Creating a Fantasy World Through Photography

In remembrance of R. Kirk Landon
Toy Photography

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Project overview

The toy photography assignment was given to my photography level 2 students. This means that students have had a previous photography class and have a background in basic manual camera use and lighting. Students range in ages 15-18 and are usually 10th graders or in higher grade levels.

Students were given the theme of Toy photography as their photo assignment. They were provided with visual examples of how other photographers have used toys to create their images. They are presented with different ideas, moods, and messages they can convey through the use of toys and other props. Students are encouraged to create scenes and to manipulate their toy’s environment through the use of props and lighting.

Once students are ready to begin, I provide them with cameras, lighting equipment, donated toys, fabric, paper, cardboard, etc. Students in the photography level 2 class use 35mm black and white film and manual film cameras. They develop their rolls of film, and make their prints in the darkroom. Usually I ask for their 4-5 best prints, guiding them through the process from beginning to end. They have about a month or two to work on the assignment, since they have to develop their
film and work in the darkroom to make their prints. Students also have the option of working with digital cameras for this project in addition to working with 35mm film. The final prints can either be printed or displayed on a screen in order to conduct a final critique or review.
**Goals & Objectives**

Students will be able to create photographs using the elements of art and principles of design.

Students will use a variety of photography techniques to create a body of work using toys and other props.

Students will develop their own film and use the darkroom to create prints.

Students will use photo-editing software to edit their photographs and prepare for printing or presenting.

Students will create a story or theme and base their project on it.

Students will practice sequencing skills to depict a story or theme.

Students will participate in a final critique to present their work to their classmates and discuss their results.
Florida State Standards

VA.912.C.1.1—Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.

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.2.1—Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.

VA.912.C.3.1—Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

VA.912.F.1.4—Use technological tools to create art with varying effects and outcomes.

VA.912.F.3.4—Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

VA.912.O.1.2—Use and defend the choice of creative and technical skills to produce artworks.

VA.912.S.1.7—Manipulate lighting effects, using various media to create desired results.

VA.912.S.2.6—Incorporate skills, concepts, and media to create images from ideation to resolution.

VA.912.S.3.5—Create multiple works that demonstrate thorough exploration of subject matter and themes.

VA.2.C.1.2: Reflect on and discuss various possible meanings in works of art.

VA.2.S.2.1: Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.

LA.2.6.4.2: The student will use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.
National Art Education Standards

The original document can be found on
http://www.nationalartsstandards.org
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<th>Table Title</th>
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<tr>
<td>Task Analysis</td>
<td>Detailed process of making art while painting</td>
<td>Explains the techniques used in creating art pieces</td>
<td>Demonstrates understanding of color theory and its application</td>
<td>Describes the process of creating a sculpture</td>
<td>Demonstrates an understanding of the history and techniques used in creating a mural</td>
<td>Uses digital tools to create and manipulate images</td>
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<td>Complete Art Projects</td>
<td>Develops a clear and concise project plan</td>
<td>Evaluates the effectiveness of the project plan</td>
<td>Analyzes the impact of the project plan on the final outcome</td>
<td>Reflects on the success of the project plan</td>
<td>Identifies areas for improvement in the project plan</td>
<td>Collaborates with others to improve project outcomes</td>
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### National Core Arts Standards

**Predicate 1.1:** Artists and designers develop art works through the use of color, texture, line, shape, and space. Essential Questions: How do artists and designers use these elements to create art works? How do artists and designers use color to convey mood or emotion? How do artists and designers use texture to add depth or dimension to a work of art? How do artists and designers use line, shape, and space to create a sense of movement or stillness in a work of art?

**Predicate 1.2:** Artists and designers use the principles of design to create art works. Essential Questions: How do artists and designers use the principles of design to create art works? How do artists and designers use contrast to create visual interest in a work of art? How do artists and designers use balance to create a sense of harmony in a work of art? How do artists and designers use movement to create a sense of energy or dynamism in a work of art?

**Predicate 1.3:** Artists and designers create art works that are unique and original. Essential Questions: How do artists and designers develop a personal style and voice in their work? How do artists and designers use self-expression to convey a unique perspective on the world? How do artists and designers use experimentation to explore new ideas and techniques? How do artists and designers use collaboration to bring diverse perspectives together in a single work of art?
### Visual Arts - Presenting

**Anchor Standard 5: Subject, analysis, and self-expression in art work for presentation.**

**Essential Question:** How can art be used to tell a story or to convey emotion? What is the role of art in communication and expression?

