

## Project Venture 2001-2002 Lesson Plan

|                           |  |                      |                                     |
|---------------------------|--|----------------------|-------------------------------------|
| <b>Developer Name:</b>    | Lisa Henschen  | <b>Lesson Title:</b> | Portraits/Vignettes                 |
| <b>Grade Level:</b>       | 10 – 12  | <b>Subject Area:</b> | Photography                         |
| <b>School / District:</b> | Corona del Sol High School<br>Tempe Union High School District | <b>Timeframe:</b>    | Two weeks<br>Three weeks (advanced) |

### SUMMARY:

Students will study early portraiture through investigation of Mathew Brady website. They will integrate internet research as well as answer a questionnaire on content. Students will navigate between internet and word processing windows to complete questions.

Students will access and recall information gleaned from the site to answer questions on content found in the site. Given the Mathew Brady URL, [www.npg.si.edu/exh/brady](http://www.npg.si.edu/exh/brady), students will describe photographic techniques, the history of the period, and prominent artists, writers and politicians of the time.

Students, given the URL <http://www.backflip.com/members/chenschen/10711714>, will visit supporting websites to view photographic examples of portraits and read of techniques utilized by contemporary artists.

After viewing portraits taken during this historical period, students will plan storyboard portraits of people in their family reflecting current dress and activities, a modern day interpretation of the portraits taken during Brady's time. The portraits will be exposed, developed and printed both full-frame and as vignettes.

Gifted or accelerated students may sepia tone or scan the portraits for manipulation using Adobe Photoshop, a more recent photographic advance as compared with daguerreotype and calotype processes. Students may also use Photoshop to place their created portrait subjects in backgrounds simulating Brady's Civil War era.

Students will write a self-evaluation describing the density, contrast, composition and craftsmanship of their portraits (attachments: Family Portrait Evaluation, Vignette Evaluation).

## STANDARDS:

**Visual Arts Standard 1, Creating Art:** Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work. This standard is satisfied with the production of photographic portraiture.

**Visual Arts Standard 2, Art in Context:** Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

**Visual Arts Standard 3, Art as Inquiry:** Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others. This standard is satisfied through the modern day interpretation of portraiture as contrasted with portraits researched on the Brady site.

**Technology Standard 1, Fundamental Operations and Concepts:** Students understand the operations and function of technology systems and their proficiency in the use of technology. This standard is present due to the requirement of students using the internet for research, word processing to demonstrate mastery of lesson content, using computer skills to move between windows of two separate applications, as well as using a scanner and imaging software.

**Technology Standard 2, Social, Ethical and Human Issues:** Students' understanding of the social, ethical and human issues related to using technology in their daily lives and their demonstrated responsible use of technology systems, information and software are addressed by restricting "copy/paste" answering of questions.

**Technology Standard 3, Technology Productivity Tools:** Students use of technology tools to enhance learning, to increase productivity and creativity and to construct technology-enhanced models, prepare publications and produce other creative works are demonstrated by using a scanner to import the produced photograph into an image editing program.

**Technology Standard 5, Technology Research Tools:** Students utilize technology-based research tools to locate and collect information pertinent to the task, as well as evaluate and analyze information from a variety of sources. This standard is applied through the student research of the Brady site as well as a collection of Backflip (bookmarked) sites on portrait photography. Students may also utilize a search engine (e.g., Google) to find additional informative sites on portrait photography.

## OBJECTIVES:

- Given the Mathew Brady URL, <http://www.npg.si.edu/exh/brady>, and the content questionnaire, students will define and describe photographic techniques, the history of the period, and relevant key figures in art, literature and politics.
- Given the URL, <http://www.backflip.com/members/chenschen/10711714>, the students will view related portrait websites for additional exposure to portrait photography.
- After viewing portraits taken during this historical period, students will plan portraits of people in their family reflecting current dress and activities. The portraits will be exposed, developed and printed full-frame and as vignettes.
- The portraits may then be sepia toned or scanned for manipulation using Adobe Photoshop, the more recent photographic advance as compared with daguerreotype and calotype processes. Advanced students may use Photoshop to place their created portrait subjects in backgrounds simulating Brady's Civil War era.
- The students will critique the portraits taken during Brady's time. Students will analyze changes in photographic equipment, dress, and societal values.

