***Lesson Summary:***

The purpose of this lesson is to introduce and understand the key components of photo composition. Composition can help tell a deeper story within each photo using, but not limited to, lighting, framing and subject placement.

* + Students will learn the different types of visual elements that make up the composition of photos. The specific elements are included in the terms in the lesson.
	+ Students will experiment and capture their own photos, focusing on composition.

***Estimated Duration:***

This lesson will be taught over the course of three class sessions, 60 minutes each day.

***Instructional Procedures:***

Day 1: (60 mins)

* Students will walk through the [NewsU](http://www.newsu.org/courses/language-image/types-photographs) course detailing some of the visual and composition elements.
	+ Students will be asked to focus on the visual elements included in the terms below.
* Students will work in groups to identify the terms associated with the photos attached to this lesson. (6 composition photos)
	+ The photos can be linked to multiple composition terms.
* Homework: Students will be asked to look over and understand the terms below for the next session, in advance of taking their own photos. Students are asked to take a look at the photo links below:
	+ National Geographic ([composition photos](https://www.nationalgeographic.com/photography/photo-tips/composition-tips-simply-beautiful-photos/#/26011.jpg))
	+ PowerPoint ([Examples](http://www.screencast.com/t/f8oFgDhqYJsn))

Day 2: (60 min)

* Students will spend time in the classroom (10 minute deadline), working in pairs, to capture one of the following elements: Pattern, Fill the Frame or Rule of Thirds.
* Students will be asked to discuss their process of capturing the photo. Was the 10 minute time frame difficult? Would additional time help to create a more thoughtful photo? (10 minutes)
* Students will spend the next 30 min to capture another photo with one of the visual elements referenced above.
* Students will be asked to discuss their process of capturing the photo. How did the additional time help to create a more thoughtful photo? (10 minutes)

Day 3: (60 min)

* Students will spend the class time capturing one of the visual elements that they learned in the NewsU assignment. Weather permitting, students may go outside to capture the photo(s)
* Homework: Students will capture three photos using the composition elements learned in this lesson. The photos should be uploaded to Blackboard with a brief explanation of the capturing process along with any challenges that may have surfaced. Students will also be required to comment on at least one other post with their thoughts.
	+ Students are allowed to use one photo that was captured during Day 3’s in-class activity.

***Homework Options and Home Connections***

* Students will capture three photos using the composition elements. Students will also be required to provide feedback on the photos that were uploaded to Blackboard.

***Materials and Resources:***

* DSLR
* Access to Blackboard/[NewsU Course](http://www.newsu.org/courses/language-image/types-photographs)
* National Geographic ([composition photos](https://www.nationalgeographic.com/photography/photo-tips/composition-tips-simply-beautiful-photos/#/26011.jpg))
* PowerPoint ([Examples](http://www.screencast.com/t/f8oFgDhqYJsn))

***Key Vocabulary***

* Contrast
* Graphic
* Quality of Light
* Emotion
* Fill the frame
* Rule of thirds
* Leading lines
* Framing,
* Pattern
* Juxtaposition
* Mood
* Depth
* Moment
* Perspective

***Technology Connections***

The use of Blackboard and interacting with web elements is used in this lesson.

***Attachments***

* Students will be provided with six photos w/ a variety of visual elements to aid in the understanding of composition.

***Assessment:***

* Students will be assessed based on their classroom participation (30 points), activity on blackboard (5 points) and their final homework assignment (25 points). TOTAL: 60 points

***Scoring Guidelines:***

* ***Please see attached rubric.***