

Photography 1 – M. Buchholz

Spring 2016

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Buchholz's Classroom Rules:

1. Be kind to others – use good words.
2. Take care of the classroom, darkroom, equipment, and supplies.
3. Be mindful when using your phone.
4. Everyone participates in class shares.
5. Always do your best work.

Materials Needed: Mandatory - Something to write with and a memory card with at least 4 MB
Optional – 35mm camera with flash and a digital camera

35 mm cameras: We will be using 35mm cameras during the 2nd half of the semester. The department does have 35mm camera that be may borrowed as needed. Cameras that are signed out, must be returned in a timely manner and the same condition.

Digital Cameras: We prefer you use an actual digital camera for this class. Phones are tricky because not all cameras on phones are of the same quality. Due to the limited number of digital cameras owned by the department, I cannot sign them out to be used off of school campus.

OK, this class has special behavioral circumstances due to the set up of the classroom / darkroom. There are 7 enlargers in the darkroom, and 25+ students in each class. To make sure time is being used efficiently, students will be working on more than one assignment at the same time. Students will be busy in the classroom, or taking pictures around the school, while waiting for an available enlarger. Waiting to use the darkroom is not free time. A certain level of maturity is necessary to be successful in this class.

Classroom Procedures:

- **Starting Class**— When you enter the classroom, look on the board. You are responsible for the notes, information, and due dates on the board (you can use your phone to take a picture). We start as soon as the bell rings. While I am taking attendance, please get your folder off of the shelf and put your phones away. Any student entering the classroom after the door has been closed will be marked tardy.
- **Folders** – Almost all of the handouts for this class are in the course packet that you will receive at the beginning of this class. It will be graded at the end of the semester. This will become your photography handbook / manual - it must stay in the classroom!
- **Absences**— You are responsible for all missing work and Collins writings. You will find copies of most handouts in the course packet in your folder. When you are absent, we will find an appropriate time to discuss how to cover the missing material.
- **Leaving the room**—Please do not leave the classroom without letting me know. Please use the hall pass for restroom/ drink only. All other reasons for leaving must use a signed agenda. If you would like a pass from me for study hall or intervention, you need to write it out and I will sign it. It must include: your name, date, time, where you are coming from and where you are going.
- **Clean up**— We stop early to clean up and everyone must help. If you do not take care of your supplies/ table/ area, you will lose participation points.
- **Leaving at the end of the class**— stay in your seat until the bell rings. DO NOT line up at the door – this is a safety issue.

NOTE ON CELL PHONES, HEADPHONES, & OTHER ELECTRONIC ITEMS: If you are on your phone without permission, you will lose participation points. Your phone is ***NEVER*** to be in the darkroom (you will expose film/paper). ***I need your focus for the goal(s) of the day.***

PHOTOGRAPHY NOTES ☺

*** PLEASE KEEP UP ON YOUR NOTES. IF YOU ARE ABSENT, SEE ME FOR A COPY OF THE MISSED INFORMATION. YOUR FOLDER WILL BE GRADED AT THE END OF THE SEMESTER.**

Photographic Paper

- The coating on the shiny side of the paper is the _____ side of the paper.
- This _____ is a coating made of _____ suspended in _____.
- What happens when the paper is exposed to light?

- Why are safe lights red?

Darkroom Chemistry:

	Chemical	Function	Time	Change When?
1				
2				
3				
4				

Darkroom Procedures:

How should the photo be moved from one tray to another?

What should be done while the photograph is in the tray?

What are the last two steps of the developing process?

How to take care of the darkroom...

NOTES:

How to Make a Photogram

- 1.) Select Objects (think about: _____ / _____).
- 2.) Think about your _____ (the arrangement of stuff).
- 3.) _____ / practice arrangement.
- 4.) Turn on the enlarger using the toggle switch, to check the _____ & aperture setting.
- 5.) Check the time selected on the _____.
- 6.) Get a piece of _____.
- 7.) Put your _____ and _____ on the dull side.
- 8.) Double check _____ settings (hold the paper behind your back).
- 9.) Turn off the enlarger using the _____ _____ on the timer.
- 10.) Place paper in the _____ area - shiny side up.
- 11.) Place / arrange _____ onto photo paper.
- 12.) _____ press the center button of the timer.
- 13.) Develop your _____.

How to Make a Positive Image from Your First Photogram

- 1.) Locate your first _____.
- 2.) In the darkroom, locate an enlarger with a _____.
- 3.) Turn on enlarger using the toggle switch and check the _____ area.
- 4.) Check _____ setting and time.
- 5.) Using the _____, turn off enlarger.
- 6.) Get a _____ piece of paper.
- 7.) Put your initials and class period (_____) on the dull side (back).
- 8.) Place the _____ on top of the new paper, emulsion side to emulsion side.
- 9.) Line them up the best you can and place them under _____.
- 10.) _____ press the center button of the timer to expose the paper.
- 11.) Develop.
- 12.) _____ and hang to dry.

