

Unit 07: The Creative Darkroom

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

Through lecture, multimedia presentations, discussion and text readings students will be given assignments which will require them to extend themselves creatively within the photographic medium. Over the course of the unit students will explore creative possibilities through the use of the camera, darkroom and computer. Individual outcomes will vary and be discussed as an area of growth through critique. As always safety precautions will be addressed in the handling of new chemicals all the while developing the students' photographic language. The unit of study is comprised of photographic assignments that allow the photographer to explore creative techniques specifically on an individual basis. Group critique of individual photographic growth key learning tool and group building block.

Transfer

- • Create photographs with strong compositions.
- • Take creative photographs for use on social media.
- • Use filters on photo and social media apps which improve the look and message they are conveying.

Essential Questions

- • How are traditional skills applied for the use of creative darkroom manipulations?
- • How do new ideas and technologies contribute to new methods in the creative darkroom?
- • What are the key terms related to the creative darkroom?
- • What is the creative darkroom?
- • What role does the computer play in creative manipulation and image making?

Essential Understandings

- • New technologies contribute to new methods and outcomes in the creative darkroom.
- • The creative darkroom refers to untraditional photography techniques.
- • Traditional darkroom skills are the foundation for the application of new skills when working with creative darkroom manipulations.

Students Will Know

- • How to use traditional darkroom techniques to creatively manipulate the photographic image.

- • How to work with new photographic techniques.
- • The computer can be used as a creative tool in photography.
- • The key terms related to the creative darkroom.

Students Will Be Skilled At

- • Creating photographs with strong compositions.
- • Printing images in the photographic darkroom.
- • Processing black and white film.
- • Utilizing a 35mm SLR camera to take photographs.
- • Utilizing the photographic medium as a means of creative expression.
- • Utilizing their darkroom skills to manipulate photographs in a variety of creative alternative photographic processes.
- • Working in the darkroom in a safe and productive manner.

Evidence/Performance Tasks

- • Actively participate in weekly critique sessions by way of photographic submission, oral participation and writing prompt when assigned.
- • Complete journal sheet logging camera exposures.
- • Print contact and images within the photographic darkroom.
- • Properly expose and process film.
- • Roll and load film into cameras.
- • Submit journal sheet, negatives, contact print, test strips and images from weekly alternative process assignments with rubric. Including but not limited to: toy cameras, 35mm pinhole, solarization, hand coloring, double exposure, photogram and toning.

Learning Plan

- • Darkroom safety, care and use to be addressed where need be.
- • Due dates for outstanding assignments posted on board to allow students to work at own pace.
- • Encouragement to work in a group environment where students share creative ideas with peers.
- • Evaluation of negatives, finished images, journal log and rubric.
- • Feedback given individually as needed.
- • Group critique of photographic work based on weekly creative technique.
- • Individualized critique throughout the process to ensure mastery of technical success.
- • Introduction of weekly creative alternative photographic exploration through the use of: multi-media presentations, critique of selected works. Teacher-led discussion.
- • Journal log to be submitted weekly to track growth.
- • Open forum for discussion allows questions to be answered informally.
- • Preview the essential questions and connect to learning throughout the unit.

- • Small and large group demonstration to ensure student success.
- • Students may reference class resources to complete weekly assignments.
- • Students will contribute ideas/brainstorm ways to explore within the new theme and technique presented.
- • Students will optimize presentation of finished work by matting and mounting completed work.
- • Students will read and outline textbook chapter on photo-chemical image manipulations as well as research individual artists working with assigned technique.
- • Students will utilize studio facilities of the darkroom to work on the following alternative processes:
 - o Toy cameras
 - o 35mm pinhole
 - o Solarization
 - o Hand coloring prints
 - o Photograms
 - o Toning prints
 - o Sandwiching Images
 - o Photo Composites
- • Students work independently at individual pace to complete assignment within given deadline.

Materials

- 35mm Ilford HP5 plus film
- Bulletin board
- Colored pencils
- Computer, Whiteboard, document camera and projector
- Darkroom Printing materials: Negatives, enlarger, scope, contact printer, timer, printing easel, plastic chemical trays, tongs, print dryer, Kodak Dektol, stop bath, Kodak Fixer, sink, safelights
- Film Processing materials: sink, stainless steel tanks, reels, chemical tanks, D76 developer, Kodak Fixer, Kodak Hypoclear solution, Kodak Photo-flo, film drying cabinet, thermometers, negative sleeves, negative dryer
- Pentax ZX-M cameras
- Photographic darkroom
- Pinhole bodycaps
- PowerPoint and internet connection
- Reference books: The Photographic Eye, Michael F. O'Brien & Norman Sibley, Davis Publications, Inc., Worcester, Massachusetts, 1995. Photography In Focus, Jerry Burchfield, Mark Jacobs and Ken Kodra, NTC Publishing Group, Lincolnwood, Illinois, 1997. Photo Art Processes, N. Howell-Koehler, Davis Publications, Inc., Worcester, MA, 1980. Dictionary of Contemporary Photography, Leslie Stroebel and Tockel, Morgan & Morgan Publications, 1997.
- Scissors
- Sepia and color toners
- Student work
- Toy and Holga cameras
- Websites related to subject: ICP Photography museum Masters-of-Photography Alternative photography Photonet NPPA Met Museum MOMA PBS

Suggested Strategies for Modifications

- Hands on activities to support unit objectives.
- Individualized instruction.

- Mini lessons in addition to large group instruction.
- Multi-media presentations.
- Outline of tasks to accomplish posted throughout the room.
- Peer critique of photographic work.
- Sticker chart so students may monitor individual success.
- Use of rubric as self-evaluation tool.
- Videos to enhance instruction where needed.
- Visual Aids and writing samples.