

Name

Class

Teaching Artist

Part I:

Photographic Form & Content

Lesson 1

Hello Photography!

Why do you want to take this class?

What do you hope to learn?

Lesson 2

Form: *This Equals That*



© Jason Fulford

1. What do you notice about the first photograph?

2. What do you notice about the second photograph?

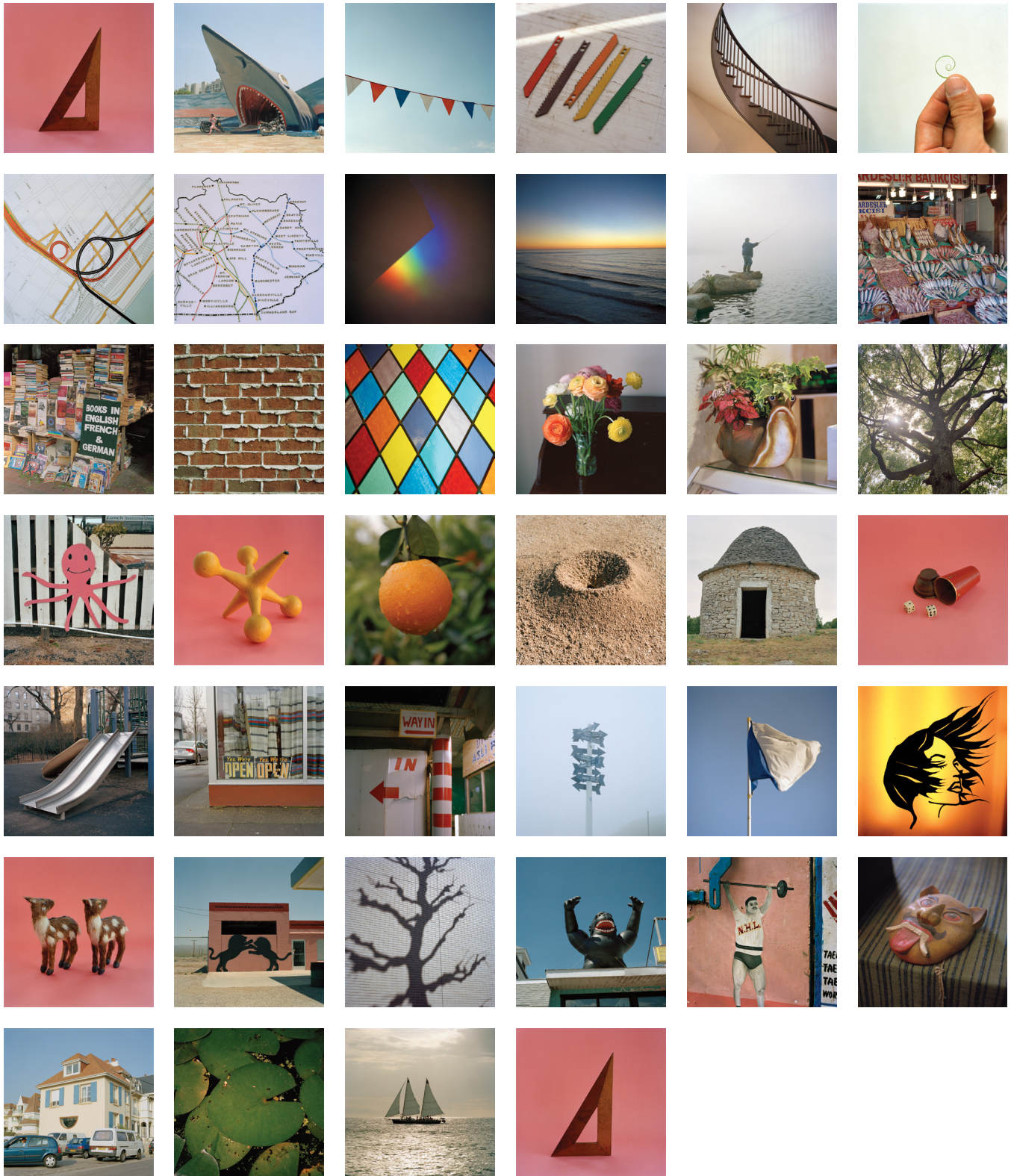
3. What is the same in both photographs?

