

**Lesson Title:** Lesson 1- Photogram

**Grade Level:** 9-12

**Estimated Completion Time:** 1.5 weeks

### **Overview**

In this lesson, students will learn the process of creating Photograms. They will explore different objects, layering, and textures.

### **Enduring Ideas/Essential Questions**

**Unit Essential Question:** How can photographs be created without a camera?

**Enduring Ideas:** How do photographers cultivate critical thinking and logical argumentation in aesthetics?

### **National or State Learning Standards**

**VAHSPDMC.1** Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.

**VAHSPDMC.3** Cultivates critical thinking and logical argumentation in aesthetics.

**VAHSPDPR.3** Creates artwork reflecting a range of concepts, ideas, and subject matter.

**VAHSPDPR.5** Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.

**VAHSPDAR.2** Critiques photographs of others individually and in group settings.

**VAHSPDC.1** Applies information from other disciplines to enhance the understanding and production of photography.

**VAHSPDC.2** Develops 21st century life and work skills and habits of mind for success through the study and production of photography.

### **Lesson Objectives**

K: Students will **know** the photogram process

U: Students will **understand** positive and negative space in a composition

D: Students will **do** three photograms emphasizing composition

### **Tools and Materials**

Arista.edu RC VC Photographic paper, 5x7

Darkroom Access

Materials of student choice

Sketchbook

### **Introduction**

Students will have a powerpoint with background information about the Photogram process. We will have an overview of what the project will look like in the end and view examples.

### **Procedure**

1. Powerpoint and explanation of assignment. Discuss the physical properties of objects and their effectiveness for this assignment.
  - a. Hand out and go over sketchbook assignment
  - b. Begin sketchbook design and brainstorming
    - i. The sketchbook will include three experiments of different materials. Include the material in your sketchbook. Remember that the objects must be smaller than 5x7. See Lesson 1 Documents for more information.
2. Continue working on sketchbook
  - a. If there are any questions about objects, please discuss with Ms. Michael
3. Group Demo on the photogram process
  - a. Take notes during this demo, it will be done with the light ON so you can see what I am doing. When you do this process, the lights will be OFF. See attached steps hand out.
4. Students will bring their materials in the darkroom to begin experiments.
  - a. Place each object on a test strip that has been provided. Expose the test strip to light. See attachment for full instructions.
  - b. Once the strips have dried, glue them in your sketchbook next to the actual material.
5. Using your experiments, plan a composition that uses all three objects. You will make three different compositions using different layering of AT LEAST two you experimented with.
6. Work day
  - a. Upload finished products to OneNote under Photogram Rubric

### **Distribution and Clean-Up**

Students will receive photographic paper in their designated boxes before class has started. Once they have their objects and have an approved plan, they will get their paper.

### **Closure**

After uploading the assignment to the digital platform, students will self-assess the rubric. Finished work will be placed in the case in the main hallway with the student's name.

### **Assessment**

Students will be assessed using a rubric based on composition, creativity, and craftsmanship. See Lesson 1 documents for complete rubric.

### **Artists or Works of Art Studied**

László Moholy-Nagy

Man Ray

Luigi Veronesi

**Lesson Title:** Lesson 2- Lumen Print

**Grade Level:** 9-12

**Estimated Completion Time:** 1 week

### **Overview**

In this lesson, students will learn the process of creating Lumen Prints. They will use objects of personal meaning to create their images

### **Enduring Ideas/Essential Questions**

**Unit Essential Question:** How does the history of photography and basics of B&W darkroom processing help a photographer find their personal artistic voice?

**Enduring Ideas:** How do photographers cultivate critical thinking and logical argumentation in aesthetics?

### **National or State Learning Standards**

**VAHSPDMC.1** Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.

**VAHSPDMC.3** Cultivates critical thinking and logical argumentation in aesthetics.

**VAHSPDPR.3** Creates artwork reflecting a range of concepts, ideas, and subject matter.

**VAHSPDPR.5** Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.

**VAHSPDAR.2** Critiques photographs of others individually and in group settings.

**VAHSPDC.1** Applies information from other disciplines to enhance the understanding and production of photography.

**VAHSPDC.2** Develops 21st century life and work skills and habits of mind for success through the study and production of photography.

### **Lesson Objectives**

K: Students will **know** the how to create a lumen print

U: Students will **understand** how to make personal meaning through images

D: Students will **do** three lumen prints emphasizing composition

### **Tools and Materials**

Arista.edu RC VC Photographic paper, 5x7

Darkroom Access

Objects of personal meaning

Sketchbook

### **Introduction**

We will go over lumen prints in a powerpoint and look at artists who use this method. We will have an overview of what the project will look like in the end and view examples.

