

Make 'em Float Lesson Plan

Name: Ashli Brooke Wallace

Theme: Interdisciplinary

Title: Make em' Float

Exemplar:



Grade level: 12th Grade

Goal/Activity: Students will learn how to make objects and people float using DSLRs, tripods, and photoshop to create a surreal image.

Developmental Rationale/Prior Learning:

Students in the 12th grade fall into the Decision Stage of Lowenfeld's Artistic Stages of Development. This stage is marked by high self-criticism and typically students at this age view art as something done without merit. Make em' Float is a great way to encourage students to create magical, surreal photographs that they find interesting and visually stimulating, while also showing them a trick of the trade that may seem intimidating but is actually very simple once broken down. Something that art students in the jr high ages and up typically don't realize yet is that one can be a naturally talented artist of course, but one can also become a "naturally" talented artist with practice and knowing the tricks of the trade - making the Make em' Float lesson and demonstration ideal for this age group.

History/background:

Make em' Float is a technique that is used by many artists. Although we will be focusing on making our subject float/fly, many artists have found other ways to incorporate this simple photoshop trick into their bodies of work. For our purposes, we are going to stick with the floating/flying method for our demonstration, but if a student is ambitious there are thousands of creative options.

Standards:

Pennsylvania Standards:

VA:Cr1.1.IIIa: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Cr1.2.IIIa: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Cr2.1.IIIa: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

VA:Pr4.1.IIa: Analyze, select, and critique personal artwork for a collection or portfolio presentation.

National Standards:

VA:Cr1.2.IIa - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cn10.1.IIa - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

VA:Cr1.2.IIa - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Objectives:

1. **Knowledge:** (Cognitive-Head) Students will be able to analyze images in order to identify the processes and techniques used in order to emulate the images using their own style.
2. **Skill:** (Psychomotor-Hands) Students will be able to create surreal images that make their subject appear to be floating.
3. **Attitude:** (Affective-Heart) Students will be able to confidently describe the process behind floating images in order to show an understanding of basic photography techniques.

Teacher preparation:

Gather supplies (tripod, camera, charge batteries)
Print worksheets
Prepare slideshow presentation
Design rubric

Supplies:

DSLR cameras
SD Cards
Model(s)
Objects
Photoshop

Visual Aids and reference to art history:



Resources:

Slides

Artist Examples

Teacher Example

Student Examples (at the end of class as this is our first attempt)

Schoolguy Resources (additional instructional videos, cheat sheet, additional artist examples)

Teaching

Motivation/Spark:

Teacher: Hey friends! Today is one of our last demonstrations and it is a FUN ONE. Has anyone ever heard of levitation photography? Oh, that's great! Well for anyone that hasn't, levitation

photography is a bit of magic that can be done a couple of different ways but we're going to focus on the levitation technique that uses photoshop and composite photography. Who can describe what a composite photograph is? Very nice description, thank you! Today is going to a quicker demonstration and presentation than usual - I think you all are going to be pleasantly surprised how simple this process is. You'll get to practice in class today, but be sure to keep your cheat sheets handy for when/if you choose to use this technique for your student choice final project.

Teaching

Demonstration and Directions:

Step 1: Choose an appropriate background for your composite.

Step 2: Set up your tripod and set your camera settings. It's important to not move your tripod once you have shot your background image and start with your model.

Step 3: Without moving your tripod and camera, place your stool or chair in front of your background.

Step 4: Have your model use the seat to pose in a way that makes it appear as if they're floating.

Step 5: Shoot your photo by pressing the shutter button.

Step 6: Import your background image and image with your model into photoshop, with one layer on top of the other.

Step 7: Use the erase tool to erase the stool from under your model.

PRO TIP - have your model wear flowing clothing to help make the effect seem more realistic

PRO TIP - Have your model pose in a way to appear floating and pay extra attention to feet placement. If standing on the seat, make sure their feet are toward the front of the stool.

PRO TIP - Shoot all of your images at the same time, waiting later in the day or on a different day will result in your two images having different lighting and make them tough to match up as a composite in photoshop.

Teaching

Closure:

Teacher: Okay friends, let's bring it back in! So we have a little bit of time left and I just want to check in to make sure everyone has these fancy levitation photos all figured out. Can anyone tell me what a composite image is? So good! Now, who can tell me the general process behind a levitation photo? Great job! Okay, go ahead and clean up your space and prepare for the bell. I hope you all enjoyed it and remember you can use this technique for your student choice final project or combine it with another technique! Let me know if you all need any help!

Vocabulary:

Aperture: the adjustable opening—or f-stop—of a lens determines how much light passes through the lens onto the camera sensor.

Composites: the use or combination of two or more different images to create a new one.

Composition - The way an artist chooses to arrange elements in a photograph.

Depth of Field: the measure of how much of the background and foreground area before and beyond your subject is in focus.

Form - the element of shape among the various elements that make up a work of art.

Implied Lines - Implied lines are not made by a physical mark in an artwork, but rather by visual suggestion.

Shapes - an enclosed area of space created through lines or other elements of the composition.

Assessment: Assessment will be in the form of a think-pair-share exercise where students will discuss their process and ideas with a partner at the beginning of the following class. Their grade will come from a general rubric that is used for all of their photo challenges (this is a demonstration for photo challenge #4)

Accommodations/Modifications/Adaptations:

-Translated/Visual Aid Handouts

-Manfrotto Magic Arm Kit

-Novoflex PISTOCK-C Chestpod
-Manfrotto Flexible Arm
-Wheelchair Mounted Tripod
-Conceptus Tongue Switch

Extensions: If students have achieved making a person float, their follow up assignment is to add floating objects along with a person to a photograph.

Correlated Activity: Following this assignment, students will finalize their digital portfolios.

Time Budget:

Week 1: Introduce Make em' Float and facilitate discussion (5 Minutes)
 Demonstrate Make em' Float technique (5 Minutes)
 Students practice technique (25 Minutes)
 Students prepare for the bell and participate in quick wrap-up questions (10 minutes)

Bibliography/references:

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