



Session 11 “Creating Pictures I”

INTRODUCTION (5 MIN)

Energizer: Frogs

Activity	<ul style="list-style-type: none"> • Energizer “Frogs” (DW Akademie MIL Guidebook, English Edition p. 67) 	05 ”
Objective	<ul style="list-style-type: none"> • Students get an energetic start into the day, laugh and have fun • Students experience the effects of different perspectives 	
Steps	<ul style="list-style-type: none"> • 2” Divide the group in half. One group forms a “living wall” by holding hands and forming a big circle, facing outwards. The members of this “living wall” move closer and further apart to create and close gaps. The members of the other group are frogs imprisoned in the circle and try to escape. To escape, they must move like frogs, holding onto their ankles with their hands. If a frog finds a gap in the “living wall,” it calls the others, and they try to escape together • 2” After a while, ask the students to switch roles: the frogs now form the “living wall”, the others are now the frogs • 1” Ask the students how they experienced both perspectives. They will probably say “powerless and small” as frogs and “powerful, in control” as members of the “living wall”. This will lead you into the discussion about perspective in photography and what photographers can achieve when they consciously select a specific perspective 	



MEDIA AND INFORMATION LITERACY

Material	<ul style="list-style-type: none"> • None
Notes	

BODY (75 MIN)

Trainer Centered: Guided discussion: Experience with photos – objective description and subjective interpretation

Activity	<ul style="list-style-type: none"> • Guided discussion / presentation (DW Akademie MIL Guidebook p. 68) 	15 ”
Objective	<ul style="list-style-type: none"> • Students practice describing and interpreting photos and bringing forward arguments • Students differentiate between objective description and subjective interpretation of photos • Students examine how they experience photos and accept different interpretations 	
Steps	<ul style="list-style-type: none"> • 1” Create two flipcharts for “objective description” and “subjective interpretation” <p>Explain how we are surrounded by images every day, in different</p>	



MEDIA AND INFORMATION LITERACY

forms of media and at home. Being able to describe a picture is an important skill. It raises our awareness for the content and message of a photo and the tools photographers use to create a certain impression

- 8” Bring in some photos and show the students the first one. You can use your computer and projector, or large photos from newspapers or magazines. The photos can be portraits, family photos, advertisements, landscapes, etc.

Ask the students to describe the photo. Explain the difference between description and interpretation. As the students describe what they see, note key words on the appropriate flipcharts “objective description” and “subjective interpretation”.

Use the following guiding questions

Objective description:

- What information does the photo contain? (Who? What? How? How many? When? Where? Why?)
- What perspective and shot size did the photographer choose?
- What are the dominant colors or composition elements?

Objective interpretation:

- Who do you think are the people in the photo? What could be the situation? What could be their feelings? How do you feel about it? What do you think the story behind the picture is?
- 4” Continue with three or four more pictures until the students differentiate between objective description (facts) and subjective interpretation (individual opinion)



	<ul style="list-style-type: none"> ● 2" Speak about the ways photos can be interpreted and who determines the message: photographer, object, and audience. Point out how different people interpret photos differently. Interpretations depend on factors like cultural background, age, personality, mood, prior experience etc..
Material	<ul style="list-style-type: none"> ● DW Akademie MIL Guidebook ● Photos or PowerPoint presentation with photos ● flipchart paper, markers
Notes	

Trainee Centered: Description or interpretation?

Activity	<ul style="list-style-type: none"> ● Group work (two groups) 	15 "
Objective	<ul style="list-style-type: none"> ● Students differentiate between description and interpretation 	
Steps	<ul style="list-style-type: none"> ● 1" Split the students into two groups. One group will have the task to objectively describe a photo, the other group should interpret it. ● 2" Give both groups the same photo. Give the students two minutes to prepare notes for their descriptions / interpretations 	



	<ul style="list-style-type: none"> ● 4" ask each group to present their findings. Compare and contrast – correct if necessary ● 1" Switch responsibilities. The group that described the first photo will now interpret a picture. The group that previously interpreted will now describe objectively ● 2" Give both groups a new photo. The picture should be identical for both groups. Give the students two minutes to prepare notes for their descriptions / interpretations ● 5" ask each group to present their findings. Compare and contrast – correct if necessary and wrap up this exercise
Material	<ul style="list-style-type: none"> ● Photos for description and interpretations (two prints of each photo)
Notes	

