

BOOK 1
[Photography
Basics]

PHOTOGRAPHY



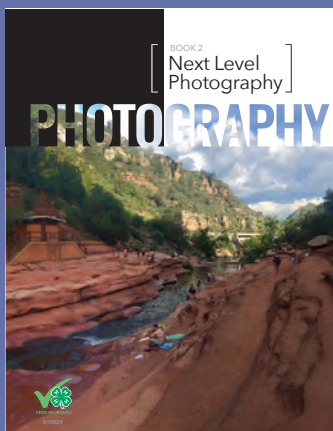
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For more on photography.....
Look for other guides in this series.

These books are available from the National 4-H Supply Service,
Shop 4-H, www.Shop4-H.org

BOOK 2: NEXT LEVEL PHOTOGRAPHY



Equipment

- Selecting a Lens
- Special Effects

Lighting

- Lighting the Mood
- Reflections
- Out in the Light

Composition

- The Rule of Thirds
- The Golden Photo
- Different Viewpoints
- The Space Tells a Story
- Capture a Candid Photo

Skill Building

- Bits and Pieces
- Panorama
- Expression through Color
- Pictures with a Purpose

BOOK 3: MASTERING PHOTOGRAPHY



Equipment

- You Take Control - The Mode Dial
- What's in Focus?

Lighting

- Low Light Challenges
- You Take Control - Smartphone Exposure Tips
- Shooting Silhouettes

Composition

- Through the Lens
- Harmony Or Discord?
- Still Life Photography
- Studio Portraits at Home

Skill Building

- Testing Your Skills
- Freeze the Moment
- How Did They Do That?
- Create a Joiner!

ACKNOWLEDGMENTS

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Many photographs in this book were
contributed by photography students and their
instructor/co-author Scott Wittenburg at Upper
Arlington High School in Columbus, Ohio. This
was a unique year-long process where students
and their instructor engaged collaboratively
in the development of this book by examining
the essential learning taking place in each
project area then identifying the types of images
needed to further the learning along the way.
Students shot a variety of photographs as actual
course assignments with the most appropriate
images selected for publication along with the
contributor's name adjacent to each photograph.

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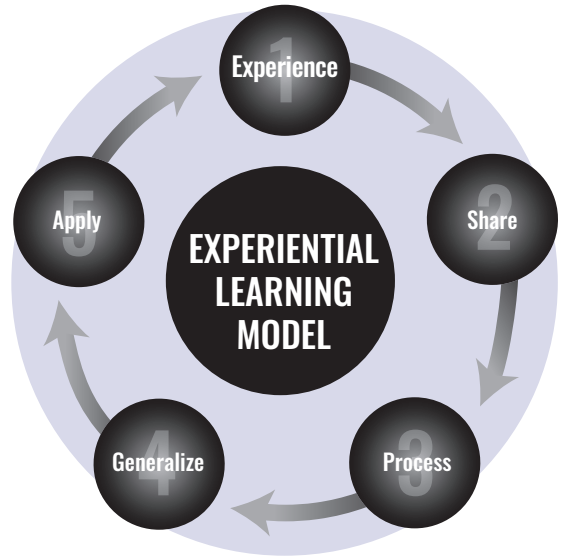
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NOTES TO THE PROJECT HELPER

This 4-H project book is designed for youth to explore and complete under the guidance of a Project Helper. This can be a parent, relative, knowledgeable adult, project leader or family friend. The duties of this individual begin with helping the child create and carry out a project plan. This is followed by helping the child Focus on each activity in his/her project plan, providing Support and Feedback for the learning taking place, and conducting Debriefing sessions to determine what was done well, what could have been done differently, and where to go from here.

The information and activities contained in this book are arranged in a unique experiential fashion (see model). In this way, youth are introduced to a particular practice, idea or piece of information through an opening Photo Shoot (1) Experience. Following this, youth take the opportunity to (2) Share what they did with their Project Helper and (3) Process the experience through a series of questions allowing the learner to (4) Generalize and (5) Apply the knowledge and skills gained. Project Helpers also provide encouragement for the learner to extend the experience by taking on one of the Challenge Yourself activities in each activity section.



