



## Module 3 Photography

### Class A



**Lesson Plan  
& Teacher Script**



**Handout**

- 3A.1 Hook
- 3A.2 Word-into-Photograph

### Class B



**Lesson Plan  
& Teacher Script**



**Handout**

- 3B.1 Hook
- 3B.2 Improvising Practice  
(optional activity)
- 3B.3 Reflection



# Class A Introduction to Photography

## Lesson Plan & Teacher Script

### PREPARATION

**Estimated Prep Time: 20 - 25 minutes**

**To do before class:**

- Print 1 copy per student of each worksheet for this module (see Materials) and hand them out before class.
- Fill in the Module 3 row in the Student Chain Organizer by assigning each student a starting word (from the list below).
  - Emotions to choose from: Love, Joy, Anger, Sadness, Surprise, Rage, Fear, Longing, Disgust, Nervousness, Pride, Happiness, Courage, Desire, Curiosity, Shame, Panic, Acceptance, Jealousy, Hope, Trust
- Highly recommended: watching the module videos before each class so that you can anticipate any questions students may ask.
  - These sheets will be handed out to the students, giving them the words they will use to capture the essence in their photographs.
  - You may want to write on each sheet the name of the student who is designated (based on your Student Chain Organizer) to receive each word. Please collect these slips of paper after the students have read them so they won't be tempted to share their words with each other.
  - The alternative to passing out sheets of paper revealing the students' starting words is to whisper in each student's ear what his or her word is.
- Highly recommended: watching the module videos before each class to anticipate any questions students may have.
- Looking ahead: Each student will need access to a device (camera/cellphone with camera, etc.) for taking pictures and delivering them to you in Module 3 Class B. You may want to begin arranging access to these devices for students who may not have their own.



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#### CLASS OBJECTIVES

**Students will be able to:**

- Explore creativity and expression in photography.
- Interpret and analyze a word for its essence.
- Translate a word into photography (using art as a language).
- Recognize and articulate their translational thought process.

#### MATERIALS

**Materials you will need:**

- Worksheets:
  - 3A.1 Module 3 Hook
  - 3A.2 Word-into-Photograph
- Starting word written on individual sheets of paper (1 per student) (optional)
- For each student: camera or cell phone with camera, laptop with camera, computer, etc.
- Teacher document: Student Chain Organizer (Appendix C)
- Internet access, projector, speaker and screen for videos



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**Hook: 10 Mins** 5 Mins for Hook Completion | 5 Mins for Share-Out and Debrief



**Lesson Plan**

**Materials:**

- 3A.1 Hook Worksheet

**Description:**

- Today's class will open with students practicing the translation skills they learned last week. Show them the word 'Trust' and have them choose any art medium--sculpture, painting, or even poetry inspired by the stimulus--into which they would like to translate it. When they are finished considering the options, debrief with them about what they created in their imaginations and why.



**Teacher Script**

**Script:**

"Welcome to class. There is a word written up front and at the top of the worksheet on your desk. Please get started on the worksheet quietly. Do not share your thoughts on the word or you will unintentionally influence others. Remember, when you think of the essence of something, it's helpful to close your eyes and imagine what comes to mind. Also remember to be as specific as possible when filling out your Essences sheet. Question your answers to get more details:

- For example, if you pick 'dog' as the answer to the animal question, ask yourself what kind of dog it is. Maybe a playful one like a golden retriever? Or a small territorial chihuahua?? Maybe a loyal worker like a St. Bernard? Think through your choice as you dig deeper into the essence of the word and what it means to you.

When you're done with the first side of your worksheet, turn it over. Think about what 'Trust' would be if it were a painting? What colors would you use for it? What would 'Trust' be if it were a sculpture? What materials would you use? How big would it be? If 'Trust' were a shoe, what would it look like? Would it have leather laces or sequins?"

**Debriefing/Share-Out Questions:**

"Who would like to share out their Essences sheet? As you do so, think of the words you chose as a list of ingredients. Tell us everything you included in your recipe for 'Trust.'"

"Please share in the following way:

- Ex. 'Trust' is my cousin Anna who's always on time, the color clover green, a freshly polished trumpet, being splashed with ice water..."

"Remember, this is a listening challenge. Try to imagine 'Trust' through each volunteer's description."