A Short History of Photography

These answers can be found in the book, Focus on Photography

1.) What is a simple definition of a camera? _____

2.) A _____ is a device that focuses light onto an image.

3.) _____ is the date of the oldest surviving photograph. The exposure time was _____ hours and it is credited to _____.

4.) The first cameras were called _____. These cameras were used as _____ for Western artists in the 16th century.

5.) The _____ was invented by Louis Jacques Mande Daguerre in _____. The _____ was a positive black and white image on a mirror polished, silver-plated copper sheet.

6.) Why was this photograph called an evolutionary dead end? _____

7.) William Henry Fox Talbot's _____ approach formed the basis for all the photographic processes that followed.

8.) In _____, _____ created the first point-and-shoot camera, called the Kodak.

9.) Why was this invention so revolutionary? _____

10.) The _____ was the first successful color process invented in _____ by the _____ in France.

Self Portrait Photogram

We have been talking about and working with photograms for the past week. You have made an experimental positive and negative photogram. We are beginning to understand the photographic process. It is now time to apply what we have learned so far.

As we have mentioned before, photograms are a quick and direct photographic process. Some artists feel that they can be extremely personal and expressive. In making a photogram, you are the artist. You are directing the light as you create a composition with: opaque, translucent, and or reflective materials.

1. The assignment is a self-portrait. I would like for you to make a list of 10 words to describe yourself (or things that you like to do). Then, I would like for you to make a list of 10 items or “things” that would help describe some of your interests / personality. This may be difficult – ask your close friends for input. People that are close to you can be very helpful with this project.
2. Once you have your collected items, work with them. Practice your composition on a 5 x 7 index card - don't wait to get to the darkroom to figure it out.
3. Make a photogram. You are creating a negative – like a negative from a roll of film.
4. With assistance, you will use your first photogram, to make a positive image. (Like a photograph created by printing a negative.)
5. Then, I would like for you to reflect on the process. Please write a short essay on this experience. Include: 1. What did you like the most, 2. What did not work out the way you thought it would, and 3. What would you do differently if you were to do this project again. (A short essay is 3 paragraphs, with each paragraph having about 5-7 sentences)

How You Will Be Evaluated:

List of personality traits and potential descriptive objects	20 Points
Make the first photogram using your items (you are making a negative)	25 Points
Using the first photogram, create the positive image.	25 Points
Write a 3 paragraph essay reflecting upon the process.	30 Points

Transforming Personality Traits into Symbols

Collins 1

1.) Select 10: words / activities / hobbies that could describe your personality or things that you like to do.

2.) What are some objects that could represent/ symbolize these ideas?

We are going to use this list to help us create a self portrait photogram. 😊

Words that: describe things that you like to do, and or hobbies you enjoy	Objects that could symbolize these ideas
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Self Portrait Photogram Reflective Essay

So you have made a positive and a negative photogram self-portrait. Please write a short essay on this experience. Include: 1. What did you like the most, 2. What did not work out the way you thought it would, and 3. What would you do differently if you were to do this project again. (A short essay is 3 paragraphs, with each paragraph having about 5-7 sentences). This essay is worth **30 points**.

FCA's

- 1.) Answering the 3 questions (listed above) 5 points for each paragraph = 15 points
- 2.) Strong opening sentence and effective summary sentence, 3 points each = 6 points
- 3.) Mechanics: Spelling (3 points), Capitalization (3 points), Punctuation (3 points) = 9 points

Ideas for Paragraph 1:

Ideas for Paragraph 2:

Ideas for Paragraph 3:

How to Use the Dry Mount Press (DMP)

- 1.) Turn on the DMP and allow it to warm-up (around 200 degrees) .
- 2.) Select poster board (size, and either black or white).
- 3.) Get a piece of dry mount tissue and cut it a little smaller than the photograph.
- 4.) Using the iron, tack the dry mount tissue to the photograph (in the middle). Be careful and just use the tip of the iron to do this.
- 5.) Center the photo on the board. Have a classmate check it for you.
- 6.) Making sure that the tissue is flat, lift the corner of the photo and tack the tissue to the board on two corners.
- 7.) Place the photo/board inside a larger piece of plain paper that has been folded in half.
- 8.) Place the protected photo into the dry mount press for 3 minutes.
- 9.) Take the photo out of the press. Place it under a heavy book and allow it to cool.
- 10.) Sign and title the mounted photograph properly. Do not include the date and/ or class period.

