

Digital Multiple Exposure Photography Project



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Grade: Photography 1, 9-12 grade

Time Span: 4, 70 minute classes

Essential Question: How do two layered moments compare to one?

Provoking Questions:

What does exposure mean in photography?

How would one create a multiple exposed image?

What Principle is being used?

Through which Elements make that true?

How is contrast being used here?

What happens when two images are layered on top of each other?

What do a multiple exposed image remind you of or make you think of?

What happens when two moments are caught in one image?

Objectives:

-The learner will be introduced to Elements of Art and Principles of Design and will evaluate all the features of composition: color, form, line, shape, space, texture, value, balance, contrast, emphasis, movement, pattern, rhythm, and unity.

The learner will develop an understanding of repetition to create visual pattern and texture and will demonstrate their understanding by employing the Elements and utilizing the opaque layering option in Photoshop Elements.

The learner will analyze and evaluate their peer's photographs and demonstrate an understanding of the difference between a personal opinion and an informed judgment using the project's criteria and vocabulary.

Materials:

- Project handout
- Digital camera-one for each student
- Photoshop Elements
- Computers for student use
- Photopaper
- Colored printer

Vocabulary:

Exposure, Multiple Exposure, Pattern, Repetition, Texture, Contrast, Opaque/Opacity

Direct Instruction: Day 1

1. Each student will receive a Elements and Principles handout and will participate in a PowerPoint presentation that concentrates on photos that demonstrate the upcoming projects criteria: pattern/repetition, texture, color, and contrast.

Elements/Ingredients	Principles/Recipe
Shape	Pattern
Line	Balance
Color	Movement
Form	Rhythm
Value	Unity
Texture	Contrast
Space	Emphasis

2. The teacher will explain that, “Michelangelo is quoted as saying, "A man paints with his brains and not with his hands. “This quote really sums it up. You **MUST** have knowledge in order to create good artwork. It is not just skill. You must also have some sense of understanding the basic concepts or fundamentals of art making in order to become a great artist. Understanding the elements of art and how to use them is the first step to producing quality art. Artists learn to exploit the elements of art in their works, using them to make important decisions during the creation process. Quality art is never an accident. Instead, it is the result of intelligent decisions executed with skill.

PHOTO I - Project 4: PART ONE

Digital Multiple Exposure Photography Project

Objective: Develop an understanding of repetition to create visual pattern and texture by creating 4 digital photographs employing the elements and utilizing the opaque layering option in Photoshop Elements.

Sometimes it happens by mistake: one forgets to wind the film forward on an analog camera, and captures a new image on top of a previous one. These happy accidents can often have a ghostly, mysterious feel to them, leading some photographers to intentionally create double or triple exposures for the artistic effects. You will learn how to do this digitally using Photoshop's opaque layering tool and understand how to create the same ghostly effect on an image.

- Take at least 20 photos of **visual patterns** and **repetition** found in your surroundings.
- Look for patterns and repetition that also have **texture**.
- Photograph compositions that are zoomed in (**Macro setting**). Every detail should be in focus.
- Do not take blurry pictures! Make sure your camera is on Macro setting and you troubleshoot your camera settings (white balance and ISO speed) to correct any blurriness.

BEFORE PHOTOSHOP:

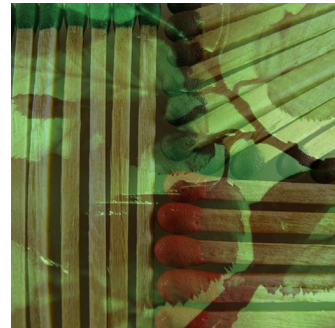


AFTER PHOTOSHOP:



5. The teacher will give a visual example of how this project will be accomplished. Photos are due next class period. The class will end with the essential question: How do two layered moments compare to one? Discussion will ensue.

Pattern/texture + **Pattern/texture photo** = **Opaque layering in Photoshop**



Day 2: Students will take a seat at a computer and upload photos. They will print a contact sheet, circle their favorite 8 and hand it to the teacher. The teacher will pass a handout with written directions and will demonstrate in Photoshop Elements.

