

Photo 1 – Project 3: Lights, Camera, Emotion!

Kū i ke ao.

Be of the world. To be like the world in which one lives. Live in interdependence with all that surrounds me physically, spiritually, emotionally, and intellectually.

OVERVIEW:

A month and a half into this class, we now have a better idea of how to use/read our cameras and create successful images in the darkroom. We are now better equipped with the knowledge and the ability to capture what we see in the world and recreate it in a photograph. However, photography (and art) is about much more than just replicating what we see – it's about communicating!

Now it's our turn to inspire this thought process in other people by utilizing our knowledge of photography to purposefully create images with meaning and emotion. This project aims to make you more aware of LIGHT. As we learned in class, lighting has many different qualities that can affect the emotional pull of an image.

For this project you will find different lighting situations to illustrate different emotions and create certain feelings in your prints using your understanding of camera operations, lighting, and printing techniques. If you want a challenge, try to NOT take pictures of people's faces to communicate emotion – we rely on facial expressions to decipher emotion, but think about how a feeling or mood can be created without a person's face.

While shooting, look for the following lighting situations:

- **Specular Lighting** – strong/crisp lighting, deep shadows and bright highlights
bright, noon-time lighting
light from 1 light source, like a spot-light
- **Diffused Lighting** – soft/even lighting, weaker/fuzzier shadows
early morning/late evening lighting
light on a cloudy day
indoor lighting
- **Silhouettes** – bright background, dark main subject
back-lit to isolate main subject

You will then choose 2 pictures to print up – 1 that represents a negative emotion, and 1 to represent a positive emotion. In an effort to spread positivity and improve school culture, you will print the positive print 2 TIMES – 1 print you will keep and 1 you will give away to someone who could use an act of kindness.

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

- identify different lighting qualities, types, directions, and situations when shooting
- recognize how different lighting situations can communicate emotion
- Analyze how one's understanding of the world is affected by experiencing visual imagery.

WHAT TO TURN IN:

- 1 – Contact Sheet of your roll of film
- 2 – 5"x7" prints in your portfolio
- 1 – 5"x7" print to give away

INSPIRATION & EXAMPLES:

National Geographic has this cool "Assignments" page, where they have their editors choose a photographic theme and allow the public to submit related images. The editors then choose what they consider to be the 20-30 best out of literally thousands of submissions. Check out some of these lighting-related themes & images below:

- [Catch the Light](#) – "For this assignment, we invite you to speak the language of light. Spend time in one place and take note of how the changing light affects the mood and tone of what you're seeing. Observe the way light might fall on someone's face, cast a shadow across a surface, or play with color in a scene. Experiment with light sources in interior spaces, or get creative with light painting. "
- [In the Shadows](#) – "Photography is known as the study of light. This assignment asks you to find shadows and capture them through images."
- [After the Rain](#) – "After the rain, as people and animals gently step back out into the world, is an amazing time for quiet beauty. There are certainly exceptions in this story, but the overwhelming nature of these photos changed the way I thought about this theme. The winds die down, the song of raindrops fades away, and we are left in a world that seems calmer than before."

- **Low Light** – “So for this assignment I want you to concentrate on shooting in the dark. Anything after the sun’s gone down but before it comes up again is fair game. One of my favorite times to shoot is twilight, after the sun is gone but before it is completely dark. Cities in particular come alive in that mixed light.”



Silhouette – background is bright, while the main subject is dark and isolated



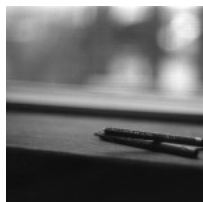
Diffused natural light – soft light and shadows spread evenly across main subject



Specular lighting – bright beam of light from the window, dark shadows throughout the rest of the scene



Diffused natural lighting – even though it looks like a bright day, the subjects are in the shade of a building, creating a softer feel



Diffused light from the window, but the image is printed on the darker side, to create an uneasy feel

NATIONAL CORE ARTS STANDARDS

RESPONDING – HS Proficient VA: RE.7.1.1a – Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?

RESPONDING – HS Proficient VA: RE.7.2.1a

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

- What is an image?
- Where and how do we encounter images in our world?

How do images influence our views of the world?