How to get all of the points for using the dry mount press:

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)

PINHOLE CAMERAS

HOW THEY WORK:

KEY FEATURES

THE CAMERA BODY:

- What:
- Function:
- Hints about the camera body:

THE APERTURE:

- What:
- Where:
- Function:
- Hints about the aperture:

THE SHUTTER:

- What:
- Where:
- Function:
- Hints about the shutter:







WHEN TAKING AN PHOTO WITH A PINHOLE CAMERA REMEMBER...

1.)





2.)

3.)






LINE

DEFINITION:	
EXAMPLE	TYPE
	IMPLIED
	VERTICAL
	HORIZONTAL
	DIAGONAL
	CURVED
	ZIGZAG
REASONS TO USE LINE IN PHOTOGRAPHS	
1.)	
2.)	






RHYTHM

DEFINITION:	
EXAMPLE	TYPE
	REGULAR
	RANDOM / IRREGULAR
	PROGRESSING
	ALTERNATING
REASONS TO USE RHYTHM IN PHOTOGRAPHS	
1.)	
2.)	






EMPHASIS

DEFINITION:	
EXAMPLE	TYPE
	LOCATION
	CONVERGENCE
	THE UNUSUAL
	ISOLATION
	CONTRAST
REASONS TO USE EMPHASIS IN PHOTOGRAPHS	
1.)	
2.)	

BALANCE

DEFINITION:		
EXAMPLE	TYPE	
	FORMAL	SYMMETRICAL BALANCE
		RADIAL BALANCE
	INFORMAL (ASYMMETRICAL)	BALANCED BY SIZE
		BALANCE BY POSITION
		BALANCED BY VALUE
REASONS TO USE BALANCE IN PHOTOGRAPHS		
1.)		
2.)		

SHAPE, FORM, & SPACE

DEFINITION:	
EXAMPLE	TYPE
	
	
	
	
	
REASONS TO USE SHAPE/FORM/SPACE IN PHOTOGRAPHS	
1.)	
2.)	

COLOR

THE 3 PROPERTIES OF COLOR		
1.)	2.)	3.)
EXAMPLE	TYPE	DEFINITION
	PRIMARY COLORS	
	SECONDARY COLORS	
	COMPLEMENTARY COLORS	
	MONOCHROMATIC	
	WARM COLORS	
	COOL COLORS	
REASONS TO BE AWARE OF COLOR IN PHOTOGRAPHS		
1.)		
2.)		

Taking Pictures with a 35mm Camera

Learning Target: Learning about our cameras and how to use them to take thoughtful imagery. There are 4 strategies on how to make the everyday “new” to us. They are: **zoom, crop, change the angle of the camera, and change your perspective.** Think about how you are going to “**frame**” the image.

Make sure to write a detailed description of the pictures you have taken. As you walk around school, someone in your group must have their folder to use as a reference. There are 24 (sometimes 25 images) on a roll of black and white film. Everyone is responsible for 6 images on the camera. **This paper it is worth 100 points.** Why so much? This is your evidence of learning and a way to document what you did on your team’s roll of film.

Team Members:

Picture Taking Checklist: Write a description for each image that you have taken. Check your notes for clarification of each category

1.) Take 2 images that are examples of **Line**; one that uses Horizontal Line and one that uses Diagonal Line.

Description of each image that you took:

2.) Take 2 images that are examples of **Rhythm**; one that uses Random Rhythm and one that uses Progressing Rhythm.

Description of each image that you took:

3.) Take image that is an example of **Symmetrical Balance**

Description of the image that you took:

4.) Take image that is an example of **Geometric Shapes / Forms**

Description of the image that you took:

10 Important Events in the History of Photography

Using your: phone, the computers in the room, or the photography textbooks, identify what you think are the top 10 events in the history of photography. Please write a sentence or two of why you chose this event. Please cite at least 3 sources (textbook or websites) for your research.

1. _____

Why?

2. _____

Why?

3. _____

Why?

4. _____

Why?

5. _____

Why?

6. _____

Why?

7. _____

Why?

8. _____

Why?

9. _____

Why?

10. _____

Why?

Sources Uses:

1.

2.

3.