Trainer Centered: Presentation / Guided discussion: Composition rules I

Activity	<ul style="list-style-type: none"> ● Presentation / Guided discussion (DW Akademie MIL Guidebook p. 102 - 105) 	15 "
Objective	<ul style="list-style-type: none"> ● Students identify composition rules for photographs 	
Steps	<ul style="list-style-type: none"> ● 15" Discuss how you can enhance the impact of your photos if you follow some fundamental rules and make use of some composition rules. Show the first part of the PowerPoint presentation "Photography – Photo tips and composition rules" (slides 1 – 6) to explain and discuss the fundamentals outlined below. Ask your 	



MEDIA AND INFORMATION LITERACY

	<p>students what effect they have or what happens if you don't stick to them. Ask for their experiences</p> <ul style="list-style-type: none"> ● 1 Hold the camera steady: find a good, stable position. Don't shake ● 2 Camera field sizes: long shot, medium shot, close-up, detail. The distance between the camera and the object ● 3 Sharpness and blurring (in focus / out of focus): determine the area that is in focus ● 4 Camera angle and point of view: bird's view, eye level, frog's view (people seem towering and powerful) Many photos are shot at eye level because this perspective is close to what we see without our eyes. If photos are taken from high above, from bird's view, they let the subject appear small, cute, or powerless. If you use the frog's view or worm's-eye view, you take your photos from the ground. This lets the subject appear very strong and powerful, even dominating or menacing ● 5 Foreground and background: create depth through objects in the foreground or background. <p>Write these five tips and rules on cards or on a flip chart so they remain visible for the following active media work session</p>
<p>Material</p>	<ul style="list-style-type: none"> ● DW Akademie MIL Guidebook (English edition, p. 72; 102 - 105) ● "Beginners": Composition rules I – photos" (MIL Guidebook, English edition, p. 72)



MEDIA AND INFORMATION LITERACY

	<ul style="list-style-type: none"> ● PowerPoint presentation “Photography – Photo tips and composition rules” (included in the annex) ● Projector
Notes	

Create: Active Media Work: Photos illustrating the photo and composition rules

Activity	<ul style="list-style-type: none"> ● Pair work: Taking photos applying the composition rules I 	20 ”
Objective	<ul style="list-style-type: none"> ● Students apply the fundamental rules for taking photos and the basic composition rules ● Students observe the effects of the composition rules for photos when they take pictures ● Students improve their own photographs 	
Steps	<ul style="list-style-type: none"> ● 20” Explain the exercise: Students should take photos illustrating the five photo and composition rules. They should try out variations on each rule and always take more than one shot. Ask them to take at least one photo that does not comply with the rule and two that do ● To make this exercise easier and more fun, ask your students to form pairs (if your MIL club is very large, you may want to create groups of three or four to reduce the number of photographs that will need to be discussed at the end of the exercise) 	



MEDIA AND INFORMATION LITERACY

	<ul style="list-style-type: none"> • If some students already have experience with digital photo editing apps, remind them not to edit these pictures
Material	<ul style="list-style-type: none"> • Cameras or smartphones
Notes	

Trainee Centered: Analysis and Feedback on Photos illustrating the composition rules

Activity	<ul style="list-style-type: none"> • Feedback discussion (group work) 	15 ”
Objective	<ul style="list-style-type: none"> • Students examine and evaluate their photographs • Students practice giving constructive feedback • Students improve their skills at analyzing photos 	
Steps	<ul style="list-style-type: none"> • 5” When the students have taken their photos, urge them to look at their pictures and evaluate to what extent they fulfil the rules • 2” Each pair should then select their two best and worst photos • 8” Then ask them to get together with another pair of students and discuss why they think these pictures are good or bad. The other pair should give feedback and share and discuss their pictures. Remind the class that feedback should always start with something positive, be specific and focus on things that can be changed 	
Material	<ul style="list-style-type: none"> • Cameras or smartphones 	
Notes		



CONCLUSION (5 MIN)

Open questions, Summary & Conclusion

Activity	<ul style="list-style-type: none"> • Discussion / Reflection 	05
Objective	<ul style="list-style-type: none"> • Students clarify open questions, cool down 	”
Steps	<ul style="list-style-type: none"> • 5” After all the groups have discussed their photos, the students reflect on the production process, mention fun aspects, point out difficulties, and ask additional questions if something is still unclear 	
Material		
Notes		

ASSESSMENT

- Attendance
- Participation in discussions and group work
- Result of active media work (content, creativity) ...



