | | |

**Post Lesson Reflection**

1. **To what extent were lesson objectives achieved?** *(Utilize assessment data to justify your level of achievement)*

Based on the photographs and explanations students posted to Google Classroom, I feel that lesson objectives were mostly achieved. Nearly every single student utilized basic shot composition techniques when creating their photographs, and explained their reasoning and process in their short artist statements. Honestly, it is a great feeling knowing that my students actually learned something from my teaching. For the future, I think it would be useful be a little more specific in the assessment of the artist statement. If I do this type of assignment again, I will make it clear to students that they will need to make at least two specific references in their photograph that utilize elements of shot composition. Many students did this, but I feel I should be a little more clear in this part of the assessment.

1. **What changes, omissions, or additions to the lesson would you make if you were to teach again?**

If I were to teach this lesson again, there would be a couple things that I would do differently. The first thing that I would change in my teaching is to slow down when I was lecturing the students. There was a lot of different content that I showed the students in the short presentation, so if I were to slow down a little bit, I think there would have been more questions and discussion from the students. Allowing for some awkward silence as wait time probably would have been useful in this lesson. Also, I wish that I included more opportunities for students to talk and discuss with each other. It was suggested to me that at the end of each concept that I taught to the students, I should show the students an image and have students converse with each other on how that image utilizes that composition element. I asked students at the end why the photo on the screen is a good photo, but after thinking about it, this might have been a useful exercise to do at the end of each concept. This way some of the pressure would have been taken off of me delivering the content, and I feel students would gain a deeper understanding of the concepts being taught. It would have been great to see more student involvement in this portion of the lesson. The final thing that I would have changed if I were to teach this same lesson again would be to show the students what the goals of the day are and how what we did in this lesson transfers to future lessons and projects. It would be beneficial to both the students and myself to set that context from the start so everyone is on the same page from the very beginning.

1. **What do you envision for the next lesson?** *(Continued practice, reteach content, etc.)*

For the next lesson, I would have a few things I would like students to complete in order to deepen their understanding of composing a photograph.. If this were my class, I would like to have students create a small series of photographs with a common theme, and I would leave subject matter open for students to choose. For example, if a student was interested in landscape images they would need to take at least three photographs of landscapes utilizing the composition concepts that were previously taught to them. In this lesson, I imagine that I would need to review some of the concepts to the students just to reiterate the importance of them when making a photograph. Also, I would probably introduce basic photo editing tools to students in a program such as Photoshop or Lightroom. There were a few students that were interested in editing their photographs, so I feel that the lesson following the introductory one would be a good place to do this. Another thing that I would like to introduce in the lesson following this initial one would be critiquing each other’s work. In the arts, talking and giving critical feedback is important to developing and growing as an artist, and I think the next lesson would be a good place to start introducing this idea to students. Talking about artwork and offering feedback to each other is a skill that takes a lot of practice and time to develop, so introducing these concepts earlier rather than later would benefit the students. The main goal I envision for a following lesson would to have students continue practicing making well composed photographs in order to develop their craft, and ultimately, master these skills. Repetition is one element that is key to learning, and with shot composition concepts, it will be important for students to revisit and practice these skills a lot over the course of one term.

1. **If you used co-teaching, would you use the same co-teaching strategy for this lesson if you were to teach it again? Were there additional co-teaching strategies used during the lesson not planned for initially? Please explain.**

While co-teaching wasn’t initially planned in this lesson, it was very useful to have Mr. Clark present in the room during the lesson. It was useful to have him help run my presentation, and assist in classroom management when it was needed. There were also moments where he chimed in and added some instructional points; such as clarifying where students would turn in their photos and artist statements. I feel this was helpful for the students, since he explained things from another perspective. After all, he is a seasoned teacher, and I am still a beginner and learning how to be an effective instructor. For future lessons, it may be useful to consider how to include my mentor teacher to help organize the class, facilitate discussion, or help direct the students in their learning.

**Lesson Plan Appendix**

**Lesson Idea/Topic and Rational/Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?

**Student Profile:** Write a narrative about your learners. What are their special needs? Exceptionalities? Giftedness? Alternative ways of learning? Maturity? Engagement? Motivation?

**Name and Purpose of Lesson:** Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale for what you are trying to accomplish through this lesson.

**Co-Teaching: Models –** One teach/One observe, One teach/One assist, Station teaching, Parallel teaching, Alternative/Differentiated/Supplemental teaching, Team teaching.

**Approx. Time and Materials:** How long do you expect the activity to last and what materials will you need?

**Anticipatory Set:** The “hook” to grab students’ attention. These are actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson, To put students into a receptive frame of mind.

* To focus student attention on the lesson.
* To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers)

An anticipatory set is used any time a different activity or new concept is to be introduced.

**Procedures***:* Include a play-by-play account of what students and teacher will do from the minute they arrive to the minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.

Indicate whether each is:

* teacher input
* modeling
* questioning strategies
* guided/unguided:
  + whole-class practice
  + group practice
  + individual practice
* check for understanding
* other

**Closure:** Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any Questions? No. OK, let’s move on” is not closure. Closure is used:

* To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.
* To help organize student learning
* To help form a coherent picture and to consolidate.

**Differentiation:** To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills? What observational assessment data did you collect to support differentiated instruction?

**Assessment (data analysis):** How will you know if students met the learning targets? Write a description of what you were looking for in each assessment. How do you anticipate assessment data will inform your instruction?