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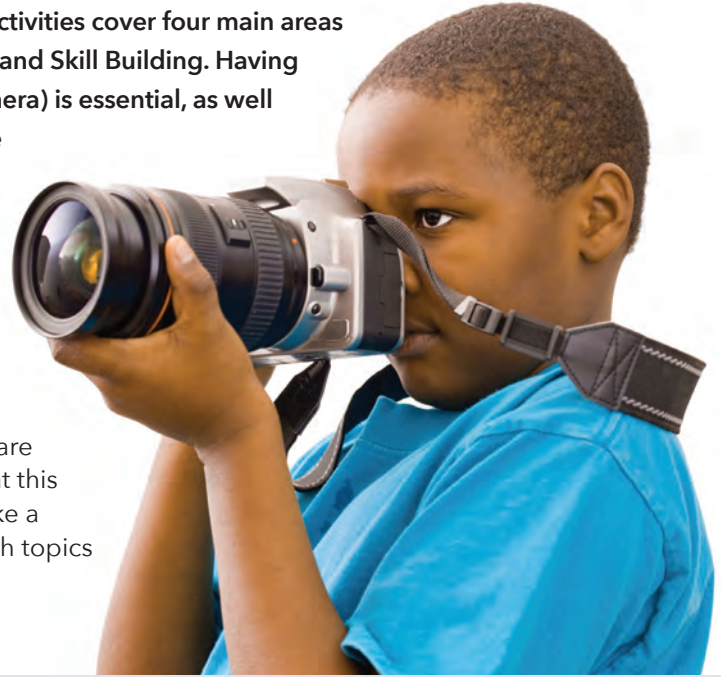
Project Helper Expectations

- Review the Learner Outcomes (Photography Skill, Life Skill, Educational Standard and Success Indicator) on the lower left-hand side of each activity to understand the learning taking place. Each activity in this book is tied to a specific National Education Standard. See the inside back cover for a summary of these standards along with the goals and outcomes for this project.
- Become familiar with the Background sections and Photo Shoot activities contained in this book. The background information is intended to enlighten the Project Helper as much as the learner. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish his/her plan for the project. This is accomplished by reviewing and completing pages 4-7.
- Conduct a debriefing session allowing the learner to answer Review questions and share results. This will improve their understanding about what was learned for an experiential perspective and the particular life skill and photography skill that were practices.
- Encourage use of a photo journal or scrapbook to help the learner celebrate what was done well, and to see what could have been done differently. Allow them to become better at assessing their own work.
- Date and initial the activities that have been competed on page 4 of their project plan.

Welcome to Photography Basics, Book 1!

This is a beginning level book for the study of photography, and recommended for youth in grades 5-12. Younger students will need help from a committed adult. It can be taken as a stand-alone project or in connection with another 4-H area of interest. Activities cover four main areas related to photography: Equipment, Lighting, Composition, and Skill Building. Having access to a camera (phone or Digital Single Lens Reflex Camera) is essential, as well as deciding how and where to store the photos you will take during the project.

Check your county's 4-H project and record keeping guidelines (if any) for additional requirements. This is especially important if you want to participate in county project judging or prepare an exhibit for competition. This project may be repeated if you select activities that were not satisfactorily completed or not attempted in prior years. The Challenge Yourself activities, which are optional, are a good source of additional activities if you choose to repeat this level project multiple times. They may also inspire you to take a companion project or plan a self determined project on such topics as scrapbooking or photo editing.



YOUR PROJECT GUIDELINES

STEP 1: Explore each of the four Project Areas (Equipment, Lighting, Composition, Skill Building). In each area, complete the Photo Shoot activities (at least 2) of your choice along with the Talking it Over activity.

STEP 2: Take part in at least two Learning Experiences.

STEP 3: Become involved in at least two Leadership/Citizenship activities.

STEP 4: Take part in a Project Review.

OPTIONAL: The Challenge Yourself activities are optional.