MEDIA AND INFORMATION LITERACY

ANNEX



Photography perspectives



Supported by the



MEDIA AND INFORMATION LITERACY



Camera perspectives



Camera perspectives

Bird's eye
perspective



eye level



frog's



Camera perspectives

Bird's eye
perspective



Eye level



frog's



Camera perspectives

Bird's eye perspective



Eye level



Frog's



Camera perspectives

Bird's eye perspective



Subject looks small and powerless
dominant

Eye level



Frog's



Camera perspectives

Bird's eye perspective



Subject looks small and powerless
dominant

Eye level



Subject looks approachable

Frog's



Camera perspectives

Bird's eye perspective



Subject looks small and powerless
dominant

Eye level



Subject looks approachable

Frog's



Subject looks powerful and

Camera perspectives

Long shot



Medium shot



Close up



Detail



Camera perspectives

Long shot



Overview, surroundings
or thing

Medium shot



Medium shot

Close up



Close up

Detail



Detail

Camera perspectives

Long shot



Overview, surroundings
thing

Medium shot



Person in action

Close up



Full face

Detail



Part of face or

Camera perspectives

Long shot



Overview, surroundings
thing

Medium shot



Person in action

Close up



Full face

Detail



Part of face or

Camera perspectives

Long shot



Overview, surroundings
thing

Medium shot



Person in action

Close up



Full face

Detail



Part of a face or
thing

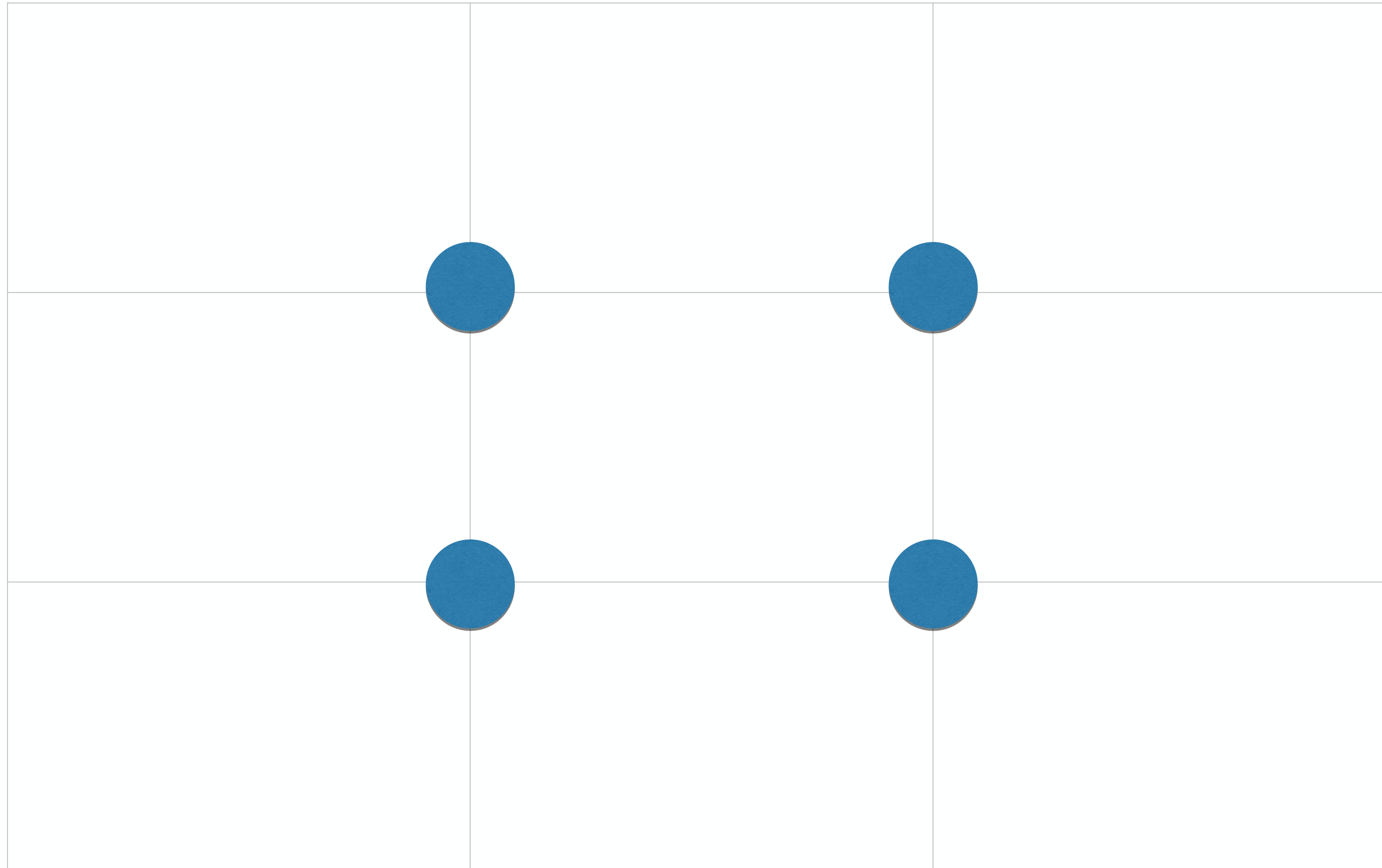
Composition rules

Rule of thirds



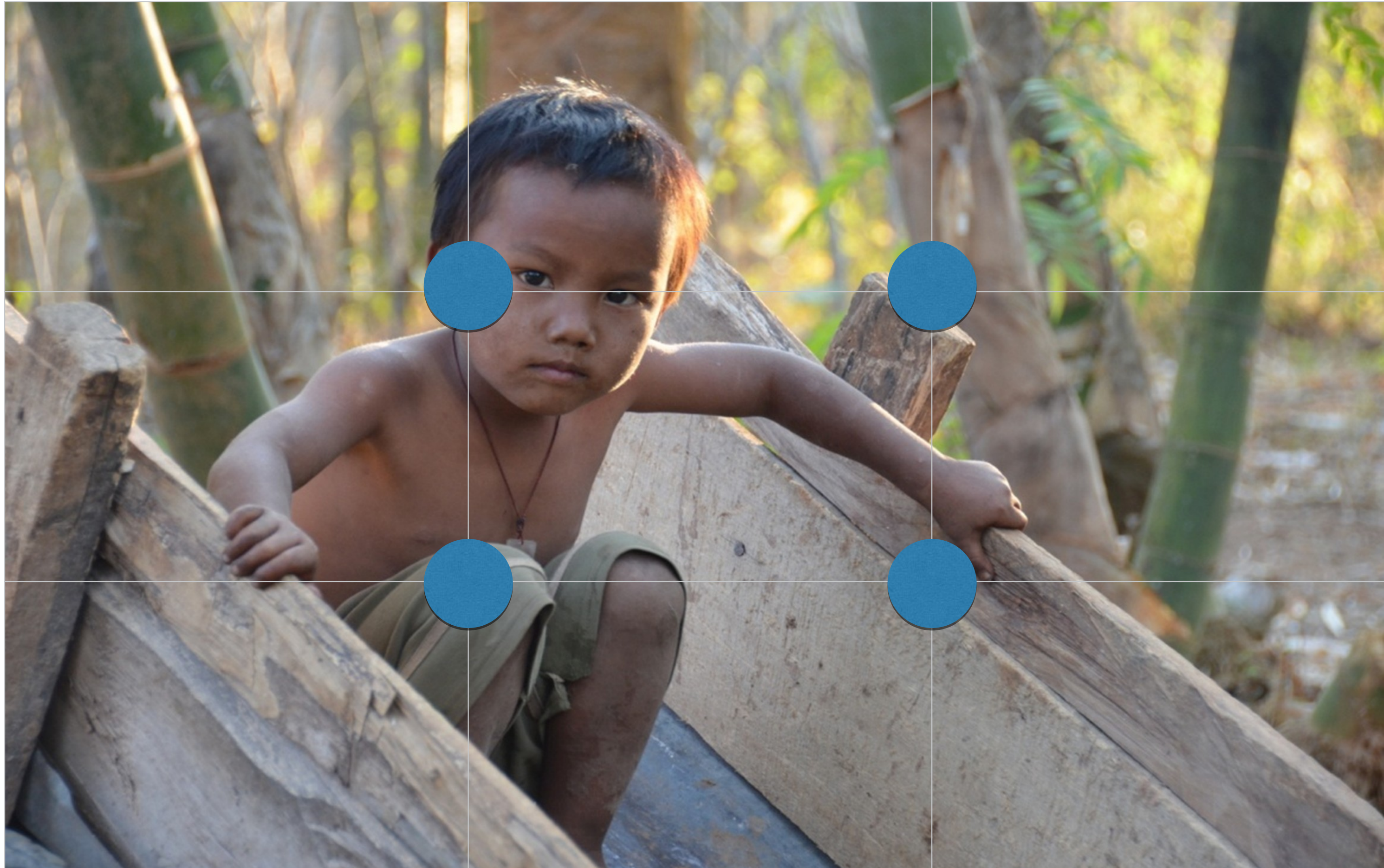
Composition rules

Rule of thirds



Composition rules

Rule of thirds



Composition rules

Rule of thirds



Composition rules

Rule of thirds



Composition rules

Contrast

- between light and dark



Composition rules

Contrast
- between colors



Composition rules

Leading lines



Composition rules

Symmetry



Composition rules

Framing



Composition rules

Cropping



Thank you

Thorsten Karg

[+49.228.429.2036](tel:+492284292036)

thorsten.karg@dw.com