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Part Two:

1. **You will be editing a total of eight photos.** Once you print your contact sheet, circle the photos you will edit and start to think about which pairs of photo you want to combine into one image.
2. In Photoshop Elements:
 - a. **Resize** your 8 photos using the **Crop tool** into squares: 4.25 inches x 4.25 inches with 300 resolution.
 - b. After you resize each photo, go to File > Save As and rename each photo. Save as a JPEG.

Colorizing & Transparency

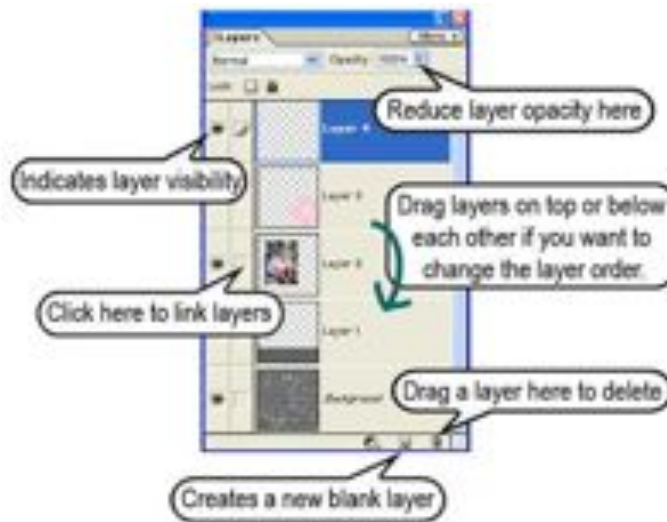
Before altering the colors of each photo that will be combined, remember that you are emphasizing texture and pattern in your photos. Once combined, experiment with different **color** combinations so that there is **unity** between your two photos but also **contrast** that's represented through **texture** and **pattern**.

- c. Choose the first two photos you would like to combine (think contrasting patterns and/or textures). With the first photo, you will create a *New Adjustment Layer* by going to **Layer (top toolbar) > New Adjustment Layer >**

Hue and Saturation.

- d. On the Hue and Saturation window, make any type of color adjustments (Hue, Saturation, Lightness, etc). You can also check off the **Colorize box**. Adjust the Hue, Saturation, and Lightness levels until you get the colors and contrast that you like.
- e. Repeat steps a, b, and c with the second photo, but choose a different dominant color.
- f. Once both images are “Colorized”, drag one of the images on top of the other image file.

3. Layers Palette & Changing Opacity



- a. Make sure you are on the top photo or layer in your Layers Palette, click on the Opacity arrow on the top right corner of the layers palette and adjust until the bottom image is seen. Adjust until you get the desired contrast and combination of images.
- b. Once adjusted, flatten the newly combined image: Click on the top right corner of the Layer toolbar (repeating horizontal white lines), choose “Flatten Image” on



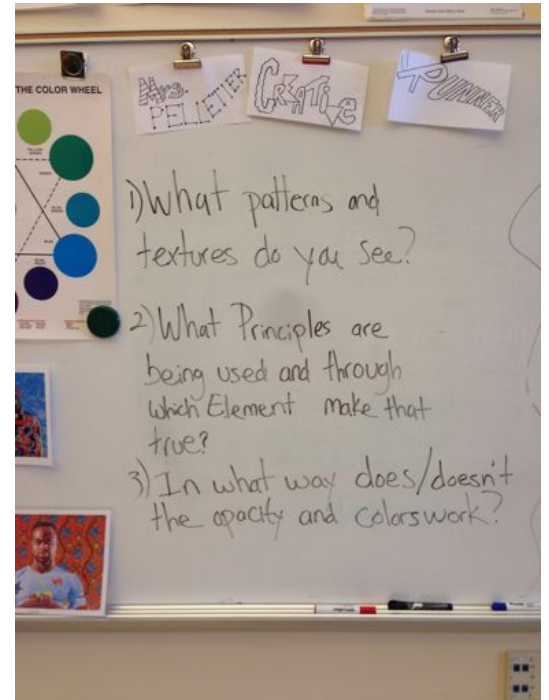
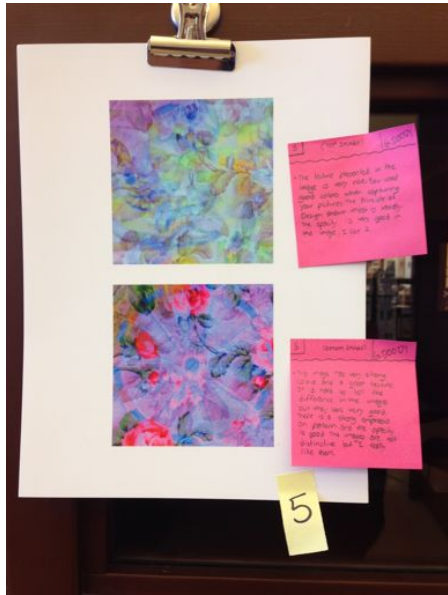
- drop down menu.
- c. File > Save for each new photo combo.
 - d. Upload your four new “combined” texture/pattern photos to Flickr, share with Class group, and create an “Edited” folder in your Project #4 folder and upload photos to your Google Drive.

