Photography

STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

Science

ST2-16P - Describes how products are designed and produced, and the ways people use them

**Student Activity:**
Watch the following clips in order with students. They are short informative clips. Students will find out how photographs are produced and how to use a camera. Students write a brief summary of each clip.

Handling a camera - [https://www.youtube.com/watch?v=KqwvHTAsi_s](https://www.youtube.com/watch?v=KqwvHTAsi_s)
The flash and lighting - [https://www.youtube.com/watch?v=IhvbgcSiSxU](https://www.youtube.com/watch?v=IhvbgcSiSxU)
Focusing the camera - [https://www.youtube.com/watch?v=tx9O8y_TDlc](https://www.youtube.com/watch?v=tx9O8y_TDlc)
Composition of the photo - [https://www.youtube.com/watch?v=ssd-quHv1Yo](https://www.youtube.com/watch?v=ssd-quHv1Yo)
Shooting on location - [https://www.youtube.com/watch?v=ruC6Yir7MV0](https://www.youtube.com/watch?v=ruC6Yir7MV0)

ST25WT - Applies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteria

**Student Activity:**
Explain to students they will be taking photos in and around the school grounds. The main skills to focus on are holding the camera correctly, using the correct setting for focusing such as macro, landscape or portrait, and making the composition of the photo interesting. Students will choose their own subject matter and how to shoot it. Students may need to work in groups depending on the availability of cameras. Take students to an area with many different photographic opportunities within the school and allow them to move within range of the teacher to take their photos. After students have taken their photos take them to a computer lab to allow them to load their photos onto the computer and pick their three favourites. Students should save their three favourites in a place which allows them to show them to the class at a later time. Students present their photos and as a class discuss which techniques were used in the photographs.

Visual Arts

VAS2-3 - Acknowledges that artists make artworks for different reasons and that various interpretations are possible

Compare a photo of your grandparents, great grandparents, your parents and yourself. Compare the quality, style, format of the photos and discuss why there is such a difference in the photos. Examine clothing, eye-line and pose position in each photo.

VAS2-4 - Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.

Research the “Top 10 Most Photographed Buildings in the World.” Choose one of the ‘top ten’ as your study and then find and print three of your favourite photographs of that building. Study each photo and identify particular techniques that each photographer used.
### Mathematics

**MA2-14MG** - Makes, compares, sketches and names three-dimensional objects, including prisms, pyramids, cylinders, cones and spheres, and describes their features

**Student Activity:**
Using a digital device take a series of photos based on a mathematical theme. Take six photos based on shape of subjects. Choose a particular 3D shape e.g. cones, pyramids etc. and compare your results with other students and explain why you choose those subjects.

**MA2-9MG** - Measures, records, compares and estimates lengths, distances and perimeters in metres, centimetres and millimetres, and measures, compares and records temperatures

**Student Activity:**
Choose an outdoor object to photograph. Take ten photographs of the same object moving further away from it each time. Measure your even distances and record. Print your photos and glue them onto a grid-line, showing the distances from the subject matter. Describe the differences in each photo as you moved away from it. Record your distances in mm’s & cm’s or cm’s & metres.
1. Draw a line to match the following terminology with its correct meaning:

<table>
<thead>
<tr>
<th>Shutter speed</th>
<th>The range of distance within the subject that is acceptably and sharply in focus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aperture</td>
<td>A shooting mode on your camera that allows you to control every aspect of shooting.</td>
</tr>
<tr>
<td>Depth of field</td>
<td>How long your shutter stays open for.</td>
</tr>
<tr>
<td>ISO</td>
<td>Light sensitivity of your camera’s sensor.</td>
</tr>
<tr>
<td>Manual</td>
<td>Controls how much of your image is in focus or not.</td>
</tr>
</tbody>
</table>

2. Research the concept of ‘composition’ and then write a procedure on how to take a photo correctly

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__________________________
Photography

STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

Science

ST3-5WT - Plans and implements a design process, selecting a range of tools, equipment, materials and techniques to produce solutions that address the design criteria and identified constraints

Student Activity:
Watch the following clips in order with students. They are short informative clips. Students will write a brief ‘procedure’ at the conclusion of each clip.

