



## m10 : Triptych–3 photos

### overview

Students will create a Triptych with a strong clear visual unity (connection) and/or narrative. Each of the three photos will have different focal point and support the idea/narrative of the remaining two.

**Triptych** (noun): A picture or relief carving on three panels, typically hinged together side by side and used as an (portable) altarpiece.

### focus

**Focus on illustrating a clear visual unity and/or narrative within your triptych.** Remember to refine and vary your compositions focal point in each individual photo. Students will also reinforce their knowledge of balance, proportion, sequence, unity and emphasis within their triptych.

### process

Students will show their 30 best photo roughs during the class for peer and instructor feedback.

Adjust your exposure variables as needed to capture your images. 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*).

Explore the world of narrative; what is the story you are trying to tell? Why did you choose subject, detail or location of each photo? How do they compliment and contrast one another?

Each photo needs to support the other two; if you remove one image the other will read as an incomplete narrative.

### specifications

- » Students will shoot all their photos using manual settings and using a digital SLR.
- » All images will follow the same orientation; portrait or landscape.
- » Students will create a clear visual unity and/or narrative.
- » No people are allowed in these compositions as they will most often distract the viewer.
- » Compose dynamic placement within the frame. Avoid creating static compositions.
- » Students will demonstrate media literacy with the required construction and output of their digital files.

### size & color

- » B&W or color prints; mounted with photo label printed and attached to the back of each.
- » Matte finish
- » Flush mount (no border/margin) each image individually (3 total) with tracing paper cover.
- » Final prints (3) will be 8" x 12" each, with a digital aspect ratio of 3:2
- » Upload a single composite of your three images as a .PNG to the class page prior to the start of the critique.
- » Three individual digital .png's will be turned in to the instructor after the critique. They will be 300 dpi and have no border. (add numbers 01, 02, 03 to the end of your digital file names). For example...  
*m10\_fa13\_OverstreetD\_01, m10\_fa13\_OverstreetD\_02 and m10\_fa13\_OverstreetD\_03*
- » Pixelated images will automatically drop one letter grade (10%)

### resource link

- » <https://www.boundless.com/art-history/definition/triptych/>

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.



Aperture: f/1.8



Aperture: f/22

Aperture diagrams:  
shot with an iPhone 4  
by D.Overstreet

### Print Proportions

- 2:3 (4x6)
- 4:5 (8x10)
- 5:7 (5x7)

### Compact Digital

#### Camera Proportions

4:3

### Digital SLR

#### Camera Proportions

3:2 (12x8)



due date:

Name:

Class **M · T · W · R · F** ampm



## m10 : Triptych–3 photos evaluation sheet

grade scale & percent 100% / 30 pts

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

					<b>concept / content</b> 25% / 7.5 pts
7.2	6.3	5.6	4.8	4.4	<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 (concept) with their visual solutions for the project. Students created a strong clear visual unity and/or narrative.
					<b>visuals / imagery</b> 25% / 2 x 3.75 pts
3.6	3.2	2.8	2.4	2.2	<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).
3.6	3.2	2.8	2.4	2.2	<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 (3 individual photos : 1 triptych whole).
					<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 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 and/or program used. Correct resolution of digital file.
					<b>minimum requirements / specifications</b> 10% / 3 pts
+3	<input type="checkbox"/>	+1.5	<input type="checkbox"/>		<b>Physical &amp; Craft:</b> correct print size, number of colors, cover sheet, name tag, mounting requirements, etc. Student has met all the minimum requirements. 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.)