

# Unit 08: Photojournalism and the Photographic Essay

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **7-9 Weeks**  
Status: **Published**

## Brief Summary of Unit

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Through teacher led discussion and multi-media presentations the class will explore the tie between journalism and the image making process. Students will individually select a topic to explore in-depth through the photographic essay. Students may work alone or in small teams on specified topics. Text for images will be developed simultaneously as part of the working process throughout the unit. Developing a final body of work with text to be displayed, presented and evaluated by peers at end of study. As with all artwork, on-going group and individual critique of work in progress will ensure maximum artistic growth.

## Transfer

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- • Create photographs which convey specific message and meaning.
- • Create photographs with strong compositions.
- • Document and tell a story through the use of photographs.

## Essential Questions

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- • How does presentation impact a photojournalist's work?
- • What are the key terms related to photojournalism?
- • What career opportunities are available in the photographic field?
- • What is photojournalism?
- • What is the relationship between journalism and photography in a photographic essay?
- • What photographers are key in the development of photojournalism?
- • Why would a photographer choose to study a topic in essay form?

## Essential Understandings

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- • Photographers may choose to portray a topic in essay form so they may scratch beneath the surface and express more depth.
- • Photojournalism is an expressive art form available to the photographer.
- • Presentation affects the impact of the essay work.
- • There is a relationship between journalism and photography in a photographic essay.

## Students Will Know

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- • How photojournalism can be an expressive art form.
- • How to create a strong presentation.
- • The key terms related to photojournalism.
- • The many career opportunities within the photographic field.
- • What defines photojournalism.

## **Students Will Be Skilled At**

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- • Creating a body of work based on a theme.
- • Creating photographs with strong compositions.
- • Making contact prints.
- • 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.
- • Working in the darkroom in a safe and productive manner.

## **Evidence/Performance Tasks**

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- • Actively participate in weekly critique sessions by way of photographic submission, oral participation and writing prompt when assigned.
- • Complete journal sheet logging camera exposures.
- • Complete one-page artist's statement on photo essay topic.
- • Participate in group and individual critique sessions.
- • 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, images and rubric weekly based on essay theme.
- • Work in small groups to define photojournalism and give examples. (pre-assessment task)
- • Write a one-page preliminary draft on chosen topic of study.

## **Learning Plan**

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- • A one page preliminary rough draft is to be submitted for approval of study topic.
- • Active participation in weekly critique sessions essential to individual growth.
- • Class discussion and active participation required.
- • Class discussion: "What is photojournalism?"
- • Darkroom safety and student feedback to be given individually as needed.
- • Due dates for assignments posted on board to keep students on task and so that they may

budget time accordingly.

- • Lists will be posted in class to reference throughout the unit.
- • Once topic is selected students will be keeping daily journal of work progress to be submitted weekly.
- • Preview the essential questions and connect to learning throughout the unit.
- • Rough draft submission of essay topic to be submitted four weeks into study.
- • Small and large group demonstration given as needed to ensure student success.
- • Sticker chart of completed assignments posted/updated weekly so students can monitor success.
- • Students may reference any creative thought or technical difficulties in daily journal.
- • Students may work individually or in small groups.
- • Students will explore a variety presentation options for their final work and presentation.
- • Students will utilize library resources to find text example of magazine/newspaper chronicling topic in photo essay form for class discussion.
- • Students will utilize studio facilities of the darkroom for weekly submissions requiring them to:
  - o Shoot images of chosen essay subject.
  - o Log journal sheets.
  - o Process film.
  - o Print contact sheet.
  - o Print selected enlargements chosen with teacher guidance.
  - o Fill out rubric and submit.
- • Students work at individual pace to complete assignment within given deadline.
- • Submission of final draft to be submitted one week prior to completion of photo essay.
- • Teacher led discussion and multi-media presentations of contemporary photojournalists.
- • Weekly evaluation of above items.
- • Working in small groups students will define photojournalism and give examples of how it is used as a photographic tool.

## Materials

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- 35mm Ilford HP5 plus film
- Bulletin board
- 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 and enlargers
- 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. Dictionary of Contemporary Photography, Leslie Stroebel and Tockel, Morgan & Morgan Publications, 1997.
- Scissors
- Student work
- Websites related to subject: ICP Photography museum Masters-of-Photography Alternative

## **Suggested Strategies for Modifications**

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- Group work.
- 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.