

1.0 Module 1

Observation through Documentary Photography:

18 hours (12 in school and 6 at home) = 18 credits



Exposure 1
Exposure 2
Exposure 3
Exposure 4

Overall Task

Task 1.1 (at School)

Task 1.2 (at School + Home)

Task 1.3 (at School + Home)

Final Output

- Basics of photography
- Examples of photography by well known photographers
- Application of Photography
- Demonstration of shooting a product or subject

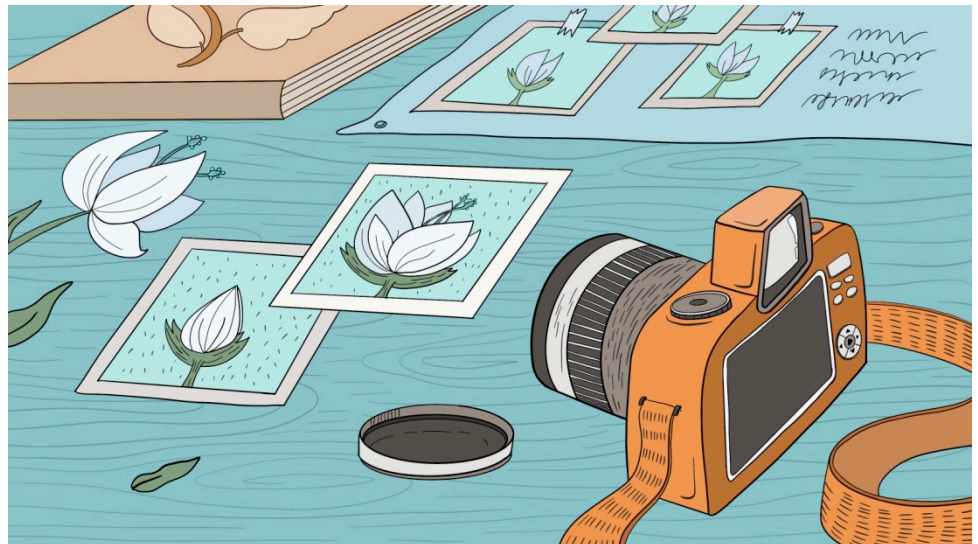
Understanding Documentary Photography

- Points of View. Document through photography different points of view.
- Capture Expressions – capture different expressions from your environment and in human interactions.
- Photograph in series to tell/narrate a story of something that you really care about or that you find interesting.
- Make a presentation of your documentation
- + Reflections, Self Assessment and References

1.0 Module 1

Observation through Documentary Photography

18 hours (12 in school and 6 at home)



Introduction

As part of the Design Thinking and Innovation process, the students observe, study and understand the problem space. The documentation of your observations through photography helps to record and serves as a reference for further analysis and interpretation. It could be regarding the users, their environment, artifacts that they use, tools that they use, cultural activities, events, etc.

This module on learning the fundamentals of documentary photography will be helpful in this regard as well as introduce you to the creative field of photography.

Aim of the Module

To expose school students in Grade 9 to basic fundamentals of photography. It should create an interest in this field, nurture their sense of curiosity, motivate them to explore and discover this creative field.

At the end of this module, the students should be able to use photography for documentation purposes.

Place:

Place: Task 1.1a, Task 1.2a, Task 1.3a – done at both school and at home



Equipment:

Equipment: Smart Mobile phone with Camera, Sketchbooks for sketching and taking notes

Grouping:

Grouping: Class tasks are done in groups of 3-4 and Home tasks are individually



Exposures:

Exposure1: Basics of photography explained - Light and lens, Aperture, Shutter speed and lighting, framing, Compositions, Rule of thirds, Role of symmetry,

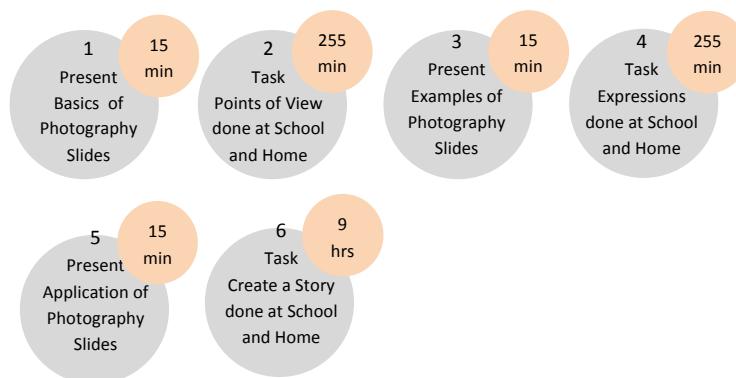
Exposure 2: Documentary Photography

Exposure 3: Examples of photography by well-known photographers

Exposure 4: Application of Photography - Wildlife, Nature, Sports, Press, Fashion, Events, Art, etc.

