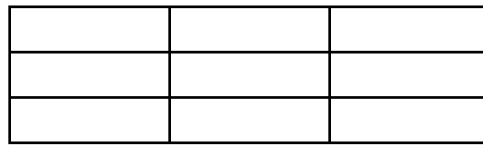


When students are working with photos, their goal is great picture quality. The elements of picture quality that depend on technical factors like resolution (pixel count), file format and compression, and ISO speed are pretty much handled by fixed settings on today's digital cameras. Visual or aesthetic appeal, on the other hand, depend on how well the students have framed and cropped their shots.

Framing a Shot Using the Rule of Thirds

- Once the technical parameters of camera settings are met, you also need good composition to end up with great photos. Students need to learn effective framing and cropping. One important point you can stress in the following lessons is that students should frame their pictures using the Rule of Thirds.
- Rather than place their subjects right in the middle of the image area, they divide up the area into nine smaller rectangles.



- Then, they place their subject(s) where the lines intersect. Following this rule of composition can make a photo much more interesting.

Use Reflections

- Another interesting strategy students can incorporate into their photos is to use reflections in their shots. They can find reflections all around them—in store windows or in pools of water, even in puddles left over after a rain.
- Using the Rule of Thirds, they could frame the reflection so that it gets as much attention in the photo as the subject itself.

Balance and Symmetry

- There are times when a sense of symmetrical balance in a photograph is preferable to invoking the Rule of Thirds (creating an *asymmetrical* image). Often you can get a very dramatic effect from placing the main object in the very center of the picture. A satisfying sense of balance can also be created when two objects form a mirror image, creating a line of symmetry either horizontally or vertically in the photo.
- Be sure to preview the samples provided on the Teacher Resource CD that offer examples of both of these strategies for making photographic shots interesting.

Cropping is another tool that can greatly enhance the impact of a photo. The goal is to end up with the simplest and least cluttered image possible. As students look at printed photographs, they can take two L-shaped pieces of paper or four sheets of paper and practice cropping the images. As they do this, they can investigate how cropping affects the emotional impact of the images.

After this exercise, they can import their own photos into an image editor, save them as TIFF files, and crop them digitally, preserving the right height and width (aspect ratio) for a 4" x 6" photo.

Step-by-Step Directions

Saving As a TIFF File in *Photoshop Elements*

To preserve the image quality of your pictures as you edit them, save them as TIFF files. Here is how you would do that using *Photoshop Elements*:

1. Open *Photoshop Elements*.
2. Click **File** on the Menu bar and choose **Open**.
3. Find the first photograph. Click **Open**. Your image appears in the *Photoshop Elements* editing screen.
4. Click **File** on the Menu bar and choose **Save As**.
 - In the dialog box, under **Format**, choose *TIFF* and click the **Save** button.
 - From the TIFF Options dialog box, click **OK**.

Cropping Images in *Photoshop Elements*

Now, crop your pictures to simplify the images and focus on what is important. You also want to have the right height and width for a 4" x 6" picture. This is how you do it in *Photoshop Elements*:

1. Click the Dotted Rectangle tool on the left.
2. On the **Mode** drop-down menu along the top, choose **Fixed Aspect Ratio**.
3. In the Width and Height boxes to the immediate right, enter the numbers you want so that your image has the same height and width as a 4" x 6" photo.
 - If you want to crop portrait, enter 4 for Width and 6 for Height.
 - If you want to crop landscape, enter 6 for Width and 4 for Height.
4. Drag over the image to crop it.
5. Along the top, click **Image** and choose **Crop**.
6. Save your cropped image by clicking **File** on the Menu bar and choosing **Save As**, and then giving it a new name.

Photography and the Emotions

Lesson Description

Students will use digital camera(s) to photograph objects or scenes with the purpose of bringing out specific emotions from an audience.

Content Standard

Students understand that specific artwork can bring out different responses.