STEP 1: Project Activities

Explore the four Project Areas (Equipment, Lighting, Composition, Skill Building). In each area, complete the Photo Shoot activities of your choice along with the Talking it Over activity. Marking a photo journal or scrapbook as you complete each activity. When you begin an activity, fill in the date you started. When you finish an activity, mark your work with your Project Help. Have your Project Help check and date your accomplishment. If you want you can do the Challenge Yourself activities too. Use your photo journal or scrapbook to keep track of your completed work.

Are you ready for the project book for the first time? Yes No

If so, what year did you begin this project book? 20__

ACTIVITY	DATE COMPLETED	DATE COMPLETED	PROJECT REVIEW RESULTS
PROJECT AREA A: EQUIPMENT			
1. Find Photo Gear			
2. Keep a Shutter, Keep a Lens!			
Talking it Over			
PROJECT AREA B: LIGHTING			
1. Light Makes a Difference			
4. Fun with Shadows			
5. Drawing the Light			
6. Flash to Make Light			
Talking it Over			
PROJECT AREA C: COMPOSITION			
1. What Do You See?			
2. Photograph Your Feet			
3. What's the Point?			
10. Birth or Bug? Get Your View			
11. Tell Your Story			
12. Talking a Picture			
Talking it Over			
PROJECT AREA D: SKILL BUILDING			
13. Taking Great Photographs			
14. Photos Can Tell a Story			
15. Black and White			
16. You Be the Judge			
Talking it Over			

STEP 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more or adjust areas that interest you. What are some learning experiences you could do to show the interesting things you are learning? Here are some ideas:

- Attend a class, workshop, demonstration or speech related to photography.
- Help organize a club meeting based on some area of the project.
- Go on an extended field trip or tour.
- Prepare your own demonstration, illustrated talk or project exhibit.
- Participate in county judging.

Once you have a few ideas, record them here. Complete at least two learning experiences. Then, describe what you did to meet them. Ask your project helper to date and initial in the appropriate space below.

PLANNED TO DO	WHAT I DID	DATE COMPLETED	PROJECT REVIEW RESULTS
Explain the	Attended Photography exhibit at our local museum of art	5/15/21	PS

STEP 3: Leadership and Citizenship Activities

Choose two Leadership/Citizenship activities from the list below or create your own and write in the space on the bottom. Record your progress by marking the bottom date record and you complete the activity. You should not or change these activities at any time.

(Make a photograph with light painting or photograph in a Leadership/Citizenship activity)

PLANNED TO DO	WHAT I DID	LEADERSHIP/CITIZENSHIP ACTIVITY
<input type="checkbox"/>	<input type="checkbox"/>	Teach someone how to take pictures.
<input type="checkbox"/>	<input type="checkbox"/>	Help another member prepare for his or her project judging.
<input type="checkbox"/>	<input type="checkbox"/>	Photograph your club's activities and post them in a scrapbook.
<input type="checkbox"/>	<input type="checkbox"/>	Volunteer to take photos for one of your school activities.
<input type="checkbox"/>	<input type="checkbox"/>	Visit the library to find photos books to show at a club meeting.
<input type="checkbox"/>	<input type="checkbox"/>	Help someone in your community or organize their old photos.
<input type="checkbox"/>	<input type="checkbox"/>	Have someone visit your club to talk about aerial photography.
<input type="checkbox"/>	<input type="checkbox"/>	Have someone visit your club to talk about aerial photography.
<input type="checkbox"/>	<input type="checkbox"/>	Arrange for your club to host a photo walk.
<input type="checkbox"/>	<input type="checkbox"/>	Arrange for your club to have a photo display in a public space.
<input type="checkbox"/>	<input type="checkbox"/>	Plan an activity to celebrate National Photography month in May.

Plan your own activities here:

STEP 4: Project Review

Set up a Project Review. You can do this with your Project Help, Club Leader, or another knowledgeable adult. It can be part of a club evaluation, or it can be part of your county project judging. It will help you evaluate what you have learned and assess your personal growth. When you come to the project review, bring your completed project book and photo journal or scrapbook. Attach your favorite photograph below and write a caption underneath it.

