

Inside Art 2015 — *Enhanced!*Title

Enhanced!: Photographic Techniques

Concept/Main Idea of Lesson

In this lesson, students will be introduced to works from the *Enhanced!* art exhibition and learn about 18 photographic techniques highlighted in the exhibition.

Intended Grade Levels

Grades 9-12

Suggested Duration

2 days

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards

Next Generation Sunshine State Standards

Visual Arts:

VA.912.C.1.2: Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

VA.912.C.2.4: Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

VA.912.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

National Standards for Arts Education

Standard 1: Understanding and applying media, techniques, and processes.

Standard 6: Making connections between visual arts and other disciplines.

Anchor Standard 7: Perceive and analyze artistic work.

Anchor standard 11: Relate artistic ideas and works with societal, cultural, and historical context to depend understanding.

Common Core

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to

evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.SL.9-10: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Instructional Objectives

Each student will:

- become conversant in a multiple photographic techniques;
- practice research and presentation skills.

Learning Activities Sequence

Attention Getter: Show the digital print, “Niagara Falls Montage Family Portrait, 1910” (slide 2 of the PowerPoint presentation [PPT] accompanying this lesson plan). Facilitate student discussion by asking:

- What is going on in this picture?
- What do you see that makes you say that?
- Why do you think the photographer took the photograph?
- What might be the photographic techniques used in this photograph?

Jigsaw:

Arrange students into groups of six students each, if possible. Use your discretion regarding who should be grouped together. These groups will be called “base groups”.

Ask each student in the base group to choose a list terms to become an "expert" on (six total lists; 3 terms on each list). Students will then rearrange into groups based on the expert list they selected:

1. Earliest Techniques Expert Group: Daguerrotypes, Salt Prints, Albumen Prints
2. One-of-a-kind Images Expert Group: Tintypes, Ambrotypes, Collodian Negatives
3. Camera-less Techniques Expert Group: Photograms, Cyanotypes, Collage
4. Silver Gelatin, Pigment, and Digital Expert Group
5. Special Kinds of Photographic Prints Expert Group: Stereograph, Cartes de Visite, Cabinet Cards
6. Color Printing Expert Group: Chromogenic, Cibachrome, Dye Transfer

Pass out to each expert group a copy of their Photographic Techniques Expert Group Handout (one for each student).

Expert groups are to use the internet and other print resources to conduct research on their three photographic techniques, define each, generate a list of unique characteristics, and locate examples of each technique. Allow sufficient time for research (project slide 3 of accompanying PowerPoint and/or photocopy instructions on slide 3 to distribute to groups).

Each expert group will organize their information in the form of a PowerPoint or Prezi presentation.

Each expert group will present their expert project (Prezi or PowerPoint) to their base group.

Closure: All base group members will complete the graphic organizer based on the presentations from their peers.

Evaluation

- Completion of the graphic organizer
- Participation (base group and expert group)
- Presentation to class

Optional Extension Activities

- Have each student choose a term s/he did not research in her/his base group and find additional examples of this photographic technique to share with her/his base group.
- Have each base group vote on their favorite photographic techniques and orally share their justifications with the class.

Materials and Resources

- At least six computers with internet connection and PowerPoint software
- Flash drives (to save student work)
- Art textbooks and other art resources with information on the 18 photographic techniques covered in this lesson
- LCD projector
- PPT for Day 2, *Enhanced!* curriculum
- Photographic Techniques Expert Group Handouts (1 copy of their expert role per student)
- Photographic Techniques Graphic Organizer (1 copy per person)

Internet Links

George Eastman House: <http://geh.org/>

Library of Congress: <http://www.loc.gov/pictures>

National Archives: <http://www.archives.gov>

Picturing America: <http://picturingamerica.neh.gov/>

References

George Eastman House. (2015). *Photography Collections Online*. Retrieved from: <http://www.geh.org/taschen/htmlsrc/glossary.html>.