Technology Skill

Students employ the Rule of Thirds while composing digital photographs.

Additional Technology Skill

- working with pictures in a word-processing program, such as *Microsoft Word*

Materials

- digital camera(s) with wrist strap(s)
- several pieces of artwork depicting various emotions
- *Photography and the Emotions* activity sheet (page 128; page128.pdf)



Teacher Preparation

1. Make copies of the *Photography and the Emotions* activity sheet (page 128) for all students.
2. Locate several pieces of artwork (paintings, drawings, sculptures, etc.) to show students. Choose pieces that bring out varying emotions. Pay attention to composition, texture, and other elements that affect viewer emotion. Specifically include some photographs that are obvious examples of how the Rule of Thirds was employed by the photographer. You may choose to use the images provided on the Teacher Resource CD, or online museums are wonderful places to find diverse artwork.
3. Be prepared to discuss each piece with students. Explain the specific elements responsible for bringing out the emotion or response. Be prepared to discuss the Rule of Thirds with your students. (See the summary on page 115.)
4. Since students will take their own pictures to bring out specific emotions, make sure digital camera(s) are available for use. Plan ahead regarding how to manage the camera(s). Will students work in groups, or will they take their own pictures?

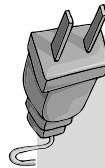


Procedure

1. Show students the first piece of artwork. It should cause obvious emotions in the students.
2. Ask students how the artwork makes them feel. Encourage specific responses with questions such as:
 - How does this artwork make you feel?
 - What specific parts or elements of the piece make you feel this way?
 - What do you think the artist was thinking about when this piece was created?
 - Do you think the artist was purposefully trying to bring out a specific reaction or emotion when the piece was created?
3. Show students another piece of artwork that brings out a different emotion. Ask the same questions as above.
4. Show students a third piece of artwork that is more neutral. Again, ask students how the artwork makes them feel. Encourage specific responses with questions such as:
 - How does this piece make you feel compared to the first two we looked at?
 - Do you feel as strongly about the emotions this piece brings out as you felt while looking at the first two? Why or why not?
 - What specific parts or elements of the piece make you feel this way?
5. Introduce the Rule of Thirds to your students. Show them a few examples of photographs that are pleasant to view. Point out how the Rule of Thirds was employed by the photographer. (You may want to use the examples provided on the Teacher Resource CD.)
6. Explain to students that they will be using digital camera(s) to record composed scenes with the goal of bringing out specific emotions from the audience. They will be paying special attention to the Rule of Thirds.
7. Have students brainstorm lists of emotions on their copies of the activity sheet (page 128). They should brainstorm at least two separate lists—one for positive emotions (e.g., joy, surprise) and one for negative emotions (e.g., anger, fear). Some of the students could also brainstorm a third list for neutral emotions (e.g., pensiveness).
8. Tell students to each narrow their choices to one positive emotion and one negative emotion. Have them write their choices on their activity sheets. Have students also write things that would cause them to experience these two emotions. These things might include situations, actions, or objects.

Procedure *(cont.)*

9. Each student should now choose an emotion to be brought out through a picture. Tell students to think about the composition of these pictures and how the Rule of Thirds could reinforce the emotion they plan to portray.
10. Students should describe their planned pictures in narrative form. Their descriptions should “paint” pictures of the planned scenes in the minds of people who read them. The students should also compose lists of props they need for their pictures.
11. Students should then compose their pictures and use digital camera(s) to record them. Remind students to pay attention to lighting, perspective, composition, and framing elements. Discuss how they can use these elements to reinforce their chosen emotions. Have students take several pictures of their scenes, perhaps altering some of the elements (lighting, perspective, composition, or framing) to better achieve their goal of bringing out the chosen emotions.
12. Allow students to each choose the picture he or she thinks best brings out the chosen emotion. Have them transfer the pictures to the computer.
13. Students can then write words or sentences that describe the elements of their pictures that they feel bring out the intended emotions. These elements might include the physical objects in their pictures or elements such as lighting, framing, and perspective. Alternatively, have students import their pictures into a word-processing program, such as *Microsoft Word*, and add their words or sentences using the word processor. Have students save and print their work.
14. Use the rubric provided on page 127 to assess each student’s work.