DEVELOPING FILM

SUPPLIES NEEDED:

STEPS (IN DARK ROOM)

1. Set Up:
2. Lights:
3. Open Film:
4. Snip End:
5. Load Onto Reel:
6. Cut Off Spool:
7. Place In Container:
8. Lid:
9. Lights:

STEPS (IN BAG)

1.) LOCATE LIGHT TIGHT BAG

2.) PLACE SUPPLIES IN BAG

3.) LOAD FILM

CHEMICALS

1. D-76:

2. Stop:

3. Fixer:

4. Rinse:

MAKING PRINTS

THE ENLARGER

1. THE NEGATIVE CARRIER:
2. FOCUS KNOB:
3. EASEL:
4. LENS:
5. APERTURE:

TEST STRIPS

WHY?

HOW?

STEPS FOR MAKING A PRINT

1.)

2.)

3.)

4.)

5.)

6.)

7.)

8.)

9.)

10.)

CAMERAS

DEPTH OF FIELD:

APERTURE

F-STOP:

GENERAL RULES FOR F-STOPS:

-
-

WHY ADJUST THE APERTURE?

-
-

SHUTTER

SHUTTER SPEED:

GENERAL RULES FOR SHUTTER:

-

WHY ADJUST SHUTTER SPEED?

-
-

B:

LENS

NORMAL:

WIDE-ANGLE:

TELEPHOTO:

Camera Settings: Matching



a. Timer



b. Aperture priority



c. Portrait Mode



d. Night Mode



e. Shutter Priority

Av _____

f. Macro Mode



g. Landscape Mode



h. Flash On



i. Red Eye Reduction

Tv _____

j. Sports Mode

Collins 3: Informational Essay

This assignment is worth 70 points & This paper is worth 30 points

FCA's:

- 1.) Identify what the artist is known for and explain why that is significant – 20 pts.
- 2.) Need to include 10 + biographical facts - 30 pts.
- 3.) 4 Paragraphs – 5 – 7 sentences each, must be typed. – 20 pts.

Facts and Information to Consider:

1.) Selected Photographer: _____

2.) D.O.B.? When & where? _____ Are they living? ___ If no, date of death _____

3.) Where did he/she grow up? Parents? _____

4.) Childhood? _____

5.) Education? _____

6.) Career? _____

7.) Describe style of working and/ or style of creating images _____

8.) Specialty? Known most for? _____

9.) 3 Other interesting facts? _____

10.) Why did you select this artist? _____

What Sources Did You Use? – You need to use at least 3...

List Them Here:

1. _____

2. _____

3. _____

Looking for Examples of Elements and Principles of Design

Directions: For each element or principle, find a photograph in The Photo Book that best represents that design quality. Once you have located a photograph, please write: the page number, a two sentence description, and two sentences explaining your rationale. You may use your notes and or textbook to help you. This activity is worth 50 points.

1. Symmetrical Balance

a. Page: _____

b. Description: _____

c. Rationale: _____

2. Random Rhythm

a. Page: _____

b. Description: _____

c. Rationale: _____

3. Progressing Rhythm

a. Page: _____

b. Description: _____

c. Rationale: _____

4. Line leading the eye

a. Page: _____

b. Description: _____

c. Rationale: _____

5. Line creating mood (choose from calm, excited, graceful)

a. Page: _____

b. Description: _____

c. Rationale: _____

6. Emphasis using the unusual

a. Page: _____

b. Description: _____

c. Rationale: _____

7. Emphasis using contrast

a. Page: _____

b. Description: _____

c. Rationale: _____

8. Balance by size

a. Page: _____

b. Description: _____

c. Rationale: _____

9. Good use of geometric shapes

a. Page: _____

b. Description: _____

c. Rationale: _____

10. Evidence of Rule of Thirds

a. Page: _____

b. Description: _____

c. Rationale: _____

Depth of Field, Shutter Speeds, and Apertures

We have been talking about apertures, shutter speeds, lenses, and depth of field. Now, I would like for you to look for images that illustrate some characteristics of these concepts.

Locate the magazines in the big plastic tubs under the large, white dry erase board. Find and cut out examples that illustrate the different photography concepts. Glue stick and label them onto a piece of drawing paper. Answer the questions below (in complete sentences) for your selected images. **Each item is worth 5 points= 75 points.**

1. Define depth of field-

2. Define aperture and explain aperture settings-

3. Find an image that shows a great depth of field.

a. Describe the image:

b. I can tell that it has a great depth of field because:

c. How would you describe the aperture that was used in taking the image, is it large? Medium? Small? Why?

4. Explain shutter speed-

5. Find an image that shows motion.

a. Describe the image:

b. What kind of motion is being captured?

c. How would you describe the aperture that was used in taking the image, is it large? Medium? Small? Why?

6. Find an image that you think the photographer used a telephoto lens.

a. Describe the image:

b. Why do you think that this was taken with a telephoto lens?

c. How would you describe the aperture that was used in taking the image, is it large? Medium? Small? Why?