4. What differences do you see between the photographs?

5. Why do you think the photographer put the two photographs next to each other?

Lesson 2

Form: *This Equals That*



Vocabulary

Line: Marks the distance between two points.

Shape: A flat area that has clear edges.

Form: The way the shapes would look if they were 3-D.

Texture: The way something would feel if you touched it.

Color: What your eye sees when light bounces off a surface.

Pattern: Repeating shapes, colors, lines, or textures.

Subject: The main idea of a photograph; the person in the picture.

Background: The part of a photograph that's farthest from the viewer.

Foreground: The part of a photograph that's closest to the viewer.

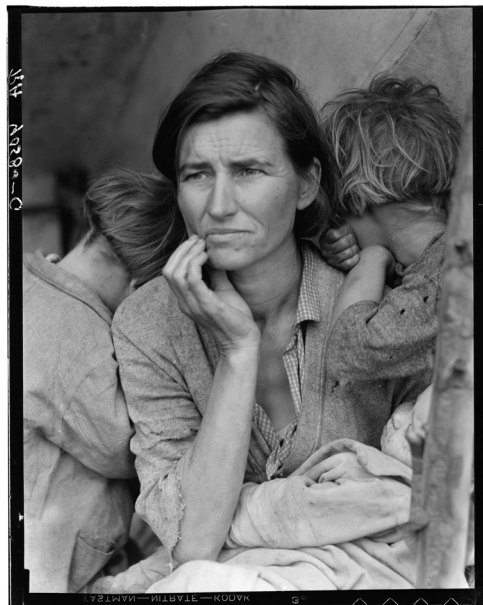
Middle ground: The part of a photograph between the background and the foreground.

Point of view: The location of the camera relative to the subject when the photograph was made (such as bird's-eye view or worm's-eye view).

Contrast: Differences between parts of the picture, especially light and dark.

Lesson 3

Form: Framing and Point of View



Dorothea Lange, Nipomo, California, February, 1936/Art Resource, NY



What could be happening outside of the frame?
Draw what the rest of the scene might look like.



Dorothea Lange, Nipomo, California, March, 1935/ Art Resource, NY



What do you think the most important part of this photograph is? Draw a box around the most important part.



Photograph a scene in the classroom. Choose your "topic," then frame it three ways: close up, mid-range, and from a distance.

Lesson 4

Form: Composing the Photograph

“[Photography is] putting one’s head, one’s eye and one’s heart on one axis.”

Henri Cartier-Bresson

How do you use your head when taking a picture?

How do you use your eye when taking a picture?

How do you use your heart when taking a picture?

What does it mean to put all of these on “one axis”?

Lesson 5

Content: Signs and Symbols



Choose one object from your backpack to photograph. Write the story of the object:

What is it?

What do you use it for?

Where did it come from?

Why do you carry it?

How do you feel when you hold it?

What does it say about you?

What does the object represent and why?

Lesson 6

Content: Metaphors

Describe your favorite photograph you took today:

What does the photograph represent?

What do you see in the photograph that makes you say that?

Lesson 7

Content: Photography and Truth



Working with a partner, talk about how you could take photographs that communicate two different opinions about one subject. Make sure it's something you can photograph at your school. It could be about someone's personality, the way it feels to be in your school, a sports team or club you belong to, the weather, life in the U.S.A... or something else.

The subject we're going to photograph is:

Our first opinion about the subject is:

We'll show this idea by:

Our second opinion about the subject is:

We'll show this idea by:

Lesson 8

Content: The Whole Picture

Use these adjectives (or others) to fill in the worksheet:

Bold	Caring	Complicated	Emotional	Spiritual	Focused
Funny	Unusual	Eager	Beautiful	Creative	Hardworking
Joyful	Energetic	Creative	Loving	Talkative	A Daydreamer
Curious	Hopeful	Emotional	Romantic	Worried	
Thoughtful	Hyper	Faithful	Shy	Dramatic	
Smart	Independent	Moody	Proud	Private	
Bubbly	Wild	Passionate	Silly	Unique	

My friends think I'm _____. They're [right/wrong], I'm really _____. My family thinks I'm _____ and that's [true/not true]. When I'm at school I am _____ and when I'm at home I'm _____. When you look at me, I seem _____. The person I am inside [does/doesn't] look like the person on the outside because I'm really _____.