### **Procedure**

1. Powerpoint and explanation of assignment.  
Hand out and go over sketchbook assignment  
Begin sketchbook design and brainstorming  
The sketchbook will include three sketches of more than one object that relates to each other. Write the importance of the objects to you. Remember that the objects must be smaller than 5x7. If your object is too large, you may create a silhouette of the object using black construction paper.
2. Continue working on sketchbook  
If there are any questions about objects, please discuss with Ms. Michael
3. Group Demo on the lumen process  
Take notes during this demo. See Lesson 2 documents for more information.
4. Students will bring in their own objects that they planned in the sketchbook. Begin making lumen prints
5. Work day  
Upload finished products to OneNote under Lumen Rubric

### **Distribution and Clean-Up**

Students will receive photographic paper from Ms. Michael when their compositions have been approved. Once they have their objects and have an approved plan, they will get their paper.

### **Closure**

After uploading the assignment to the digital platform, students will self-assess the rubric. Finished work will be placed in the case in the main hallway with the student's name.

### **Assessment**

Students will be assessed using a rubric based on composition, creativity, and craftsmanship. See Lesson 2 documents for complete rubric.

### **Artists or Works of Art Studied**

Paul Scisson

Ann Giordano

**Lesson Title:** Lesson 3- Cyanotype

**Grade Level:** 9-12

**Estimated Completion Time:** 1 week

### **Overview**

In this lesson, students will learn the process of creating Cyanotypes. They will use natural objects to create unique compositions.

### **Enduring Ideas/Essential Questions**

**Unit Essential Question:** How can photography be used in subjects other than art?

**Enduring Ideas:** How do photographers cultivate critical thinking and logical argumentation in aesthetics?

### **National or State Learning Standards**

**VAHSPDMC.1** Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.

**VAHSPDMC.3** Cultivates critical thinking and logical argumentation in aesthetics.

**VAHSPDPR.3** Creates artwork reflecting a range of concepts, ideas, and subject matter.

**VAHSPDPR.5** Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.

**VAHSPDAR.2** Critiques photographs of others individually and in group settings.

**VAHSPDC.1** Applies information from other disciplines to enhance the understanding and production of photography.

**VAHSPDC.2** Develops 21st century life and work skills and habits of mind for success through the study and production of photography.

### **Lesson Objectives**

K: Students will **know** how cyanotypes are created

U: Students will **understand** how cyanotypes are created using chemistry

D: Students will **do** two cyanotypes using natural materials

### **Tools and Materials**

Precoated Cyanotype paper

Natural objects

Sketchbook

### **Introduction**

Students will have a powerpoint with background information about the Cyanotype process. We will have an overview of what the project will look like in the end and view examples.

## **Procedure**

7. Powerpoint and explanation of assignment. Hand out and go over sketchbook assignment.
8. Begin sketchbook design and brainstorming
  - i. We will go outside and find natural materials that you find interesting
  - ii. Similar to the previous two assignments, you must plan out your composition. You will be using the objects we gathered.  
Remember that the objects must be smaller than 5x7
9. Continue working on sketchbook
  - a. If there are any questions about objects, please discuss with Ms. Michael
10. Group Demo on the cyanotype process
  - a. Take notes during this demo
11. Students will get their materials and begin printing. You must get the paper from Ms. Michael when you are ready. See Lesson 3 documents for more information
12. Work day
  - a. Upload finished products to OneNote under Cyanotype Rubric

## **Distribution and Clean-Up**

Once students have gotten their plans approved and have gathered their items, they can get the paper from Ms. Michael.

## **Closure**

After uploading the assignment to the digital platform, students will self-assess the rubric. Finished work will be placed in the case in the main hallway with the student's name.

## **Assessment**

Students will be assessed using a rubric based on composition, creativity, and craftsmanship. See Lesson 3 documents for complete rubric.

## **Artists or Works of Art Studied**

Anna Atkins  
Christian Marclay  
Barbara Kasten  
Ansel Oomman

**Student Reflection:**

Use the following prompts to think about what you have done in this unit. Be sure to use specific vocabulary that we talked about in class.

Which photogram process did you like the most, and why? (3-5 sentences)

What did you learn in each process? (1-2 sentences)

How can you use what you learned in future work? (2-5 sentences)



## References

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