



The Art of Photography School Program

<p>Lesson</p>	<p>Subject: The Art of Photography and Pete Souza</p> <p>Grade Level: Intermediate/High School Art</p> <p>Scope of Lesson: 45 minutes</p>
<p>Overview/Rational: Central Focus and Purpose for Lesson/Content <i>What is the central focus for the content in the learning segment or unit?</i></p> <p><i>Why is this skill or topic important for the students to learn?</i></p>	<p>Pete Souza was an official White House photographer for both President Ronald Reagan and President Barack Obama. His photographs capture images of these two presidents throughout their terms of office, both officially and personally. Images of both presidents are shown as if Souza is “a fly on the wall,” with an inside look at their presidencies. For him to be present when the Presidents were involved in foreign affairs, national security, and other official capacities, Souza was granted top security clearance. This clearance provided him with a view of Reagan and Obama that are unique.</p> <p>Pete Souza, in his role as White House photographer, took thousands of pictures, but only selected one or two to portray a significant moment or event. Students will learn and practice the art of photography as demonstrated by photographers who capture significant images that commemorate history.</p>
<p>Standards: New York State New Generation Learning Standards (Specific skills/information that will be learned)</p>	<p>New York State Standards for the Arts – Visual Arts</p> <p>Cr 1.2 – Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Pr 4.1 – Artists, collectors, curators, and other art professionals consider a variety of criteria when analyzing and selecting objects, artifacts, and artwork for presentation and preservation.</p> <p>Re 7.2 – Visual imagery influences understanding of and responses to the world.</p> <p>Cn 10.1 – Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<p>Objective(s): <i>Overall goal of the unit. To be written in the context of broader NYS Standards.</i></p>	<p>*Students will be able to use and describe basic technical and aesthetic aspects of photography such as depth- of-field, composition, color theory and image content.</p> <p>*Students will be able to Understand and apply basic visual elements and how these elements communicate concepts.</p>

<p>Learning Targets: Skills/Procedures <i>What do you want the students to be able to understand or do by the end of the lesson? (List in bullet form key concepts and information to be learned)</i></p>	<p>Students will take photographs that capture “the decisive moment” as described by Henri Cartier-Bresson.</p> <p>Students will take photographs from three different angles and identify how the subject changes both visually and emotionally.</p> <p>Students will use editing software or a photo filter app to create and compare two versions of a picture: one in color and one in black and white to analyze the change in mood.</p>		
<p>Content Vocabulary: <i>What specific words in the subject do students need to understand?</i></p>	<p>Angles Rapid-fire Composition Perspective</p>		
<p>Materials Needed: Teacher: <i>What materials does the teacher need for this lesson?</i></p> <p>Student: <i>What materials does the student need for this lesson?</i></p>	<p>A camera. This can be either a digital or phone camera Editing software or app</p> <p>Videos to be shown or downloaded to a jump drive. May need to download a free Microsoft video player.</p> <p>Program Activity Sheet</p>		
<p>Procedure: The lesson may need to be taught for a variety of situations. Please consider how the lesson will be taught In Person, Remotely with Internet Access, or Remotely without Internet Access Introduction: Opening Activity ____ Minutes <i>How will you start the lesson to engage and motivate students?</i> Instruction: ____ Minutes <i>What will you do to engage students? -to develop an understanding of the objective(s)</i></p>	<p style="text-align: center;">In Person Instruction</p> <p>Introduction: *Ask students to describe what they think a White House photographer would be expected to do? (Take pictures of the President, record important events in pictures). *Show the Fenimore Art Museum video, <i>The Art of Photography and Pete Souza</i>.</p> <div style="text-align: center;">  The Art of Photography and Pe </div> <p>*After the video, ask students if their answer to the opening question has changed and how. *Show the video interview of Pete Souza discussing his role as the Obama White House photographer and the types of cameras he chose to use. https://www.youtube.com/watch?v=v5Wl-qCO--U</p>	<p>Online Instruction with Internet Access (Google Classroom, etc.)</p> <p>Introduction: *Ask students to describe what they think a White House photographer would be expected to do? (Take pictures of the President, record important events in pictures). *Show the Fenimore Art Museum video, <i>The Art of</i></p>	<p>Paper/Pencil Instruction/Assignment (Hard copy worksheets, documents etc. for students without internet access)</p> <p>Instruction: *Provide students who have a computer or chrome book, but are without internet access with a jump drive containing the following downloaded files. *Students are to view the video or read the transcript, then complete the tasks outlined on the Program Activities Worksheet.</p>

<p><i>-to engage to understand the concepts</i></p> <p><i>What questions will you ask?</i></p> <p><i>What will students do? (Activity)</i></p> <p><i>How will you know if the students are meeting the targets?</i></p> <p><i>What opportunities for practice are given to students?</i></p> <p>Closure: ____ Minutes <i>How will you end the lesson?</i></p> <p>Assessment: <i>How will you determine if the students met the lesson targets? (How well did they learn what you wanted them to?)</i></p> <p>Parent Connection: <i>What instructions, background information, and answers will parents need to assist their student in completing the lesson?</i></p> <p><i>(Additional Readings, instructions, answer keys)</i></p>	<p>Activities: *Hand out the Program activity sheet linked below and instruct students to complete the activities on their own.</p> <p> The Art of Photography and Pe</p> <p>Evaluation: Students are to create a portfolio of the photographs they took along with the written responses to the questions asked in each activity selection in the worksheet.</p>	<p><i>Photography and Pete Souza.</i></p> <p> The Art of Photography and Pe</p> <p>Introduction: *Ask students to describe what they think a White House photographer would be expected to do? (Take pictures of the President, record important events in pictures). *Show the Fenimore Art Museum video, <i>The Art of Photography and Pete Souza.</i></p> <p>Activities:</p> <p> The Art of Photography Souza</p> <p>Evaluation: Students are to create a portfolio of the photographs they took along with the written responses to the questions asked in each activity selection in the worksheet.</p>	<p>Video link:</p> <p> The Art of Photography and Pe</p> <p>Video Transcript:</p> <p> The Art of Photography and Pe</p> <p>Activities:</p> <p> The Art of Photography Souza</p> <p>Evaluation: Students are to create a portfolio of the photographs they took along with the written responses to the questions asked in each activity selection in the worksheet.</p>
<p>Differentiation <i>How will you provide for students with varying abilities?</i></p>	<p>Assign students to view the Pete Souza documentary, available on MSNBC, “The Way I See It”, in order to understand what his job as Official White House Photographer was and how he decided what photographs to take. There are several interviews available online with Pete Souza talking about his experiences as the White House photographer. The teacher should preview the interviews and select</p>		

<p><i>Students who will finish the activity quickly or need to be challenged more:</i></p> <p><i>Students with IEP's or 504 Plans:</i></p>	<p>one or more that reflects the level of understanding appropriate for individual students in the class.</p> <p>Fenimore Art Museum produced a virtual tour of the Pete Souza exhibit that may be accessed online or through the museum website.</p> <p>Pete Souza has published books containing the photographs he took in his official capacity as White House photographer. Access to the books may provide students with greater insight into the photography techniques used by Pete Souza.</p>
<p>Resources</p> <p>References for Resources Used:</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>The Art of Photography and Pe</p> </div> <div style="text-align: center;">  <p>Pete Souza, Moments that Defin</p> </div> </div>