



AWESOME

# Photography

2020 Little Impressions  
Educators' Resource Kit

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**BHP**

## Submission Guidelines

**Theme:** Artwork must be related to the theme: Tell me more...

**Quantity:** Schools may submit up to 50 artworks. Participants from larger schools are encouraged to work in groups.

**Size:** Artworks may be any size up to A3.

**Techniques:** Artworks can combine as many photography techniques as the artist would like.

**Submission:** Schools must scan and email high quality JPG or PNG digital copies via dropbox or WeTransfer to **admin@awesomearts.com**. We will not accept PDFs or separate emails per artwork.

**Names:** Artworks may include the participant's first name(s), the school name, and a creative title. Due to privacy regulations we will not accept artworks that display a child's surname.

**Due Date:** Artworks must be submitted by **5PM on Friday 7 Aug.**

### Theme: Tell me more...

The 2020 theme celebrates the voices of young people living in Western Australia, encouraging storytelling. The theme invites discussion of important narratives in the community, within families, with friends and of self-identity.

"Tell me more..." encourages participants to consider the value of stories around them, exploring how we can hear from others, give them a voice, and make a record of community history. Children are empowered to plan for the future and celebrate their unique identity.

# PHOTOGRAPHY

The word photography is based on two Greek words: *phos*, meaning 'light,' and *grapho*, meaning 'to write.' So, photography means 'writing with light'. Photography has been used as a form of documentation and record keeping as well as a unique art form in its own right. There is no right or wrong way to take photos, all you need is imagination, a good eye and any type of camera (no super fancy equipment required)!

## MACRO PHOTOGRAPHY

Macro photography is when you take an extreme close up photo to make something very small seem much larger. The images to the left are macro photos of toys by photographer David Levinthal.

**Questions:** Do these images look like normal pictures of toys? How big do you think these toys are? How large do the toys seem when they are photographed this way? How have the toys been posed? Why do you think they were posed in this way? Where is the camera positioned? Is it above the toys from a person's height or at the same level as the toys?

**Activity:** Create your own Macro Toy Portraits. Select a small toy you would like to photograph. What would you like your toy to be doing in this picture? Select similarly sized objects to place around your toy to set the scene for this image. Consider where you will position the camera to make your small item seem large. How much of the surroundings are visible in your photo? Take several photos from various angles. Select your favourite image. Why is this photo your favourite?



*I have chosen a small duck, bubble wrap and some indoor plants to make it seem like a duck about to get into a pond in the garden.*



# COLLECTIONS



Carol Young is an artist who takes photographs of collections of things. The above image is called *White Box Wonderland* and incorporates pictures of important cultural items to the White Box woodland area in Tamworth Australia.

**Questions:** What items can you see? Why do you think these items are important? Why do you think the artist has included natural items, like leaves and soil, along with man made items like shoes and microscopes? What is the significance of including the crushed up can? Does one item look more important than another item, or do all the items look equally significant? Why do you think that? What does this image tell you about the White Box area?



## **Activity:** Create your own collection photograph

You'll be taking a photograph of a collection of items important to you.

Collect 10 important items to you. If you need help considering what items to choose use the following list for inspiration:

What do you like to eat?

What do you like to listen to?

What do you like to wear?

What is your favourite colour?

What activities/games/instruments do you play?

What have you created?

What are you proud of?

Once you have collected your items. Lay them out and photograph your collection.

Where will you lay them out and how will you space them out?

Do you think this photo is a self portrait? Why, or why not do you think that?

What title will you give your photograph?

# STORIES



Narrative photography is when a photo or a series of photos tell you a story. Often these images are not taken in the moment: they are posed, with items, props, costume, lighting, and positioning of your main character (the subject). Just like the above two photos from artist Holly Andres's series "Cats and Dogs".

**Questions:** What do you think happened before these photos were taken? What do you think is going to happen after the photos were taken? What parts of the photos make you think that (the dog's facial expressions? The props? The way the room looks? The colours selected in the image?) Do you think these images were constructed (posed) or happened naturally?

**Activity:** Create your own narrative photo series.

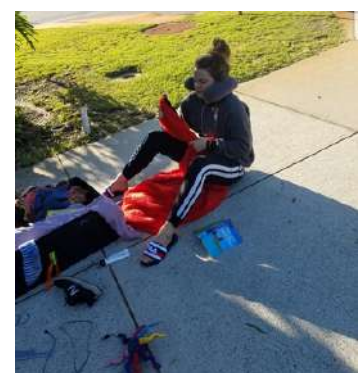
Something precious has been broken or stopped working. You need to stage a photo that tells this story. Consider the following things:

- What has been broken?
- Who broke it?
- How did they break it?
- Where did they break it?
- Who is affected by it breaking?
- What emotion does this story make you feel? (eg. happy, sad, angry, funny, excited)
- What colours can you select in your photos to convey this emotion?
- What kind of lighting can you select to convey this emotion?