BOOK 1
Photography Basics

Date of project review: _____

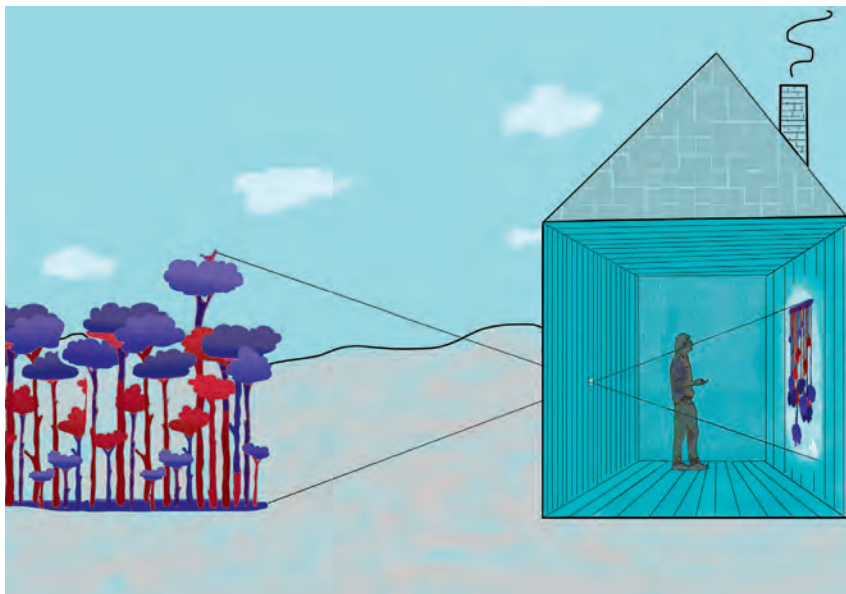
MY FAVORITE PHOTO

PHOTOGRAPHY BASICS



INTRODUCTION

Photography has come a long way since its beginnings nearly two hundred years ago. In its infancy, photographs were taken with large cumbersome cameras by a handful of people fascinated by the optical principle of *camera obscura*, which is Latin for “dark chamber.” Long before the camera was invented, somebody discovered an image of the scene outside his home was being projected onto a wall in his dark living room. Upon further inspection, he realized that the image was the result of light coming through a tiny hole on the opposite side of the room. Although the image was upside down, it was a faithful replica of the scene outside his front door! This phenomenon is the same principle by which all cameras work their magic.



Credit: Scott Wittenburg

Since the earliest days of photography, when cameras using light-sensitive film only recorded images in black and white, we have seen the advent of color film, smaller, feature-packed cameras, and more recently the ability to record images digitally. Virtually everybody owning a smartphone is an experienced photographer now, snapping photos of this and that and sharing them online and on their phones.



The ability to take a photo is limited only by the availability of a camera at the appropriate time. Yet in spite of the convenience of camera accessibility and ease of operation nowadays, the *final image* is what really matters. Is the subject interesting? Is the exposure correct—not too light or too dark? Is it in crisp focus with good detail? Is it well-composed, free of distractions? Does it “say” something to the viewer? Or bring out an emotion of some kind? Regardless of what camera you use, a *great image* is what we all strive for.

The ability to take great images is dependent on a number of factors including equipment and technique, lighting, and composition. And just like everything else we do, practice makes perfect. In *Photography Basics*, you will learn the nuts and bolts of photography and the difference between a snapshot and art. You will explore exciting ways to enhance your photo taking skills while learning how to shoot scenes at night and objects in motion. So grab a camera and get ready to embark on an exciting journey!



FIRST PHOTO SHOOT

A great camera will not necessarily make you a great photographer! But knowing your equipment will help. Are you using a **digital camera**? A cell-phone camera? Get to know your camera and start taking photos.



