



## m21 : Abstract Portrait

### overview

Students will create an abstract portrait. Focus on line, shape, texture, contrast and capturing a full range of values within the photo.

Students will also reinforce their knowledge of balance, proportion, sequence, unity and emphasis in a photograph.

### focus

Students will focus on creating a powerful portrait without showing the subjects face.

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

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

### specifications

- » Students will shoot all their photos using manual settings and using a digital SLR.
- » No faces are allowed in these compositions as they will most often not create abstraction.
- » Dynamic placement within the frame. Avoid equal division of horizontal, vertical and diagonal space—it is called “dead center” for a reason.
- » Students will demonstrate media literacy with the required construction and output of their digital files.

### size & color

- » Black & White or Color print; mounted with photo label printed and attached to the back.
- » Flush mount (no border/margin) with tracing paper cover.
- » Final print will be 8” x 12”, with a digital aspect ratio of 3:2
- » Pixelated images will automatically drop one letter grade (10%)

### suggestions & links

Consider a “double exposure” image, low key, high key, limited color palette...etc. Explore your creativity!

<http://www.galeriefredericlacroix.com/pges/podgorska.html>

<http://cope1.com/VEDAS>

<http://www.thisiscolossal.com/2013/04/double-exposure-portraits-by-sara-k-byrne/>

<http://www.shinichimaruyama.com/>

[http://brookeshaden.com/gallery/?title=gateway\\_to\\_river\\_willow](http://brookeshaden.com/gallery/?title=gateway_to_river_willow)

<http://elizabethmessina.com/#/>

<http://lindsayadler.photoshelter.com/#!/index>

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/2.2

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



**m21 : Abstract Portrait** 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> 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, articulate use of vocabulary. This includes craftsmanship and physical presentation of photo; (non-verbal communication) professional, clean cut edges, mounted square, etc.
4.3	3.8	3.3	2.9	2.7	15% / 4.5 pts = <b>Visual Communication:</b> Complexity and quality of images created by student for the project. Students successfully illustrated an <b>abstract portrait</b> within their final image.
					<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), details in lights and darks.
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. Dynamic placement within the frame. Avoid equal division of horizontal, vertical and diagonal space—it is called "dead center" for a reason. Visually successful composition of the layout.
					<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> 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.)