**While a few students share out what they created, engage them in the following process to get more detail about what they did:**

- "What medium did you circle?"
- "What did you create to represent 'Trust'? Why?"
- Ask them specific questions that pertain to the medium they chose. For example, if they chose sculpture, ask them how big the sculpture would be? What materials would they use? Where would they put the sculpture?
- If they describe something that is not an art form (for example: "I would make 'Trust' a mountain"), ask whether it might be "A sculpture of a mountain? A poem about a mountain? A painting?"



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**Once several students have shared:**

- “ After hearing each other’s interpretations, do you think about the word ‘Trust’ in new and different ways? ”
- “ Give a specific example of what one of your peers said in the share-out that made you think of the word in a new way.”
- “ Remind students of the different mediums they used to represent ‘Trust’. Example: We saw ‘Trust’ as trees dancing, as a wind chime, a hairstyle, and as a painting of an old dog waiting at the door.”
  - “Do you see how one word can evoke many different interpretations?”
  - “How does this activity demonstrate that we are all like the blind men?”

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**Class Opening: 2 Mins**



**Lesson Plan**

**Description:**

- Preview today’s class on photography. Be sure students have the materials they need to complete today’s activities.



**Teacher Script**

**Script:**

“ Today is an exciting class because not only will we continue our discussion about Essences and perspective-taking, but we will also begin to learn about our first art medium: photography. Now I’m sure many of you have taken a picture before, but have any of you ever considered all the different ways you can stage a photograph to convey a message?  
Today we will explore exactly that!”

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**Video 1: Introduction to Photography: 12 Mins** Video: 5 Mins | Video Debrief 7 Mins



**Lesson Plan**

**Description:**

- In this video, Sally will introduce students to photography as an art medium. She will focus on composition and point of view, showing how a camera can be used to photograph in new and exciting ways. Before the video begins, give students a heads-up on what they will be learning (see Script). After the video, ask them the review questions and practice the different camera angles to ensure understanding.
- Play Module 3 Video 1.



**Teacher Script**

**Pre-Video Script:**

“ In this video Sally is going to teach you about photography and how taking pictures from different angles can influence the message you send. Pay attention to the different angles, because I’ll be asking you about them after the video.”

**Post-Video Debrief:**

- “ What are the different angles that were discussed in the video? And what message is conveyed by each of these angles?”
- Low to high: powerful, great, dominant
  - High to low: disapproval, vulnerability, pity, weakness
  - Eye level: equality, familiarity



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- Close up: intimacy, comfort, connection
- Landscape: small, overpowered
- Point of view: seeing the world through someone else's eyes

**Check for understanding:**

Ask students what angles would be best for the following scenarios:

- Showing someone or something as inferior (high to low)
- Showing someone is a friend (eye level, maybe close up)
- Showing that something is small in the grand scheme of things (landscape)
- Showing that someone is strong, maybe a tyrant (low to high)
- Showing the world through a specific perspective (point of view)

**Optional review activity:**

Have students act out each of the different camera angles: a good way to get them up and moving! It can even be done as a "Simon says" activity

" How does each camera angle convey a different message? "

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**Video 2: Translation of a Word into Photograph: 12 Mins** Video: 5 Mins | Video Debrief 7 Mins



**Lesson Plan**

**Description:**

- This video will reintroduce students to the concept of translation as discussed in the previous class. Sally will walk them through the steps she takes in translating a word into an original photograph.
- Play Module 3 Video 2.



**Teacher Script**

**Pre-Video Script:**

" You are now going to see how Sally worked to capture what she feels is the essence of 'trust' and the adaptations she made when she didn't have access to something she wanted in her photograph. Pay attention to the way Sally improvised, as we will discuss her thought process when the video is over. "

**Post-Video Debrief:**

" Why did Sally have to improvise in taking her photo and how did she do it? "

- She wanted a picture of a big black truck but, since she didn't have access to one, she took a picture of her house instead.

" Do you think this might happen to you--not having access to something you want to photograph?"