Extension Idea

Using students’ photos, set up an art gallery. Have students look at each picture and record the emotion(s) they feel when looking at it. Then, have students present their pictures to the class and describe the elements they used to bring out the chosen emotions.



Student Directions

1. Brainstorm a list of emotions on your activity sheet. You should brainstorm at least two separate lists—one for “positive” emotions and one for “negative” emotions.
2. Narrow your choices to one positive emotion and one negative emotion. Record them on your activity sheet. For each of these emotions, write things that would cause you to experience them. These things might include situations, actions, or objects.
3. Choose the emotion you want to show in the picture you will take. Make sure you choose an emotion that can be shared in a picture. Begin thinking about the composition of your picture. How could you use the Rule of Thirds to reinforce this emotion?
4. Record your chosen emotion on your activity sheet. Then, briefly describe your planned picture. Your description should “paint” a picture of the planned scene in the mind of someone who reads it. You can also include a list of props you need for your picture.
5. Compose your picture and use a digital camera to record it. Pay attention to lighting, perspective, composition, and framing elements. Think about how you can use these elements to reinforce your chosen emotion. Take several pictures of your scene, perhaps altering some of the elements (lighting, perspective, composition, or framing) to better achieve your goal of bringing out the emotion.
6. Choose the picture you think best brings out the emotion. Transfer your picture to the computer.
7. Write words or sentences that describe the parts of your picture you feel bring out the intended emotion. These parts might include the physical objects in your picture or elements such as lighting, framing, and perspective. Your teacher may direct you to write your words or sentences using a word-processing program.
8. Save and print your work.

Assessment Rubric

Strong (3 Points)	The list of brainstormed emotions is complete, varied, and extensive.	The picture is described in great detail and paints a clear picture of the planned scene.	The picture is composed well according to the Rule of Thirds and detailed thought is given to lighting, perspective, framing, and composition. The picture readily brings out the emotion.	The words or sentences describe in detail the elements that bring out the emotion.
Effective (2 Points)	The list of brainstormed emotions is varied and somewhat extensive.	The picture is described in detail and paints a picture of the planned scene.	The picture is composed adequately according to the Rule of Thirds and thought is given to lighting, perspective, framing, and composition. The picture brings out the emotion.	The words or sentences describe the elements that bring out the emotion.
Emerging (1 Point)	The list of brainstormed emotions includes at least two positive and two negative emotions.	The picture is described but could include more detail to better paint a picture of the planned scene.	Some thought is given to composing the picture according to the Rule of Thirds. The picture somewhat brings out the emotion.	The words or sentences begin to describe the elements that bring out the emotion.
Not Yet (0 Points)	The list of brainstormed emotions is incomplete or absent.	The picture is not described.	No thought is given to composing the picture. The picture does not bring out the emotion.	The words or sentences do not describe the elements that bring out the emotion.
Self Score				
Teacher Score				
Total Score				
Comments:				

Name _____

Photography and the Emotions

Directions: Brainstorm a list of positive emotions and a list of negative emotions.

Positive Emotions	Negative Emotions

1. From your list above, choose one positive emotion and one negative emotion. Write these emotions below. Then, list things that would cause you to experience these two emotions. These things might include situations, actions, or objects.

	Emotion	What makes you feel this emotion?
Positive		
Negative		

2. Choose the one emotion you want to depict in the picture you will take with a digital camera. Briefly describe the picture you plan to take, including any people, or items that you plan to include.

Emotion	Description of picture

3. On the back of this sheet, write words or sentences that describe the parts of your picture that you feel bring out the intended emotion.