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**Additional Standards:**

- VA:K.1.h: Identify reasons for using objects in art work for presentation.
- VA:K.1.i: Explain why some objects are used in art work for presentation.
- VA:K.1.k: Analyze and evaluate art work for presentation.
- VA:K.1.l: Interpret and critique art work for presentation.
- VA:K.1.m: Create and present art work for presentation.
- VA:K.1.n: Identify and analyze art work for presentation.
### Visual Arts - Responding

<table>
<thead>
<tr>
<th>Visual Arts Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Enduring Understanding:</strong> Humanities and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</td>
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#### Essential Questions:
1. How do visual arts influence our understanding of empathy and interconnectedness in our world?
2. How do visual arts influence our views of the world?
3. How do visual arts engage us in culturally responsive learning experiences?

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#### Analysis:
- Visual Arts Standards for Mathematics standards.
- Visual Arts Standards for English Language Arts standards.

### Visual Arts - Creating

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<th>Visual Arts Standard</th>
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<tbody>
<tr>
<td><strong>Enduring Understanding:</strong> People create artwork as a means of self-expression and communication.</td>
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#### Essential Questions:
1. How do visual arts support our understanding of art as a means of expression and communication?
2. How do visual arts support our understanding of art as a means of self-expression and communication?

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#### Analysis:
- Visual Arts Standards for Mathematics standards.
- Visual Arts Standards for English Language Arts standards.
### VISUAL ARTS - Connecting

**Virginia Standard 3B: Synthesize and relate knowledge and personal experiences to make art.**

**Essential Question(s):** How does engaging in creating art enrich people's lives? How does making art change other people's perceptions of them? How do people contribute to awareness and understanding of their lives and the flow of their communities through art-making?

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**Virginia Standard 3C: Make artistic ideas and works with societal, cultural, and historical context to ensure understanding.**

**Essential Question(s):** How do ideas and meanings expressed through art in different cultural contexts reveal the artist’s society? How can art influence people's lives?

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Sample Lesson Plan

The following lesson plan can be adapted to fit the desired time frame, the type of technology/cameras being used, whether the final images will be printed or digitally displayed.

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<th>LEVEL: Creative Photography II</th>
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<tbody>
<tr>
<td>LESSON: Toy Photography</td>
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<td>PACING:</td>
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<td>OBJECTIVE: The learner will create photographs using art elements &amp; principles based on a series of toy photography.</td>
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</table>
**MATERIALS:**

Canon Rebel SLR Camera, Arista black and white 35mm film, film canister, reel, can opener, thermometer, timer, film developing chemistry (developer, stop bath, fixer, photo flo, water), Ilford B&W Resin Coated photography paper, film dryer, photography paper drier, black changing bag, negative sleeves, sheet protectors, enlarger, negative film carrier, enlarging easel, paper, pencil, self-evaluation form, digital camera, printer, Epson 125 CMYK ink, Epson luster photographic paper. Matting board, matt cutter, double-sided tape, and masking tape. Lighting equipment, lamps, fabric, toys, props, backdrops, paper.

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<th>ESOL STRATEGIES:</th>
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**VISUAL RESOURCES:**


**INSTRUCTION:**

Present students with visual presentation on artists who work using toys as their subjects for photographs. Toy photography provides great opportunities for clever composition and creative lighting.

A photographer can breathe life and personality into the inanimate objects being shot.

Present students with shooting assignment criteria and guidelines. Have students understand the evaluation process. They will be evaluated from ideas, shooting, through film processing, and printing.

They will develop their own film and decide what images to enlarge.

They will be evaluated in the quality of their prints, as well as their critique and presentation of their work to the class.
PROCEDURES:

Present students with artists whose work demonstrate use of toy photography.

Explain to students the use of rule of thirds, manual focusing, and cropping using the lens.

Present students with shooting assignment guidelines and expectations.

Review manual camera settings.

Students will have two to three days to go out and shoot throughout the campus with 35mm black and white film. They will be creating their own scenery and bringing in the toys they want to use.

Students processing their own film. Loading film into reel, preparing chemicals for film development, drying, cutting cleaning film.

Students will make a contact sheet on 8x10 inch resin coated photographic paper.

Students will develop and print four (4) 5”x7” prints for this assignment.

They may use natural or artificial lighting.

Students will complete a self-evaluation form and present their final pieces to the class.