" Let's think of some examples. Imagine you want to take a picture of certain items but, since you are taking your picture in our classroom, you don't have access to them. What are some ways you can improvise the following?:"

- A snarling dog
- A loud concert
- Skydiving
- Roots underground



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# 5

## Word Interpretation: 15~20 Mins

Pass out words: 1 Mins | Essences sheets: 5-10 Mins | Brainstorm and Sketching: 10-15 Mins



### Lesson Plan

#### Materials:

- Student Chain Organizer
- Starting word written on sheets of paper (unless you are just telling students verbally)
- 3A.2 Word-into-Photograph worksheet

#### Description:

- For this activity, give students their individually-assigned starting words on a sheet of paper and **tell them to keep the word they got a secret from others**. Students should be assigned to words prior to class based on your [Student Chain Organizer Sheet](#). **It is imperative that students NOT know that the Elephant, i.e. the starting words, are Emotions.**
- Hand out the Word-into-Photography worksheets and have students fill them out as a means of organizing their ideas and structuring their translations.
- In Part 1 of the worksheet students will complete their Essences lists based on the word each was given. They will then brainstorm how they might take pictures that will capture the essence of their words. As a final step they will sketch out a plan for creating their images in next class.



### Teacher Script

#### Script:

" Each of you will now receive a word written on a sheet of paper. This word is for your eyes only! It is a secret that no one else should know. "

" Remember, the reason we keep it a secret is because--throughout this course--the goal is to capture the essence of that word and pass it along through art like a game of telephone. You are like the blind men, feeling just this stimulus, and you must find a way to capture its essence in your art and pass it on as in a relay race."

" After you have received your word, I want you to close your eyes and think of a scene that this word brings to mind for you."

" Once you feel you are ready, open your eyes and fill out the Essences list on your worksheet. Be as descriptive as possible. For example, if the word makes you think of a field of flowers, describe the flowers. What colors are they? Bright pink like a flamingo? Or maybe white like a fluffy cloud. Are you picturing a bright sunny day or a cloudy dark rainy day? As you fill out your Essences sheet, capture as much of what you're imagining as possible."

" Once you have completed your sheet, take time to brainstorm how you could use it like a list of ingredients to capture the essence of the word in a photograph. You will be taking the picture during our next class meeting. So, as you imagine your picture, think about what will and won't be available to you in the classroom. Perhaps you want to take a picture of a whale coming to the ocean's surface. That's probably not going to happen in the classroom! So ask yourself what else has that same essence? Perhaps it's low clouds on a rainy day. Maybe it's a close-up of your friend's cheek pressed against a window. As you brainstorm, feel free to jot down notes for your plan--and for plan B if there's a possibility your plan A might not work. If you think of something that you want to bring in from home to include in your picture, make note of that."

" When you are ready, sketch out the photograph you intend to take. What is the primary focus of the photo? What is in the background? Think about the lighting. Don't forget to consider what angle you will take your picture from and what messages different angles can send. "



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- “ After you sketch out your idea, take note of any materials you will need to bring to next class in order to make the photo successful. For example, if you sketched out an item you have at home, write it down in your homework planner so that you remember to bring it to the next class.”
- “ Think about all the elements in your photo. Will you actually be able to capture all of these things in the school setting? For example, maybe you were picturing the background of your picture as a dark gloomy day but it actually happens to be a nice day. What are some ways you can improvise in that case?”
- “ Once you have completed your work, please hand it in to me.”

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**Closing: 5-7 Mins**



### Lesson Plan

#### Close class out by:

- Collecting all student work. It will be handed back to students in Module 3 Class B for use as they brainstorm the creation of their photograph.
- Praising students for what they did well today and previewing next week’s class.
- Collecting student folders and worksheets

If you need students to bring their own cameras or phones with camera capability to next class, please instruct them to do so here.



### Teacher Script

#### Script:

- “ At this time please make sure that I have your Essences and Brainstorm sheets where you sketched your ideas for your photograph. These will be returned to you at the next class when you will actually be creating your photograph. Please put your worksheets in your folders. ”
- “ If in your Brainstorm you identified materials you would like to bring from home to use in your photo, please make a note in your Homework Agenda so that you remember to bring them in.”
- “ Today you did an excellent job sharing out after the hooks, learning about photography, and really thinking about how to capture the essence of what you see in your mind’s eye in an actual photograph. I can’t wait to see these photographs in our next class!”
- “ Remember, you will be taking your own photo during class and submitting it to me by the end of the period. So don’t forget anything you wanted to bring in!”



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## POST-CLASS

- Make sure you have enough cameras/cell phones or other image-capturing devices for each student.
- Check that they are charged.
- Consider how you want students to turn in their photographs to you:  
Will they email them? Airdrop them? Put them on a thumb drive? Will they be handing in their cameras? If so, how will you remember whose image is whose?