Teacher Resource CD Index

Student Activity Sheets

Page	Lesson Title	Filename
40–41	What's in My World?	page040.pdf
48	Capturing the World Around Us	page048.pdf
55	Reporting the World	page055.pdf
62	Picturing and Explaining Addition	page062.pdf
68	Picturing and Explaining Multiplication	page068.pdf
73	Picturing and Explaining Fraction Concepts	page073.pdf
82	All Kinds of Friends	page082.pdf
87	Celebrating Diversity	page087.pdf
94	Understanding Stereotypes	page094.pdf
102	What's My Attribute?	page102.pdf
108	Addressing Adaptations	page108.pdf
114	Picturing and Explaining Probability	page114.pdf
122	Picturing Synonyms and Antonyms	page122.pdf
128	Photography and the Emotions	page128.pdf
135	The Photo Essay	page135.pdf
142	Feeling the Weather	page142.pdf
148	The Water Cycle in Pictures	page148.pdf
154	Playing with Imagery: The Simile	page154.pdf
161	Literature Response through Images	page161.pdf
166	Staying Safe	page166.pdf
171	Describing a Procedure	page171.pdf
177	I See Shapes	page177.pdf
183	A Visual Encyclopedia of Lines and Angles	page183.pdf
191	The Principles of Design through Photography	page191.pdf
202	Pattern Quizzes	page202.pdf
208	Picturing Pollution	page208.pdf
215	Cause and Effect	page215.pdf
223	Musical Photography	page223.pdf

Note: Summary and Student Directions pages are available on the CD in folders titled *Summary Pages* and *Student Directions Pages*. The filenames correspond to the page numbers in the book.

Teacher Resource CD Index *(cont.)*

Photographs

Page	Lesson Title	Folder	Filename	
35, 42, 49	What's in My World?; Capturing the World Around Us; Reporting the World	02_Basic Picture Taking—Common Items	bird_lake.jpg bird_roof.jpg cat_arms.JPG dog_cave.jpg dog_on_bike.jpg dog_running.jpg grass.jpg hubcap.jpg	mailbox.JPG plant.JPG playground1.jpg playground2.jpg playground3.jpg playground4.jpg tree.jpg
35, 42, 49	What's in My World?; Capturing the World Around Us; Reporting the World	02_Basic Picture Taking—Good Shots	good_focus_leaf.jpg good_focus_rose.jpg	good_framing.jpg
35, 42, 49	What's in My World?; Capturing the World Around Us; Reporting the World	02_Basic Picture Taking—Shots with Errors	error_bad_framing.jpg error_blurry_flower.jpg	error_blurry_rose.jpg error_focus_lake.jpg
58	Picturing and Explaining Addition	03_Auto Mode	addition.jpg	
58	Picturing and Explaining Addition	03_Auto Mode—K-2 Extension	count2_3geese.jpg count2_4birds.jpg count2_5geese.jpg	count2_6oranges.jpg count2_10bears.jpg twogeese.jpg
63	Picturing and Explaining Multiplication	03_Auto Mode	multiply.jpg	
76	Editing an Image in Photo Editing Software	04_Taking Portraits	redupe_correction.doc	
97	What's My Attribute?	05_Zoom and Perspective—K-2 Lesson	bill1.jpg bill2.jpg prickly1.jpg	prickly2.jpg shiny2.jpg shiny1.jpg
103	Addressing Adaptations	05_Zoom and Perspective—Adaptations	adaptation_bird1.jpg adaptation_dog1.jpg adaptation_dog2.jpg adaptation_ears.jpg adaptation_hummingbird.jpg	adaptation_lizard.jpg adaptation_neck.jpg adaptation_pelican.jpg adaptation_webfeet.jpg
123	Photography and the Emotions	06_Composition/RuleThirds/Cropping	anticipation.jpg	tranquility.jpg
136	Lighting	07_Lighting	timeofday1.jpg	timeofday2.jpg
143	The Water Cycle in Pictures	07_Lighting—3-5 Lesson	bodyofwater_ocean.jpg collection_pond.jpg collection.jpg condensation1.jpg condensation2.jpg	evaporation_puddle.jpg evaporation.jpg precipitation.jpg snow_fun2.jpg
149	Playing with Imagery: The Simile	07_Lighting—6-8 Lesson	fast_as_the_wind.jpg free_as_a_bird.jpg	ocean_blue.jpg