## ASSESSMENTS:

- Student mastery of site content will be assessed by accuracy of answers on attached question template (Mathew Brady Website review).
- Student photographs will be assigned points based on the following criteria: (attached Family Portrait Evaluation)
  - Appropriate for assignment (according to assignment description)
  - Composition
  - Craftsmanship
  - Content
  - Contrast
  - Completed assignment sheet (data sheet of shutter speeds and apertures used); (attached The Family Portrait)
  - Completed evaluation sheet (attached Family Portrait Evaluation)
  - Viable negatives in sleeve
  - Readable contact sheet
- Student vignettes will be assigned points based on the following criteria: (attached Vignette Evaluation)
  - Selection
  - Composition
  - Contrast
  - Craftsmanship
  - Focus

**PRE-REQUISITE  
KNOWLEDGE:**

Students must know how to open a computer with user name and password, access and navigate the internet, have keyboarding skills and knowledge of word processing, the ability to move back and forth between windows of several programs and personalize a template to save work in a personal folder they must create for the assignment. Prior knowledge of Photoshop or similar image editing software as well as use of a flatbed scanner is helpful, but may be facilitated through the lesson itself. Photographically, students must be adept in the operation of a camera, have knowledge of developing and printing silver gelatin media, and have received prior instruction in principles and elements of composition.

**LEARNING ENVIRONMENTS:**

Students meet for 52 minutes daily, five days each week. Students are located in the photography classroom that is divided into areas for computer usage, developing film, and printing photographs. Even with thorough instruction, students rely on each other for reinforcement and individual opinion and critique throughout the process. It is imperative that students in such a wide spread task range stay focused and engaged. This is facilitated through use of a time card that is signed in each period with a description of the day's work. After initial presentation, the instructor moves between the areas to guide individuals and offer assistance.

Students will be engaged in the following activities: accessing internet, completing the website review, exposing film, developing film, printing photographs or completing evaluations.

The teacher will move between the different work areas monitoring performance, answering questions, providing assistance, trouble shooting problems with chemistry and computers, and ensuring that all students are on task.

## Tools and Resources

### NUMBER OF COMPUTERS:

Five classroom computers with internet access have been used (although more would be welcome if space and budget permitted). A sixth “teacher” computer may be used if necessary.

### SOFTWARE:

Apple Works (could use Microsoft Word)  
Adobe PhotoShop (for gifted modification)  
Internet Explorer (could use Netscape)

### PERIPHERALS:

Flatbed scanner (for gifted modification), color printer (for gifted modification), multimedia projector.

### INTERNET URLS:

[www.npg.si.edu/exh/brady](http://www.npg.si.edu/exh/brady)  
[http://www.gtillerphotography.com/02\\_BW.html](http://www.gtillerphotography.com/02_BW.html)  
<http://www.cristalen.com/servfbwp.html>  
<http://www.fotogeekink.com/portraitport.htm>  
<http://www.hargray.com/~mediasmith/portraits.html>  
<http://www.camerahouse.com.au/tips3.asp>  
[http://photography.sympatico.ca/pma\\_petportrait.html](http://photography.sympatico.ca/pma_petportrait.html)  
[http://www.austin-groen.com/our%20stuff/thumb\\_b&w\\_portraits.htm](http://www.austin-groen.com/our%20stuff/thumb_b&w_portraits.htm)  
<http://www.backflip.com/members/chenschen/10711714>

**PRINTED MATERIALS:**

- **MathewBrady Website review:** This template of questions may be used as a stationery document and then saved individually by each student with their own, individual responses to the questions.
- **MathewBrady Website review key:** This document is the key/answers to the questions in the Website review.
- **The Family Portrait:** This introduces the purpose and procedure of the assignment as well as provides space to record exposure data.
- **Family Portrait Evaluation:** This document provides a structured set of questions students answer as a self-evaluation of the traditional (rectangular) print assignment. At the end of this document is a rubric for the instructor to give points for the assignment.
- **Creating a Vignette:** This document provides instruction for creating two types of vignettes.
- **Vignette Evaluation:** This document provides a structured set of questions students answer as a self-evaluation of the vignette assignment as well as a rubric for the instructor to give points for the assignment.