Day 4:

1. Students will print out their best 2, ensuring they are on one piece of paper, and using a colored printer. They will hang up their pictures and put a numbered sticky that the teacher will have out for students. The teacher will ask what the criteria was for the project and will write it on the board. This project's criteria was to create 4 compositions that exhibited visual pattern and texture, combine then using the opacity tool, and

use color to contrast or unify the two images. Then, the students will get 2 sticky notes and pick a random number from a plastic container that is being passed around. The number they get corresponds with a set of photos and they will answer the questions for each photo: 1) What patterns and textures do you see? 2) What Principles are being used and through which Elements make that true? 3) In what way does/doesn't the opacity and colors work? Students will write their name on each sticky note.

Then, the student that wrote about the photographs will present their findings and feedback to the class.



2. Students will leave the stickies on the photographs and turn their work into the teacher. Teacher will grade and hand back.

Modifications: Teacher will differentiate lesson by determining source of problems for students who can't acquire techniques and then remediate. Remediations can include written instructions, taking photos during school hours, working one-on-one with the teacher, taking less than 20 photos, and/or shortening or expanding the allotted time for working.

Assessment:

Final Critique- participation and giving feedback.

100=Gave thoughtful feedback and spoke to criteria.

50=Some feedback, but did not use criteria to give feedback.

0=Did not participate or very little feedback.

Summative Rubric

Assignment	4 - EXCEPTIONAL	3 - STRONG	2 - DEVELOPING	1 - BEGINNING
<p>Project Objective:</p> <ul style="list-style-type: none"> -Took at least 20 photos of different pattern/textures. -Edited 4 photos to show overlapping images. 	<p>Photo assignment <i>fully</i> meets or exceeds requirements, <i>fully demonstrates concepts/techniques required.</i></p>	<p>Photo/project <i>mostly</i> meets requirements and demonstrates concepts/techniques.</p>	<p>Shows evidence of <i>some</i> requirements, techniques/concepts. Some missing components.</p>	<p>Photo/project shows no evidence or <i>minimal</i> evidence of requirements, concepts and/or techniques covered, or <i>no project submitted.</i></p>
<p>Work Habits</p>	<p>Consistently makes excellent use of class time and comes prepared. Worked well with partner.</p>	<p>Consistently makes good use of class time and generally comes prepared. Worked well with partner.</p>	<p>Inconsistently makes use of class time and sometimes prepared. Partner did most of work.</p>	<p>Often off task and rarely comes prepared. Partner did all or most of work.</p>
<p>Image Quality (focus and variety)</p> <ul style="list-style-type: none"> - Use of Macro setting - Attention to pattern/texture - Attention to sharpness 	<ul style="list-style-type: none"> - Focus and clarity all contribute to a powerful product - Image quality of the photographs draws a connection (emotional response) from the audience 	<ul style="list-style-type: none"> - Focus and clarity somewhat contribute to a powerful product - Image quality of the photograph draws a limited connection (emotional response) from the audience 	<ul style="list-style-type: none"> - Focus and clarity do not contribute to a powerful product; slightly out of focus subject - Image quality of the photograph does not draw a connection (emotional response) from the audience 	<ul style="list-style-type: none"> -Images are not properly focused. Images have not been corrected in Photoshop for color, resolution -Focus and depth of field do not follow project guidelines; image out of focus, etc.