Now plan how you'll make a classroom photograph like Dawoud Bey's.

The background of my photograph will be _____ because _____. My pose will be _____ to show that I _____.

Lesson 9

Content: Collaborative Portraiture

Who do you want to photograph?

How will you ask someone if you can take their picture?

What will you do if they say no?

Part II:

Context & Meaning

Lesson 11

Context: Introduction

What does context mean?



Susan Meiselas, *Molotov Man*, 1979 © Susan Meiselas/Magnum Photos

Susan Meiselas took the photograph, called *Molotov Man*, of a revolutionary fighter during Nicaragua's Civil War. She first published it in a photobook of images telling the story of the war. What does the photograph mean in its original context?

Lesson 11

Context: Introduction



Banksy, *Flower Thrower*, 2003



Shepard Fairey, *Molotov Man*, 2006
Illustration courtesy of Shepard Fairey / obeygiant.com

The image was copied and reused in many different contexts.

What does the photograph mean in these contexts?

Lesson 11

Context: Introduction



Molotov Man installation view from Reframing History project

Meiselas was uncomfortable with this: she wanted people to remember that the man she photographed was a real person in the context of a real war in a real place, not just a symbol. So she made large versions of the photographs she took during the war and showed them in the places they were taken, twenty-five years after the fact.

What does the photograph mean in this context?

Lesson 11

Context: Introduction

Collage

1. I found the photograph for my collage in the context of:

2. I changed its context to:

3. I changed the context by doing:

Lesson 12

Context: So Many Books!

Which photobook did you like the most?

What is its theme?

What do you notice about its design? Think about color, text, size, shape, and texture.

What do the photographs look like?

In your opinion, what does it take to make a successful photobook?

Lesson 12

Context: So Many Books!

Sample Rubric: Weekend

	Terrible	Pretty Good	Fun
Activities	I only did chores	I babysat and did the dishes, but I also went to the park	I went to Coney Island all day
Weather	It rained and snowed all day	There were thunderstorms in the morning but the afternoon was sunny	It was a glorious, sunny day
Friends	Nobody was free to hang out	I saw my cousin, who's pretty fun	I saw my best friends all day

Copy the class rubric for a successful photobook below:

	Good	Better	Best

Lesson 13

Context: Mind Mapping

My Mind Map



Shot List

List the photographs you'll need to take to complete your project:

Lesson 14

Context: Engaging the Subject

1. Now that you've taken pictures for your theme, what interests you about it?

2. What questions and ideas came up while you were photographing?

3. What do you want to learn as you photograph your project?

4. What do you want to say with your project?

5. What do you need to do next for your project?



Make an updated shot list:

Lesson 16

Context Case Study: Gordon Parks & *The Making of an Argument*

When Gordon Parks photographed Red Jackson for his *LIFE* magazine article, he made a wide variety of pictures describing Jackson's personality and life, but only some of these were included in the final story.

What kind of person did Red Jackson seem to be in the *LIFE* magazine photo-essay?

What kind of person did Red Jackson seem to be in the unedited set of photographs made by Gordon Parks?

How did your group's new sequence make Red Jackson look violent?

How did your group's new sequence make Red Jackson look kind?

Lesson 18

Context: Words and Pictures

A title describes who is shown in a photograph, what is happening, when it happened, and/or where it happened. It's like a list of ingredients on a box of cereal.

Write a title for one of your photographs:

A narrative caption describes what is happening in a photograph. It's like a sports announcer's commentary on the game.

Write a narrative caption for the photograph you selected:

An additive caption doesn't describe what's happening in a photograph, but works side by side with the picture to communicate meaning. It's like the music soundtrack in a movie.

Write an additive caption for the photograph you selected:

Reflections

What did you like the best about the Aperture class?

What was the most important thing you learned?

ON  SIGHT

aperture