**SUPPLIES:**

Cameras  
Film  
Photo paper  
Film chemistry  
Developing tanks  
Paper chemistry  
Print lab with enlargers, trays, etc.  
Sepia toner  
Photo quality ink jet paper

**RESEARCH MATERIALS - BOOKS:**

There are no specifically recommended print materials. Suggested books should contain information on photographic skills (exposure, developing, printing, vignette), and photographic history pertinent to the Civil War era.

**OTHER:**

# Procedures

**Day One** (ideally introduced on a Friday to allow additional free time for shooting off campus)

This is a more structured, teacher-directed day.

- Teacher introduces portrait and vignette assignment explaining all components and the time line for completion.
- Teacher references this as a family portrait assignment and leads discussion as to what constitutes a family.
- Teacher shows examples of student work from previous years, creates dialogue on content of the portraits.
- Teacher leads discussion on differences in wardrobe, style, and composition, contrasting limitations of Brady's time and equipment to that of today (with emphasis on camera shutter speed).
- Teacher distributes "The Family Portrait" assignment sheet which includes the exposure data record.
- Teacher explains location of URLs and why they are pertinent to the assignment.
- Teacher uses projector to instruct students in accessing Brady website and directs them to complete the "Mathew Brady Website review." This review may be a hard copy or completed from a stationery template on the computer. If the template is used:
  - Teacher explains how to access question template (stationery document) and how to title and save to their own class folder.

## **Day Two – Four**

- Students work on one of several tasks, entering their goal for the day on the class time card. The number of students in the class contrasted with limited numbers of computers and enlargers necessitate different work areas. Students will be scheduled or schedule themselves cooperatively to complete the following tasks:
  - A. Develop negatives
  - B. Access Brady site on internet <http://www.npg.si.edu/exh/brady/>
  - C. Open question template in class file on computers
  - D. Complete the template questions, describing photo techniques, the history of the period, and prominent artists, writers and politicians of the time
  - E. View examples of photographic portraits using URL bookmarks, <http://www.backflip.com/members/chenschen/10711714>
  - F. View examples of photographic portraits using print media from teacher-selected books
  - G. Submit negatives for review
- Teacher moves between the different work areas monitoring performance, answering questions, providing assistance, and ensuring that all students are on task.

## **Day Five**

- This is another more structured, teacher-directed day.
- Students submit contact sheet (composite of all images on the negatives) for review.
- Teacher reviews Portrait and Vignette print requirements.
- Teacher distributes "Creating a Vignette" instruction/assignment sheet.
- Teacher demonstrates technique of creating a vignette.

## **Day Six – Fourteen (additional days may be necessary according on student abilities; monitor and adjust)**

- Students will work on one of several tasks, entering their goal for the day on the class time card. Students may:
  - A. Print negatives
  - B. Work on Brady internet assignment
  - C. View examples of photographic portraits
  - D. Complete written "Family Portrait Evaluation" and "Vignette Evaluation" (self-evaluations)
- Teacher moves between the different work areas monitoring performance, answering questions, providing assistance, and ensuring that all students are on task.

## Modification for Differentiated Instruction

**SPECIAL  
EDUCATION:**

**ESL / BLE:**

**GIFTED:**

**Day fifteen through twenty (advanced)**

- Teacher will demonstrate how to enhance the portrait through sepia toning.
- Teacher will demonstrate use of flatbed scanner to transfer portrait to computer, opening the image in Photoshop, using filters to sepia tone and/or vignette the image.
- Students will create sepia toned print.
- Students will scan portraits importing to a Photoshop document and/or vignette.

## Other/Comments