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| Subject: | Visual Arts | Interaction: Perceiving |
| Title: | Everyday DC | Lesson 3 |
| Grade: | 6-8 |

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| **Standards** |  |
| VA:Cr1.1.8 | Document early stages of the creative process visually and/or verbally in traditional or new media. |

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| **Objectives** |  |
| Students will be able to:* identify and practice photographic techniques
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| **Day 3 lesson sequence** |
| **Student actions** | **Teacher actions** | **Materials needed** |
| Students identify the different photographic techniques that journalists use to tell stories.As each element is described, students practice using the technique in the classroom. | **Identifying Photographic Techniques:**Using Everyday Africa or Everyday DC photographs from 2017, point out photographic techniques:* Focus on how journalists take different kinds of photos to tell stories: portraits, landscape/establishing shots, action shots and details.
* Focus on angles and how different angles change how a subject is perceived (“bird’s eye,” low level, high level, tilted, “worm’s eye”)
* Lighting and shadows
* Framing (rule of thirds, examining what is included/not included in a photo)

As each element is described, students practice using the technique in the classroom (e.g. after teacher introduces lighting and shadow, students take 5 minutes to practice taking pictures that use front/back/side lighting). | Printed copies of Everyday Africa photosDigital cameras |
| Students choose four photos that reflect four different skills learned in this lesson. | **Practicing Photographic Techniques:**By the end of class, students are required to turn in four photos: Each photo should reflect one of the skills learned in class. (Students can also do this at home, if desired). | Digital cameras  |

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| **Assessment** |  |
| Students identify and practice photographic techniques. |

Sample Rubric

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| **Standard** | **Exceeds Expectation** | **Meets Expectation** | **Needs Improvement** |
| VA:Cr1.1.8: Document early stages of the creative process visually and/or verbally in traditional or new media. |  |  |  |