<p>Content/Theme: -Overlaying photos show unique visual pattern and repetition. - Overlaid photos show contrast and/or unity by connecting patterns, texture, and color.</p>	<p>- Demonstrates variance in composition style through subject, rules of photography, and distance.</p>	<p>- Photos somewhat address the theme - Some evidence of imagination, creativity, or thoughtfulness through composition.</p>	<p>- Weak connection to the Theme and subject - Difficult to ascertain theme/subject - Limited evidence of imagination, creativity, or thoughtfulness.</p>	<p>- Weak to no connection to the theme - Limited or no evidence of imagination, creativity, or thoughtfulness - Unable to ascertain subject or theme</p>
<p>Imaginative Expression <i>Visual solution is creative and unique. Photography shows a unique perspective.</i></p>	<p>Photography embodies a strong and uniquely individual concept of visual imagery and point of view.</p>	<p>Photography exhibits an individual approach in the development of concept and context. Point of view is emerging.</p>	<p>Photography demonstrates a basic understanding of concepts and ideas..</p>	<p>Work shows little or no understanding of creative or original point of view.</p>
<p>Reflective Report <i>Thoughtful written exploration of creative process, project requirements, and intent reflecting knowledge of the world around you and available resources.</i></p>	<p>Detailed self-analysis demonstrating insight and objectively related to all concepts, techniques, and photography process.</p>	<p>Understanding of concepts, techniques, and pinhole processes through writing.</p>	<p>Underdeveloped statements, only some understanding of concepts demonstrated.</p>	<p>Writing incomplete or not attempted.</p>

Points:

<p>24 = 100 23 = 98 22 = 96 21 = 94 20 = 92 19 = 90 18 = 88 17 = 86 16 = 84 15 = 82 14 = 80 13 = 78 12 = 76 11 = 74 10 = 72 9 = 70 8 = 68 7 = 66 6 = 64 0 = Not turned in</p>	<p>93 – 100 = A 85 – 92 = B 77 – 84 = C 70 – 76 = D 0 – 70 = F</p>
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Final Points/ Grade

Comments

PHOTO I: Texture & Pattern Overlay Photos Name _____

Personal Statement – Self-Critique

Please answer questions 1-5 thoughtfully and objectively, using **at least 3 complete sentences** for each question. On the back of the page, follow the directions for questions 6-10.

- 1) What was most successful about your final photographs?
- 2) What would you do differently if you could do this project again?
- 3) How do two layered moments compare to one?
- 4) Describe the Principles that is used in each composition and which Elements make it true.

1-Title:

2-Title:

3-Title:

4-Title:

- 5) Describe your strongest composition in terms of pattern and texture and why you think it is your best.

6) Rate your effort for this project (photographing and editing):

None, rushed 0 1 2 3 4 Lots, made changes as needed.

7) Rate your Photoshop editing understanding:

Don't understand Photoshop 0 1 2 3 4 Strong understanding of color editing

8) Rate your photographic compositions:

Not balanced or unified 0 1 2 3 4 Unified, balanced, and unique

9) Rate your photographic mounting craftsmanship:

Messy, uneven 0 1 2 3 4 Very clean and professional

10) Rate your progress as a photographer:

No improvement 0 1 2 3 4 Great strides and advanced

Maine Learning Results:

A2 Elements of Art and Principles of Design - Students evaluate all the features of composition.

- a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value.
- b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

B1 Media Skill - Students choose multiple suitable media tools, techniques, and processes to create a variety of original art works.

B2 Composition Skills - Students use Elements of Art and Principles of Design to create original artworks that demonstrate development of personal style in a variety of media and visual art forms.

D1 Aesthetics and Criticism - Students analyze and evaluate art forms.

- a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non- print sources.
- c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.

Instructional Resources:

https://docs.google.com/a/meca.edu/presentation/d/1HwVksrvxQHFOzEeYY1Lgz3fyz0p2YT-hEgLLbpChTpI/edit#slide=id.gac957c419_0_8 -my PowerPoint

Technology:

Macbook Pro computer.

LCD Projector to project the slideshow on the whiteboard

Wireless internet for Google Slide sharing.

Adaptor/dongle for Mac to LCD

Photoshop Elements

Digital cameras