

Unreal Photo Shoot

6th grade

English Language Arts and Visual Art (Photography)

50 min.

Visual Art Objectives:

1. TSW use a digital camera from an i-pod, i-pad or similar to take a picture of common objects.
2. TSW use zoom and cropping to find an abstract detail of the familiar object.
3. TSW identify techniques used to adapt the initial image.

ELA Objectives:

1. TSW discuss abstract poems to determine descriptive language.
2. TSW brainstorm sounds and emotions evoked by a photograph.
3. TSW write an abstract poem to accompany the photograph.

Standards/Benchmarks

ELA – Common Core

CCSS.ELA-Literacy.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-Literacy.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

VISUAL ART – Louisiana Standards

Creative Expression:

- Identify imagery and create visual representations
- Explore and discuss techniques
- Identify relationships among visual arts, other disciplines, and disciplines outside the arts

Critical Analysis:

- State feelings and interpretations about a composition

Vocabulary: crop, zoom, abstract, photorealism, unreal

LESSON SUMMARY

Students will be introduced to work by photographers who intentionally create abstract works using techniques such as zooming and cropping. Students will also read abstract poems and work in groups to determine meaning in the poems. Using available technology such as i-pods, i-pads or other digital devices, students will take photographs of familiar objects in the classroom or on the school grounds. The students will then make the familiar, unfamiliar using zooming and cropping on the devices. Finally, students will write abstract poems to describe their final photographs.

ANTICIPATORY SET

(10 min)

TTW read examples of abstract poems such as Lewis Carroll's *The Jabberwocky*.

TTW ask: What did you notice about that poem? Did you recognize all of the words? Did you understand what was going on in the poem?

TTW say: Have you ever seen a work of art, a painting or a photograph, that you would describe as "Abstract?" What does abstract mean?

TTW show examples of abstract photographs – choose some works by established artists and some by the teacher or found works from magazines.

TTW review procedures with students.

PROCEDURES

(5 min)

1. TSW use selected devices to take pictures in the established area (classroom, school grounds, hallway, etc.).
2. Each student will take 3 photographs to choose from for the final project.
– *Student may work in pairs or small groups to share devices as necessary.*—
3. After each student has taken and selected a photograph, they will manipulate the photo using the camera settings within the digital device.
–*Students may upload images onto classroom computers and use a computer program to manipulate the device if time/space allows.*—
4. Each student will manipulate their photo using only cropping and zooming to make their photo appear more abstract.
5. Students will print their final photo to a classroom printer.
6. Students will use their manipulated photo as inspiration for a poem.
7. Students will work in pairs or small groups to brainstorm adjectives, emotions, and other descriptive language associated with their photo.
8. Students will work individually to write a poem using ideas from the brainstorming session.
9. Students will publish their photo and their poem on a bulletin board or in a classroom journal.

GUIDED PRACTICE

(15 min)

TTW demonstrate using the computer and a projected image how to zoom and crop on the devices that students will use. TTW explain how going from a full view of an object to a detail or segmented view can render the object unrecognizable. TTW give directions for taking photos. Each student should take three photographs and then choose one to work from.

TSW take photos within the allotted area and take turns using the devices (if necessary). TSW select their image and manipulate the original photo using zoom and crop. When ready, TSW print the image.

INDEPENDENT PRACTICE

(20 min)

TSW take their printed photograph and work with a partner to brainstorm descriptive words and emotions evoked from the image. TSW work for 3 – 5 minutes on each image, then work independently on writing an abstract poem.

TTW move around to each pair and participate and answer questions. TTW remind students that there is not ONE form for abstract poems. The poem can be as long or short needed to describe the photograph.

CLOSURE

(5 min)

TSW publish the poem with the photo on a printed page. The finished works can be displayed in the classroom or printed in a book. TTW ask for volunteers to read their poems. TTW ask students to comment on each other's work and identify descriptive language.

MATERIALS

The Jabberwocky by Lewis Carroll

Images of abstract photographs

i-pods, i-pads, digital cameras or similar
printer access

ASSESSMENT

Following directions

Working during work time

Group work

Completion of photograph using only zooming and cropping

Participation in brainstorm

Completion of poem

Use of descriptive language

Publishing poem with photograph

ACCOMODATIONS

Repeat directions as necessary

Students may move around the room

Students may work in pairs

Technology can be adapted for students (use different devices)