PHOTO SHOOT

1. Which of these parts does your camera have?
 - a. **lens**
 - b. on/off button
 - c. **viewfinder**
 - d. flash
 - e. **memory card**
 - f. camera app icon
 - g. shutter release button
 - h. home screen
 - i. shooting mode dial (auto, Av, TV, P, M -- or maybe other abbreviations)
2. Remember that your camera is a fragile piece of equipment. Hold it firmly with both hands, and be careful when you put it down. And don't drop it! Do you have a protective case?
3. Start out in "auto" mode. The camera will "automatically" adjust to take your photo.
4. Hold your camera and point it at something interesting. To get started, choose a subject that is not moving. Depending on the camera you are using, you might be looking through the viewfinder or looking at the screen on your phone.
 - a. Choose the view: **landscape mode** (wide view) or **portrait mode** (tall view). Take one of each.
 - b. Hold the camera steady, then take a photo.
 - c. Move closer to the subject of your photo or zoom in and take a photo.
 - d. Step farther away or zoom out and take a photo. Continue to move farther away or zoom out some more, taking a photo every few steps. How do the photos change?
 - e. Walk around your subject and take a photo from another angle.
 - f. Take lots of pictures.
5. Where will you store your photos? Will you download them to a computer? Download to an online site (Google photos, Flickr)? Talk to your Project Helper and make a plan. Then store your photos in a safe place.
6. Study the photos you took. Decide on the best 3. Why are they the best photos?

BACKGROUND

It may not be necessary to know everything about how your camera works in order to enjoy taking photos. But the more you understand about it, the more likely you are to get some great photos. Research the type of camera that you are using so that you understand the different parts, settings and photo editing capabilities. If you have a “user guide” for your camera, read it -- even if it is a little long. You could also ask someone else to review the parts of your camera with you; your Project Helper is willing to do this. As you learn more about what your camera can do, you will have a chance to test it out!

Is your camera a DSLR camera (digital single lens reflex)? Are you using the camera that comes on your phone?

It is important to store your photos in an appropriate place. Discuss a plan to share your photos with your Project Helper. Be sure to store them as you go along and label them so that you know which Activity you were working on. For example, the photos that you just took could be stored in a folder called: *Equipment: First Photo Shoot*. You can also add comments or words that describe when and where you took the photos so that you can remember.

i

TIP

A zoom lens lets you get closer without having to move your feet. A close-up lens helps you focus on things that are just inches away!



CHALLENGE YOURSELF AS A PHOTOGRAPHER!

- ★ What do you think this quote means?
“Your first ten thousand photographs are your worst.” - Henri Cartier-Bresson

LEARNER OUTCOMES

Project Skill: Get to know your camera

Life Skill: Mastering technology

Educational Standard:
Anchor Standard #1 Generate and conceptualize artistic ideas and work.
VA:Cr1.2.2a: Apply knowledge of available resources, tools, and technologies.

Success Indicator:
Identifies camera equipment/parts

NOTE! Words in **bold** throughout this book are defined in the glossary.

The “viewfinder” on a camera phone



Credit: Scott Wittenburg

ACTIVITY 1

FIRST PHOTO SHOOT (continued)

Can you name the different parts on these cameras?





Looking through the viewfinder of a camera

Stepping farther away (zooming out) or stepping closer (zooming in) to your subject



Credit: Scott Wittenburg

SUMMARY OF LEARNING OUTCOMES

National Visual Arts Education Standards: <http://nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

