

Photo 1 | Project #1

Scavenger Hunt

He aupuni palapala ko'u; 'o ke kanaka pono 'o ia ko'u kanaka

Mine is a kingdom of education, the righteous man is my man. Seek and apply knowledge ethically.

PROJECT OVERVIEW:

The purpose of this assignment is to get you used to using your camera - holding your camera correctly, playing with different apertures, reading your light meter correctly, and getting used to seeing the world through a viewfinder. We've spent several weeks gaining knowledge - identifying camera parts, learning how light-sensitive materials work, and gaining a basic understanding of how to read a light meter - now's the time we take this knowledge and put it into practice by shooting our first roll of film!

For your first roll, take pictures of the following prompts in any order. These prompts are focused on elements of photography that help you make more dynamic images: 1) focus, 2) perspective, 3) lighting and 4) composition. We'll be exploring these topics throughout the semester to see how our image-making improves with a stronger awareness of these elements. As you shoot, use your imagination and creativity and challenge yourself to slow down and find interesting ways to see/frame the world.

After shooting, we will learn how to safely and correctly process film in the darkroom, then go into how to properly operate enlargers to make prints with our resulting negatives.

Good luck and Happy Shooting!

FOCUS

1. [Freeze-Frame](#): Set your shutter speed to 250 or higher to get a fast action shot
2. [Purposeful Blur](#): Set your shutter speed to 60 or 30 to record a fast moving object with slight blur, while everything else in the picture is sharp
3. [Shallow Depth of Field](#): Set your aperture to a wide-open setting (between f/2 and f/4) and take a close up of something.
4. [Wide Depth of Field](#): Set your aperture to the smallest setting (f/16 or f/22) and take a picture with something in the foreground and background.

PERSPECTIVE

1. [Bird's-eye View](#): shoot straight down at your main subject from a higher perspective
2. [Kid's-eye View](#): squat down to the height of a young kid and shoot your subject from an upward angle
3. [Worm's-eye View](#): lay down on the ground or place your camera flat against a table and take a picture
4. [Tilted Horizon](#): Tilt your camera so your horizon line is at an odd angle.

LIGHTING

1. [Strong Shadows](#): Look around you for (or create with a strong light) clearly defined shadows.
2. [Angled Light](#): Look for light (or shadows) shining from an angle. This could be outside, or even light coming sideways from a window.
3. [Soft Light](#): Find soft, even lighting so that there is no harsh/defined shadows on your subject matter.
4. [Reflection](#): Find a [reflection](#) or reflected light.

COMPOSITION

1. [Frame Within A Frame](#): Find an object or piece of architecture to help frame your subject matter.
2. [Line](#): Find strong lines in your surroundings that help point to your main subject.
3. [Fill Your Frame](#): Get real close to your subject matter so that they fill the frame and only part of them are visible in your viewfinder.
4. [Rule of Thirds](#): Image a grid (like Tic Tac Toe) dividing your viewfinder and place your main subject along one of those lines.

WHAT TO TURN IN:

- 1 contact sheet from your roll of film
- 2 5"x7" prints

Due Dates -

- Finish shooting roll of film by **WEDNESDAY 1/30** or **THURSDAY 1/31**

AT THE END OF THIS PROJECT, STUDENTS WILL BE ABLE TO:

- recognize how to use their manual SLR correctly
- demonstrate their understanding of darkroom operations by properly processing film and printing contact sheets/prints.
- Explain how traditional and non- traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

National Core Arts Standards - VA: Cr2.2.1a - HS Proficient

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

- How do artists/designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?