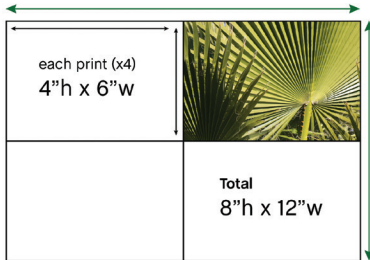




## m08 : Design Elements Photo

### overview

Students will compose four individual photos as one layout. Students will also visually illustrate their knowledge of design elements in their black and white prints.



### focus

Students will focus on four individual design elements and focus on the natural world (plants, earth, etc.)

Remember, three things control exposure; the amount of light the camera allows in (*f/stop*), the length of time the light is allowed into the camera (*shutter speed*), and the film's sensitivity to light (*iso/film speed*).

### process

You must use an *iso* of 200, while you practice learning the functions of your *DSLR*. Remember that depending on the shutter speed and *iso*, you might need a tripod to hold your camera steady for the shot.

Students will show their 16 best photo roughs during class for peer and instructor feedback.

### specifications

One print will exemplify *texture*, one of *pattern*, one of *space*, and the forth will show *shape or form*. (textbook pages 28-67).

- » Students will shoot all their photos *RAW* while using manual settings and a digital SLR.
- » Students will demonstrate media literacy with the required construction and output of their digital files.
- » Successful execution of *Depth of Field*; *DOF* refers to the amount of objects/space that is in or out of focus.  
Use a **small** f-stop in order to create a large (deep) depth of field (more objects in focus); *f/22-f/64*.  
Use a **large** f-stop in order to create a small (shallow) depth of field (fewer objects in focus); *f/1.4-f/2.8*. Remember the smaller the number, the larger the hole.
- » Dynamic placement within the frame. Avoid equal division of horizontal, vertical and diagonal space—it is called “dead center” for a reason.

### process for evaluation:

Please see detailed evaluation sheet

### size & color

- » Black and White print/s; mounted with 4 photo label printed and stapled together with the students' name.
- » Flush mount (no border/margin) with tracing paper cover.
- » Final print will be 8" x 12" (four 4" x 6" images or 1 composite created in Photoshop), with a digital aspect ratio of 3:2
- » Final digital .png will be one file 8" x 12" with all four individual images.
- » Pixelated images will automatically drop one letter grade (10%)

### suggestions

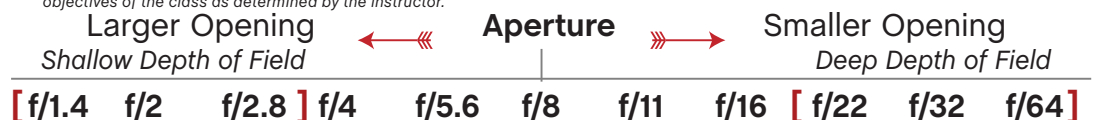
- Remember to fill the frame and remove anything extraneous from the scene.
- Anchor the foreground.
- Observe the quality of light.
- Walk slowly; look carefully.
- Move your camera position around. Look at the form from top to bottom, high and low, left and right.
- Move yourself around, remember to alter your point of view.

Suggestions used from "Guide to Digital Photography" by Joe McNally.

**Depth of Field:** *Depth of field* refers to the range of distance that appears acceptably sharp. It varies depending on camera type, aperture and focusing distance, although print size and viewing distance can also influence our perception of depth of field.

<http://www.cambridgeincolour.com/tutorials/depth-of-field.htm>

NOTE: This assignment, specifications, gallery and its accompanying weekly schedule are subject to change according to the pedagogical objectives of the class as determined by the instructor.



due date:

Name:

Class **M · T · W · R · F** ampm



## m08 : Design Elements Photo evaluation sheet

grade scale & percent 100% / 30 pts

>A	A-	B+	B	B-	C+	C	C-	D+	D	D-	<F
96%	90	87	84	80	77	74	70	67	64	60	<59%

					<b>concept / content</b> 10% / 3 pts
2.9	2.5	2.2	1.9	1.8	<b>Creativity:</b> Student's idea (concept) as a whole, the IDEA or invention. Is it an original approach or borrowed (visually derivative). Clear visual and verbal (and /or written) articulated idea/meaning by student.
					<b>effectiveness of communication</b> 25% / 7.5 pts
2.9	2.5	2.2	1.9	1.8	10% / 3 pts = <b>Critique:</b> verbal participation in classmates evaluation and presentation of individual's work (including craft), articulate use of vocabulary. Comments show understanding and comprehension of given problem and solution.
4.3	3.8	3.3	2.9	2.7	15% / 4.5 pts = <b>Visual Communication:</b> Appropriate visual solutions for given problem Students successfully communicated idea ( <b>terms clearly illustrated within each photo</b> ) with their visual solutions for the project.
					<b>visuals / imagery</b> 40% / 2 x 6 pts
5.8	5.0	4.4	3.8	3.5	20% / 6 pts = <b>Exposure:</b> Appropriate and successful use of <i>iso</i> , <i>aperture</i> and <i>shutter speed</i> . Balance of lights and darks; full range of values including mid tones (range of greys).
5.8	5.0	4.4	3.8	3.5	20% / 6 pts = <b>Composition:</b> Shows strong use of elements and principles to enhance subject. Consideration of frame and edges, which includes foreground, middle ground and background. Student avoids <i>dead-center</i> . Successful composition in individual images as well as the overall composition of the layout (4 images together).
					<b>technical / digital literacy</b> 15% / 4.5 pts
4.3	3.8	3.3	2.9	2.7	<b>Media Literacy:</b> Students will demonstrate media literacy with the required construction and output of their digital files. Shows understanding and quality of process; correct output and processes. This is specific to each medium; digital file construction and printing.
					<b>minimum requirements / specifications</b> 10% / 3 pts
+3	<input type="checkbox"/>	+1.5	<input type="checkbox"/>		<b>Physical &amp; Craft:</b> Overall quality of physical presentation. Minimum assignment requirements, correct print size, number of colors, cover sheet, name tag, mounting requirements, etc. This includes and is not limited to <b>NAMING YOUR DIGITAL FILE CORRECTLY.</b>
		-3	<input type="checkbox"/>		Pixelated images: -10%
		-3	<input type="checkbox"/>		Distorted type: -10%
		-3	<input type="checkbox"/>		Late: -10% (Excused)
		-7.5	<input type="checkbox"/>		Late: -25% (Unexcused)
			<input type="checkbox"/>		Incomplete; does not meet minimum requirements

Letter Grade	Definition
<b>A</b>	Student work demonstrates consistently excellent scholastic performance; thorough comprehension; ability to correlate the material with other ideas, to communicate and to deal effectively with course concepts and new material; exceptional reliability in attendance and attention to assignments.
<b>B</b>	Student work demonstrates superior scholastic performance overall, above average knowledge of subject matter, and attention to assignments; may demonstrate excellence but be less consistent than the work of an A student.
<b>C</b>	Student work demonstrates satisfactory performance overall, as well as reliable knowledge of subject matter, and attention to assignments. All minimum assignment requirements have been met by the student.
<b>D</b>	Student work demonstrates minimal, barely passing performance and comprehension overall; limited knowledge of subject matter.
<b>F</b>	Student work demonstrates unsatisfactory performance and comprehension or unfulfilled requirements. The grade is failing. (Often times this student will miss many class sessions.)