***See attached power point presentation***

***See attached shooting assignment guidelines***
## EVALUATION & PERFORMANCE ASSESSMENT:

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**Portfolio**

- A. tracking
- B. demonstrates growth
- C. compiles a variety of processes, techniques, and media

**Journals & Homelearning**

- A. ideas for projects
- B. sketches
- C. teacher-generated assignments
Step by Step Guide

The following can be adjusted and manipulated depending on grade level, abilities, resources, timeframe, etc...

- Present to students the idea of using toys and toy photography. This can be done by showing them examples from the internet on using toys in photography.

- The more examples provided, the better. I like to show a variety of images, like black and white photography, the darker side of toys, ‘happier’ images, photographs with a lot of digital manipulations, simpler images, etc.

- Have a class brainstorming session on what types of toys and props can be used to create stories and scenes.

- Discuss how light can influence mood and add emphasis to the toys or ‘characters’.

- Demonstrate via class demonstration lighting techniques such as side lighting, Rembrandt lighting, butterfly lighting, top lighting, bottom lighting, silhouette or back lighting, using reflectors, etc.

- Natural lighting can be used or household items such as flashlights, lamps, or even cellphone flash lights.

- Explain to students the project requirements, such as:
  o type of cameras to use
  o technology, photo editing software
  o deadlines
  o output options (printing or digital presentation)
  o themes or topics to cover
  o amount of props or toys to use
  o if working with groups, assignment of jobs (lighting tech, director, stage designer, etc.)

- Discuss any concerns and questions students may have.

- Allow students plenty of class time to work on project.
• Guide students through the process of the project from beginning to end.

• Provide the necessary materials and supplies to reach final outcome.

• As the deadline approaches, guide students towards final steps.

• After deadline, display final work and conduct a critique with the class.
Resources

The following are links to websites that I have used to help develop this lesson plan:

Miami-Dade County Public Schools, Division of Visual and Performing Arts
http://vpa.dadeschools.net/visualarts-curr.html

Florida State Standards
http://www.cpalms.org/Public/search/Standard#0

National Core Art Standards
http://www.nationalartsstandards.org

The Photo Argus- Resource Website for Photographers
http://www.thephotoargus.com

The Photo Argus- Link to examples of toy photography

Freestyle Photographic Supplies
http://freestylephoto.biz

B & H Photo
http://www.bhphotovideo.com
Supplies and Supplemental Materials

The Materials required for this project can vary widely depending on the class size, the age group, the grade levels, and the available resources:

- Cameras (film, digital, or even smartphones!)
- Computers (if working with photo editing software)
- Teacher Computer
- Promethean board or any digital board for class presentation
- Toys (provided by teacher, students, donated, etc.)
- Props (fabric, textured materials, etc. $20
- Light sources (sun, lamps, flashlights, lighting kits)
- Paint $20
- Markers $10
- Glue $10
- Scissors
- Tape, double sided, masking, etc. $10
- Photo editing software, if available through school site.
- Color printer $150-$700
- Photo paper, Epson luster $30-$200 depending on quantity and size
- Film, 35mm, black and white, 400 ISO $3.22 per film
• Film developing chemicals (developer, stopbath, fixer) $100
• Darkroom chemicals (developer, stopbath, fixer) $100
• Darkroom supplies, enlargers, print dryer (school site availability)
• B & W Photo paper, depending on quantity and size $50-250
Student Work Samples
Student Work Samples
M-DCPS teachers, media specialists, counselors or assistant principals may request funds to implement an IMPACT II idea, teaching strategy or project from the Idea EXPO workshops and/or curriculum ideas profiled annually in the *Ideas with IMPACT* catalogs from 1990 to the current year, 2015-16. Most catalogs can be viewed at The Education Fund website at www.educationfund.org under the heading, “Publications.”

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from $150 - $400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by May 2, 2016.

**APPLICATION DEADLINE:**
December 11, 2015

Apply online at www.educationfund.org

For more information, contact:
Edwina Lau, Program Director
305.558.4544, ext. 113
elau@educationfund.org
The Education Fund’s IMPACT II program offers teachers new ways to engage South Florida students.

Ford salutes your efforts to create a stronger, more innovative future for your classroom.
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Silver Star

Rod and Lucy Petrey  Raj Rawal and Anne Marie Miller  Robert Russel Memorial Foundation

Bronze Star

The Jack Chester Foundation  PNB  Boeing

Miami Sportfishing Tournament/ Gary M. Pappas