

Visual Arts Lesson Plan Template

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Date: 02/05/24

Activity: Digital Photography Lesson Plans

Grade: 12

Big Idea and Essential Questions
<p>Students will use the Element of Art, line, in their compositions to lead the eye through the photograph.</p> <p>What are the different types of lines in photography?</p> <p>Which type of line was used in each photograph?</p>

North Carolina Essential Standards	
List the state academic content standards/ <u>benchmarks</u> with which this lesson is aligned.	<p>B.V.1 Use the language of visual arts to communicate effectively.</p> <p>B.V.1.2 Apply the Elements of Art and Principles of Design to create art</p>

Lesson Objectives and Demands	
<p>Content Objectives: What will the students know and be able to do by the end of the lesson? (use observable language with measurable verbs)</p>	Students will be able to look at a photograph and identify the types of lines in photography and how it was used to lead the eye to the subject and throughout the photo.
<p>Key Vocabulary in Lesson:</p>	Lines, Composition, Subject, Focal Point, Eye flow, Engage, Line of Sight, Lines of Perspective, Leading Lines and Lines of Motion
<p>Key Artwork in Lesson:</p>	The artwork included will be Photography by Dorthea Lange, which includes: "Tractored Out", Childress County, Texas 1938, "Migratory Cotton Picker:", Eloy, Arizona, November 1940 and "A Destitute Mother: The Type Aided by the WPA 1936" .

Materials
Camera or phone to take pictures. Computer to share the photos.

Lesson Considerations	
<p>Prior Academic Learning and Prerequisite Skills: List the prior knowledge that students will need to use and build upon to be successful in this lesson.</p>	Before the students will begin this project, they would have already had lessons in lighting, focal point and composition, i.e, Rule of Thirds. They will add to this knowledge with the lesson on lines in photography. Students will learn about the

Include brief developmental overview.	different types of lines in photography including: Line of Sight, Leading Lines, Lines of Perspective and Lines of Motion.
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Procedure with Lesson Timeline and Instructional Strategies & Learning Tasks (This should be VERY DETAILED)
<p>Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. Include questions that you might ask your students? <i>Note: The italicized statements and scaffolding questions are meant to guide your thinking and planning. You do not need to answer them explicitly or address each one in your plan. Delete them before typing your lesson outline.</i></p>
<p>Instructional Strategies:</p> <ol style="list-style-type: none"> 1. <i>(5 minutes) After greeting the students, I will open the lesson with the review of the previous lesson on Composition. I will also ask the students to define “focal point” from the previous lesson and ask why it is important to establish that.</i> 2. <i>(5-7 Minutes) To gain their interest, I will ask them, Did you know that you can control how your viewer looks at your artwork? You can make your viewer look at your subject without even realizing they are doing it. We will then look at the pictures by Dorthea Lange and Analyze the paths their eyes take when looking at the three photos. I will also ask the students what they think the photographer is trying to say in the pictures.</i> 3. (10 Minutes) During this time, I will begin the lecture on the different lines in photography and how Dorthea Lange uses lines in these images to lead your eyes to the subject. We will go back through each one, and I will point out the lines seen as they come up during the discussion. 4. The first line noted is Leading Lines or directional lines as in the “Migratory Cotton Picker” photo. The viewer is lead into the photo by the arm at the bottom and continues up the board to the other arm that takes you to the hand that stops at the face. Leading/Directional lines point to the subject. 5. Perspective is seen when things recede into space. The second line is the Line of Perspective which are also seen in the “Tractored Out”. We see these curved lines that recede as they go towards the house taking the viewer to the subject. 6. In “Tractored Out”, we also see Lines of Motions in the field showing the wavy pattern the tractor traveled while it plowed the field. 7. The final line that we will discuss is Line of Sight which is seen in the picture, “A Destitute Mother”. When we look at photos of people, we connect with them and usually try to look at their eyes. When we see their eyes, we follow their gaze. This mother’s gaze actually tries to take the viewer’s gaze off the page by giving a sense of worry and possible hopelessness, but is stopped by the little child clinging to her shoulder.
<p>Independent Practice/Application:</p>

1. (10 minutes to begin project in class) After the lesson and examples have been shown, students will be given the assignment take 3 photos of each type of line that we discussed leading to their subject. Students will begin the assignment in class and be challenged to search out different items in the room to create or capture those lines.

Closure:

1. (5 minutes) At the end of class, I will show a variety of photos and ask the students to identify what the subject is and which type of line was used to lead the eye.

Evidence and Formative Assessment of Student Learning:

Assessment Strategy #1:

Their photos will be uploaded into a class folder and students will have the opportunity to critique one photo from the class by saying what made them choose the photo, things that are working well with the photo and things that could make it stronger. They will also discuss the type of lines used and identify what the photographer was trying to communicate with the photo. The photographer can respond if the student correctly identified the subject and/or message.

Accommodations and Modifications

How might I differentiate instruction for the range of learners	If a student needs an accommodation, I will only require that they turn in one example of each or to pick one type of line and take two photos of it. I will also allow them to work with a partner during class time.
Extensions and enrichment	I will also allow extended time to complete the project if needed.