ACTIVITY	PROJECT SKILL	LIFE SKILL	EDUCATIONAL STANDARD	SUCCESS INDICATOR
Equipment				
1 First Photo Shoot	Get to know your camera	Mastering technology	Anchor Standard #1: Generate and conceptualize artistic ideas and work. VA:Cr1.2.2a: Apply knowledge of available resources, tools, and technologies.	Identifies camera equipment/parts
2 Keep it Steady, Keep it Level	Practice keeping camera steady and level	Mastering technology	Anchor Standard #2: Organize and develop artistic ideas and work. VACr2.2.3a: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment.	Takes clear and straight/level photos
Lighting				
3 Light Makes a Difference	Practice taking photos, noticing natural light	Planning and organizing	Anchor Standard #7: Perceive and analyze artistic work. VA:Re7.2.1a: Compare images that represent the same subject.	Shows how to use lighting from different times of day that enhances the same subject
4 Fun With Shadows	Notice shadows and their potential in photography	Practicing creativity	Anchor Standard #1: Generate and conceptualize artistic ideas and work. VA:Cr1.1.3a: Elaborate on an imaginative idea.	Uses shadows to demonstrate an element of surprise/creativity in photos
5 Directing the Light	Practice using natural light from several different directions	Practicing creativity	Anchor Standard #2: Organize and develop artistic ideas and work. VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.	Shows how to use directional light creatively in photos
6 Flash for More Light	Practice using flash for fill, solving red-eye problems	Solving Problems	Anchor Standard #1: Generate and conceptualize artistic ideas and work. VA:Cra.2.1a: Use observation and investigation in preparation for making a work of art.	Uses flash to eliminate shadows and red-eyes in photos
Composition				
7 What Do You See?	Evaluate background, middle-ground, foreground when taking photos	Practicing Creativity	Anchor Standard #1: Generate and conceptualize artistic ideas and work. VA:Cra.2.1a: Use observation and investigation in preparation for making a work of art.	Uses background/middle-ground/foreground creatively in photos
8 Photograph with Your Feet	Practice filling the frame with the subject	Thinking critically	Anchor Standard #3: Refine and complete artistic work. VR:Cr3.1.4a: Revise artwork in progress on the basis of insights gained through peer discussion.	Uses critical thinking to show the role of distance in filling the frame in photos
9 What's the Point?	Practice eliminating of background clutter in photos	Thinking critically	Anchor Standard #3: Refine and complete artistic work. VR:Cr3.1.4a: Revise artwork in progress on the basis of insights gained through peer discussion.	Chooses focal point and eliminates clutter in photos

ACTIVITY	PROJECT SKILL	LIFE SKILL	EDUCATIONAL STANDARD	SUCCESS INDICATOR
10 Bird's Eye (or Bug's Eye) View	Practice using different viewpoints and perspectives in photos	Practicing creativity	Anchor Standard #1: Generate and conceptualize artistic ideas and work. VA:Cr1.1.5a: Combine ideas to generate an innovative idea for art-making.	Uses different viewpoints to create interest in photos
11 Hat Tricks and Magic	Composes creative, unusual photos	Practicing Creativity	Anchor Standard #1: Generate and conceptualize artistic ideas and work. VA:Cr1.1.5a: Combine ideas to generate an innovative idea for art-making.	Demonstrates creativity in composition of photos
12 The Art of Taking a Selfie	Composes variety of selfies	Communicating	Anchor Standard #7: Perceive and analyze artistic work. VA:Re7.2.3a: Determine messages communicated by an image.	Composes a flattering selfie
Skill Building				
13 Taking Great Photographs	Takes photos of people, places, things	Making decisions	Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. VA:Cn10.1.2a: Create works of art about events in home, school, or community life.	Chooses a variety of subjects while taking good photos
14 Telling a Story	Sequences photos to tell a story	Communicating	Anchor Standard #10: Synthesize and relate knowledge of personal experiences to create art. VA:Cn10.1.Ka: Create art that tells a story about a life experience.	Creates a story using a series of photographs
15 Black and White	Creates black and white photos	Practicing creativity	Anchor Standard #1: Generate and conceptualize artistic ideas and work. VA:Cr1.2.1a: Use observation and investigation in preparation for making a work of art.	Composes interesting, creative black and white photos
16 You Be the Judge	Evaluates photos using critical thinking	Thinking critically	Anchor Standard #8: Apply criteria to evaluate artistic work. VA:Re9.1.3a: Evaluate an artwork based on given criteria	Judges personal photographs critically
Exhibiting Your Work				
Exhibiting Your Work	Evaluates photos that represent body of work	Making decisions	Anchor Standard #4: Select, analyze and interpret artistic work for presentation. VA:Pr4.1.3a: Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	Creates online photo portfolio for sharing, deciding which photos are the best representation of work