

The following is an excerpt from a curriculum intended for a workshop with Candice Napper, founder of EYL 365 Project.

*

Photographic Arts as a tool for Self Discovery:

The ability to create and dissect their own content can empower students to develop critical thinking abilities/habits.

Objective:

Develop basic skills to capture, manipulate and publish photographic content with the understanding of the power and control images have within our society and how that affects us all the time. It is through this study of environments that one can begin the understanding of self.

Week 1. What is Photography?

Photography has been used as a snapshot of one's identity. It peaks into the culture of a community and can reveal new understandings without even saying a word.

Objective:

-Open dialogue with the students about their relationship with photography, revealing how images are a key component of their interaction with the outside world

Week 2. Photographic Content and how it can be used to tell and manipulate a story

Objective:

Develop basic skills to evaluate messages within photographic content.

Class Project:

Review the process with 3 images and then open the floor for the students to try and deconstruct the images

[5 advertisements (2 each) hand them out to the students and have them try it out on their own. First individually and then with the student with the matching image. Students will present to the group as a pair: Going over the similarities and differences of their findings]

B. Composition and Lighting

Class Project:

General photo set up in the classroom. One light. Camera. Tripod. Student volunteers as the subjects and we go through different lighting setups as a group.

Artificial vs natural/available light. Examples of available light because that's what they'll be working with mostly.

Week 4: Review of Disposables and How to critique personal work

Objective:

To improve on the students' photographic self awareness and ability to recognize visual patterns within their own work. Also to get in the practice of critiquing their own work.

A. Review and Compare

-Present each student with their photographs and at least 10 minutes to review the images alone without any feedback or open communication. It is advised to spread across the room for a moment of privacy with the work. Ask each student to submit their favorite photograph for a public viewing within the group (this gives the student a beginning experience with having to choose specific photos to tell an intended story. Forcing them to inquire on the importance/relevance/power/impact of a subject)

-Give the students an opportunity to share chosen works with the group

Class Project: Photography Goldfish

Circled around a table, present a random image [example: a sink] one at a time and then ask the group if they have any photos of a sink or a table or a bus stop etc.. If the student feels comfortable with showing they will present their similar photo at the center of the table.

Comparisons between the presented photographs such as time/day/location/angle/distance shall be noted and dialogue between the photographer will be encouraged.

B. Why did you do that?

-Students will watch various videos of artists describing their work to an audience

-Emphasis to be made on the language used and how they described different aspects of the work and what the intent is

-Students get a chance to hear explanations for projects and interpretations of themes from other artists

Class Project: Pretend Picasso

Week 7: Preparing an exhibit

Objective: Prepare photographs for the private group exhibit

A. Present materials for hanging and pinning photographs for the exhibit. Give the students enough time and materials to experiment with presentation with an emphasis on the idea that presentation of a story is just as important as the story.

B. Practice speech

- Artist bio
- Project Intentions

Week 8: Photo Exhibit

Light refreshments and music will be provided.

*Parents and teachers are encouraged to participate

Objective: To give the students an opportunity to have professional photography and exhibit experience. They'll wear name tags and introduce themselves if they so wish.

A. Students will present their work to peers (and parents)

B. Prepare images and exhibit materials to take home for good. Goodbyes