Teacher Resource CD Index *(cont.)*

Page	Lesson Title	Folder	Filename	
172	Elements of Design Summary	09_Elements of Design—Step by Step	closeup_cat.jpg closeup_red_leaf.jpg closeup_yellowleaf.jpg curved_lines_bridge.jpg curved_lines_landscape.jpg curved_lines_monet.jpg curved_lines_van_gogh.jpg diag_lines_porch.jpg diagonal_lines_cat.jpg	diagonals_roman_relief.jpg horizontal_lines_monet.jpg horizontal_lines_seascape.jpg vertical_lines_tree.jpg vertical_lines_hong_kong.jpg vertical_lines_renoir.jpg
173	I See Shapes	09_Elements of Design—K-2 Lesson	octagons.jpg parallelogram.jpg shapes_circles.jpg	shapes_rec.jpg shapes_rectangle.jpg
178	A Visual Encyclopedia of Lines and Angles	09_Elements of Design—3-5 Lesson	angles.jpg angles3.jpg	circular.jpg tree_angle.jpg
184	The Principles of Design through Photography	09_Elements of Design—6-8 Lesson—Balance	balance_cat.jpg balance_melon.jpg	balance_temple.jpg balance_versailles.jpg
184	The Principles of Design through Photography	09_Elements of Design—6-8 Lesson—Emphasis	emphasis_flower.jpg emphasis_mailbox.jpg	emphasis_painting.jpg
184	The Principles of Design through Photography	09_Elements of Design—6-8 Lesson—Movement	movement_relief_horses.jpg movement_stained_glass.jpg	movement_statue.jpg
184	The Principles of Design through Photography	09_Elements of Design—6-8 Lesson—Pattern	pattern_basket.jpg pattern_bricks.jpg pattern_fabric.jpg	pattern_fern.jpg pattern_floor.jpg pattern_quilt.jpg
184	The Principles of Design through Photography	09_Elements of Design—6-8 Lesson—Repetition	repetition_arch.jpg repetition_shells.jpg	repetition_trees.jpg repetition_wrought_iron.jpg
184	The Principles of Design through Photography	09_Elements of Design—6-8 Lesson—Proportion	proportion_bird_art.jpg	proportion_flower_art.jpg
184	The Principles of Design through Photography	09_Elements of Design—6-8 Lesson—Rhythm	rhythm_arches.jpg rhythm_fern.jpg	rhythm_mailboxes.jpg
184	The Principles of Design through Photography	09_Elements of Design—6-8 Lesson—Variety	variety_arches.jpg variety_garland.jpg	variety_mosaic.jpg variety_mushrooms_fern.jpg
184	The Principles of Design through Photography	09_Elements of Design—6-8 Lesson—Unity	unity_chandelier.jpg unity_hubcap.jpg	unity_sculpture.jpg unity_stained_glass.jpg
	Additional Images for use to support teaching	Additional Images	composition.jpg dew.jpg framing_subject.jpg heron_beach.jpg heron_reflection.jpg heron_squat.jpg landscape.jpg morning_fog2.jpg parts_whole.jpg pattern_bears.jpg patterns1.jpg patterns3.jpg	petclose_ok.jpg portrait_oops.jpg portrait_oops2.jpg redeye.jpg rule_of_thirds.jpg safe_distance.jpg symmetry.jpg tooclose.jpg zoom_with_macro_bean.jpg zoom_with_macro_cat.jpg zoom_with_no_macro_bean.jpg