Task Sequence:

Task 1.1a + Task 1.1b + Task 1.1c



Design Thinking & Innovation Process involvement:

This task involves the following phases of the DT&I Process:

Phase 1. Observe/Empathise/Research (observation of people, places, context)

Phase 2. Understand/Analyse/Define (what to photograph?)

Phase 3. Ideate/Alternate/Create (photo shoot creative alternatives)

Phase 4. Build/Prototype/Detail (making a presentation)

Phase 5. Evaluate/Reflect/Implement (feedback from others)

Mapping SDG Goals:

The following SDG goals need to be considered while solving this task. While documenting people and events, do think of gender equality and reduced inequalities and concern for life on our planet.



Task 1:

Task 1 = 1.1 + 1.2 + 1.3:

School Hours: 12, Home hours: 6



Task 1.1a



Task 1.1a:

School Hours: 3, Home hours: 1.5

Done in groups of 3-4 at School and individually at Home

Topic title:

Points of View

- Shoot and select 6 photos from the below mentioned 6 points of view:
- Do consider these important aspects/principles of photography – play of light and shadow or focus on a particular subject or the composition of the photograph
- Shoot at least 3 alternatives for each of them and select what you feel is the best one out of them:

1. Extreme close-up (could be a shot of ants)
 2. Close-up in black and white (example: could be a Portrait)
 3. Mid Shot (example: could be a group of friends)
 4. Long Shot (example: could be your school/home building)
 5. Extreme long shot (example: setting sun or morning rising sun)
 6. From an unusual angle (example: could be looking up or looking down)
- (Please note: The first 4 could be done at school and the last 2 at home)

Task 1.2



Task 1.2:

School Hours: 3, Home hours: 1.5

Done in groups of 3-4 at School and individually at Home

Topic title:

Capture Expressions

Shoot and select 6 photographs to capture 6 of these expressions.

Do remember that the play of light and shadow, composition and focus on a subject are important for photography.

Shoot at least 3 alternatives for each of them and select what you feel is the best one out of them:

1. A happy Photograph
2. A sad Photograph in black and white
3. A funny photograph
4. An action photograph that captures something moving and dynamic
5. A photograph of a visual pattern
6. Depict hierarchy or importance by means of composition of the elements in the photograph

(Please note: Any 4 could be done at school and the rest 2 at home)

Task 1.3



Task 1.3:

School Hours: 6, Home hours: 3

Done in groups of 3-4 at School and individually at Home

Topic title:

Capture a Story

Shoot 10 pictures in series to tell/narrate a story of something that you really care about or that you find interesting.

- It could be a documentation of an activity or a process of making something, an event, a celebration, etc.
 - the essential elements of the story – the character/s, environment/surrounds/ feelings/expressions/ interactions need to be captured with care
 - Do remember the principles of photography and make use of these in the story through images. It is recommended that you shoot at least 3 alternatives for each of the 10 pictures and select what you feel is the best one out of them
- Arrange the 10 photos in a sequence such that it would tell/narrate/document a story and make a presentation of your documentation.

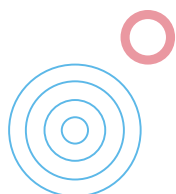
Reflection:



Questions to ponder:

- Would you like to document events / happenings and share them with others?
- Would you like to tell stories about your experiences through photos?
- Can you make an album of interesting photos for each year?

Assessment:



Assessment Criteria (Task 1.1 + 1.2 + 1.3) – Assess yourself:

- Captured well different 'Points of View' through photography. (Group + Individual Assessment, Task 1.1)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Beginning</i>	<i>Developing</i>	<i>Promising</i>	<i>Proficient</i>	<i>Excellent</i>

- The task of capturing 'Expressions' through photography was done well. (Group + Individual Assessment, Task 1.2)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Beginning</i>		<i>Promising</i>		<i>Excellent</i>

- 'Story' through photography came out well. (Group + Individual Assessment, Task 1.3)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Beginning</i>		<i>Promising</i>		<i>Excellent</i>

Other References:

Other suggested References:

1. The art and science of capturing images through photography
<https://dsource.in/course/photography>
2. Light and Photography
<https://dsource.in/course/light-and-photography>
3. Classroom Ideas for Photography – National Geography
<https://www.youtube.com/watch?v=tLyOAp3XLLY&t=276s>