Camera Presets - https://www.youtube.com/watch?v=Dgp7E2z4mkY
Compositional Terms - https://www.youtube.com/watch?v=SggIYblivFk
Using the flash - https://www.youtube.com/watch?v=CCA8DWo AeD4
Indoor Photos - https://www.youtube.com/watch?v=htC1H521S3PU
Shoot Locations - https://www.youtube.com/watch?v=r uC6YIr7MV0
Digital Editing - https://www.youtube.com/watch?v=CFsCdQHfizM

ST3-4WS - Investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations

Student Activity:
How do you think using a flash when taking photos makes for a better outcome?
List as many different ways that you believe a flash may improve a photograph.
Predict what would happen if you took a photo of your friend with and without a flash, both indoors and outdoors.
Write down your predictions. Now put your predictions to the test by gathering the required data (4 photographs.)
What is your conclusion? Were your predictions correct?
Explain.

Mathematics

MA3-14MG - Makes, compares, sketches and names three-dimensional objects, including prisms, pyramids, cylinders, cones and spheres, and describes their features

Student Activity:
Using play-dough make a prism, pyramid, cylinder, cone and sphere, and write a description about their features.
Now take a photograph of each individual 3D shape that you made.
Use your printed photographs to measure all the sides of your shapes.
Record all the lengths, heights, etc., on your photographs.
**PHOTOGRAPHY**

**STAGE 3 SUGGESTED CLASSROOM ACTIVITIES**

<table>
<thead>
<tr>
<th><strong>Mathematics</strong></th>
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<tbody>
<tr>
<td>MA3-13MG - Uses 24-hour time and am and pm notation in real-life situations, and constructs timelines</td>
</tr>
<tr>
<td><strong>Student Activity:</strong></td>
</tr>
<tr>
<td>Take a photo of a flower every hour for as long as you are at school.</td>
</tr>
<tr>
<td>Print and label each shot using both 12 and 24 hour time.</td>
</tr>
<tr>
<td>Describe any differences noticed at each different time of the day.</td>
</tr>
</tbody>
</table>

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<th><strong>Visual Arts</strong></th>
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<td>VAS3-4 - Communicates about the ways in which subject matter is represented in artworks</td>
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<td><strong>Student Activity:</strong></td>
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<td>The main skills to focus on are holding the camera correctly, using the correct setting for focusing such as macro, landscape or portrait, and making the composition of the photo interesting. Students will choose their own subject matter and how to shoot it.</td>
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<td>Take students to three different areas with many different photographic opportunities within the school and allow them to move within range of the teacher to take their photos.</td>
</tr>
<tr>
<td>After students have taken their photos take them to a computer lab to allow them to load their photos onto the computer.</td>
</tr>
<tr>
<td>Students should have a go at doing some minor editing to their images as seen in the clip in the previous lesson.</td>
</tr>
<tr>
<td>Students should pick their three favourites and should save their three favourites in a place which allows them to show them to the class at a later time.</td>
</tr>
<tr>
<td>Students present their photos to the class.</td>
</tr>
<tr>
<td>Students should explain the composition techniques they engaged in, the editing they undertook and the reasons they liked the photos that they are showing the class.</td>
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</tbody>
</table>

*Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014*
PHOTOGRAPHY
STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

1. Find the meanings of these words or terminology, in terms of photography:

Exposure ___________________________________________________________

Focus ______________________________________________________________

RAW ________________________________________________________________

Backlighting _________________________________________________________

Depth gauge _________________________________________________________

Face-Priority AF ____________________________________________________

Halogen _____________________________________________________________

JPEG ______________________________________________________________

Lag time ____________________________________________________________

Negative film _______________________________________________________

Panorama ____________________________________________________________

Telephoto lens _____________________________________________________

VGA ________________________________________________________________

2. Get your partner to take a portrait picture of you. Upload them on to the computer and use software such as Adobe or Picasa to play with different effects you can add to the picture. Paste your finished product below.
Certificate of Achievement

Congratulations

.......................................................... on completing your studies of PHOTOGRAPHY

From “Enquiring Minds”.

You are well on your way to becoming a PHOTOGRAPHER

Signed_________________________________ Dated__________________________
# Photography

## STAGE 4 & 5 SUGGESTED CLASSROOM ACTIVITIES

### English

EN4-2A - Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

**Student Activity:**
Present a power point or a photo story including captions explaining the story: “A day in the life of...”

### History

HT5-5 - Identifies and evaluates the usefulness of sources in the historical inquiry process

**Student Activity:**
Students need to select a photo for the topic they are studying at the moment.

Each student should select a different photo.

Write a 1 minute speech analysing the source and hypothesising why the photographer took that particular shot, what message were they trying to portray?

### Photography and Digital Media

PDM5.2 - Makes photographic and digital works informed by their understanding of how the frames affect meaning

**Student Activity:**
Students look at a number of photographs and discuss what message the photographer is trying to get across through their composition.

Students are then to take their own photograph which they will present to the class.

The class will try to decipher the students message before the student presents their ideas about the photo.