Take 3 photos of this story. Just before the item was broken. The moment it is broken. And Just after the item was broken. Remember you don't need to actually break anything, how can you make it look broken in your photo and with the way you pose around it?

**Some other prompts for a narrative photo series:**

- Something important is lost
- Someone has caused a mess
- Someone has broken the rules
- Someone is surprised



# PHOTOGRAPHY

## Things to Consider for your artwork.

How are you going to address the theme?

**Subject**- What (or who) is the main focus of your photo? It could be a person, an item, a texture, a colour, or even a mood.

**Framing** - Where is your subject in your photo and how much can you see?

**Composition** - What else is in your photo? Why is it there?

**Camera Angle** - Will you photograph your subject up high looking down? Low down, looking up? At eye level looking across? Why have you selected this angle? Could you try different angles and select your favourite photo?

**Colour** - Is colour important in your image? Will you select many colours, or only a few? What do these colours express?

## Lighting

**Natural light**- Using light from the sun, stars or moon for your image.h

**Artificial light** - Using lamps, lights, candles, screens or any other kind of man made light to light your image. What is the affect of using different types of artificial lights?

**Directional light** - Where is the light positioned? What kind of shadows does it create?



## Photography Composition - The First 19 Rules

	<b>Rule of Thirds</b> Position subject on the crosshairs		<b>Framing</b> Frame subject with surrounding objects - buildings, people, trees
	<b>Repetition</b> Look for repeating objects - pile of fruit, row of poles etc		<b>Leading Lines</b> Road, rails, lines of lampposts, buildings etc leading to subject
	<b>Negative Space</b> Leave space for subject to move into		<b>Colour</b> Use complimentary or opposing colours in background
	<b>Balancing Elements</b> Balance background interest with foreground subject		<b>Differential Focus</b> Subject in sharp focus to guide the eye
	<b>Symmetry</b> Half of the image is a mirror of the other half		<b>Patterns</b> Look for naturally occurring & constructed patterns
	<b>Depth (layers)</b> Position subject in front of and behind objects to create 3D depth		<b>Depth of Field</b> Blur background &/or foreground to separate your subject
	<b>Viewpoint</b> Photograph from different angles - get low, get high		<b>Triangles &amp; Diagonals</b> Look for diagonals in a scene, create triangles
	<b>Fill the Frame</b> Get in close and fill the frame with your subject		<b>Simplicity</b> Cut out distractions - get close, blur background, darken background
	<b>Left to Right Rule</b> Moving subjects should go from left of frame to right of frame		<b>Rule of Space</b> Leave space around your subject
	<b>Rule of Odds</b> Look for odd numbered design elements - 3 arches, 5 windows etc	brought to you by www.theienlounge.com	

Learn the rules, use them, combine them. Then learn to break them for effect.

## Further resources

**Sharp shots photo club:** easy short videos on composing photos with a digital camera

<https://www.youtube.com/playlist?list=PL0JIPTs699M-yyzgDjZVoH73PidgnmKE>

**Beginners Guide to iPhone Photography:** tips for getting the best out of phone photography

<https://www.youtube.com/watch?v=dFz5E1rZqR4>

**Photography basics for noobs:** more advanced look at ISO, shutter speed, and aperture.

<https://www.youtube.com/watch?v=ppTr4NVqWgI>

## 2020 Curriculum linking

### **AWESOME Arts Little Impressions Exhibition: Photography**

This educator's resource links in all areas to the Visual Arts Scope and Sequence. And can also be linked in the following subject areas.

This list is not exhaustive; it gives an idea of the cross-curriculum ways that you can link this project to the classroom.

Ideas for exploring Little Impressions within the WA Curriculum:

- Photography is the manipulation of light. Explore the science behind capturing light to make photographs. (**Science: Science understanding, Physical Sciences**)
- Explore photographs as a primary source of information. What is the difference between photos that document and art photos? Is there always a difference? (**Humanities and Social Sciences: Humanities and Social sciences skills, Questioning and researching**)
- Creating images that explore ideas of pattern and symmetry (**Mathematics: Measurement and Geometry, Location and transformation**)
- Develop a range of focus questions to investigate the exhibition theme. Locate and collect a range of information from a variety of sources find your answer. (**Humanities and Social Sciences: Questioning and researching, Analysing, Evaluating, Communicating and Reflecting**)
- Discuss your personal strengths and achievements and how they contribute to personal identities. How would you include these strengths in a self-portrait photograph? (**Health and Physical Education: Personal, social and community health, being healthy, safe and active**)
- Explore how to read the visual language in photographs. (**English: Expressing and developing ideas, Visual Language**)
- Write stories based on your narrative photo series (**English: Creating Literature, Creating Literary texts**)