

**PHOTOGRAPHY MODULE# 1:** Noni Module #1 – Singing selfies and basic videoing and photography techniques

**Outcomes: Visual Art**

**St. 2:** VAS 2.1, 2.2, 2.3, 2.4

**St. 3:** VAS 3.1, 3.2, 3.3, 3.4

**St. 4:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

**Making Art works**

Exploring how to set up an effective singing selfie

- Consider the importance of lighting
- Choosing an appropriate background
- Deciding between landscape or portrait mode
- Keeping a good distance from the camera (and its microphone)
- Filling a 3<sup>rd</sup> of the frame
- Removing distractions around you
- Tapping on the face to get the right lighting
- No hats or hoods!

Examples of good landscape photography featuring

- Leading lines
- Rule of thirds
- Importance of light
- Importance of the time of day
- Putting people in the right part of the frame

Introducing Barry, Bessy and Mabel

**Appreciating/Critically and Historically interpret Art**

- Making good decisions about how to set up your photograph or video is important to getting the best impact
- Considering aspects of art making in your photography will make your selfie connect with your audience more effectively
- Framing your photography thoughtfully will express more about who you are

**Resources for extension**

- Singing selfie example <https://vimeo.com/356660755> (please ignore the product placement!)
- The importance of lighting <https://www.shawacademy.com/blog/light-in-photography/>
- Landscape versus portrait <https://photographycourse.net/landscape-vs-landscape/>
- The Rule of Thirds <https://www.shawacademy.com/blog/the-rule-of-thirds/>
- Choosing the right background <https://digital-photography-school.com/how-to-choose-the-perfect-photography-background/>
- Leading Lines <https://www.format.com/magazine/resources/photography/leading-lines-photography>
- Framing <https://www.widewalls.ch/magazine/framing-in-photography>

**PHOTOGRAPHY MODULE# 2: Noni Module #2 – things to consider when placing a subject in a frame**

**Outcomes: Visual Art**

**St. 2:** VAS 2.1, 2.2, 2.3, 2.4

**St. 3:** VAS 3.1, 3.2, 3.3, 3.4

**St. 4:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

**Making Art works**

Framing Moorambilla Mabel as the photography subject

- Consider the importance of lighting – subject should face the sun or be out of the sun
- Applying the rule of thirds
- Using Leading lines
- Shooting from different angles
- Choosing a background – for example a window

Introducing Papa Smurf as subject

- Deciding on perspective to get a good angle
- Choosing a good placement for your subject
- Ensuring good lighting
- Remember the rules of thirds and leading lines!

**Appreciating/Critically and Historically interpret Art**

- It is important to have a go and practice in order to build skills in photography
- Choose something from your home to be the subject that will connect with your audience
- Experimenting with your photography will give you a chance to discover more about what you like

**Resources for extension**

- Framing <https://www.picturecorrect.com/tips/framing-in-photography/>
- Leading lines <https://www.slrlounge.com/leading-lines-photography-examples/>
- Rule of thirds [www.adobe.com/au/creativecloud/photography/discover/rule-of-thirds.html](http://www.adobe.com/au/creativecloud/photography/discover/rule-of-thirds.html)
- Perspective [www.lifewire.com/what-is-perspective-in-photography-492660](http://www.lifewire.com/what-is-perspective-in-photography-492660)
- Placement [www.picturecorrect.com/tips/subject-placement-tips-in-photography/](http://www.picturecorrect.com/tips/subject-placement-tips-in-photography/)
- Background <https://www.shutterstock.com/blog/background-photography-and-video>

**PHOTOGRAPHY MODULE# 3: Noni Module #3 – looking for shapes in the landscape**

**Outcomes: Visual Art**

**St. 2:** VAS 2.1, 2.2, 2.3, 2.4

**St. 3:** VAS 3.1, 3.2, 3.3, 3.4

**St. 4:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

**Making Art works**

Things to consider when choosing objects to photograph that look like letters

- What shadows are cast?
- Time of day?
- Is it obscure or easy to see?
- Think about how to use light to best advantage
- Have fun and experiment!

Shooting smaller details in the landscape

- Being aware of the light in the right spot on your subject
- Look for the hot spot where the light catches a subject
- Choosing a subject like bark – and take a photo of it at different times of day, in different light, different shadows – experiment!
- Photographing a simple subject can be really effective – look for something that takes your eye and take a variety of photos of it

**Appreciating/Critically and Historically interpret Art**

- You can discover new things by looking at your local area in different ways
- Consider how light affects how you and your audience see things
- Experimenting with lighting can give a whole new aspect to your photography
- Have fun and photograph a lot of things to learn what is effective

**Resources for extension**

- Shadow <https://shuttermuse.com/glossary/shadow/>
- Different times of day <https://www.adorama.com/alc/photography-tips-for-shooting-during-different-times-of-day/>
- Photo editing <https://www.fotor.com>
- Noni Carroll <https://nonicarrollphotography.com>

## **PHOTOGRAPHY MODULE# 4: Noni Module #4 – Landscape #1**

### **Outcomes: Visual Art**

**St. 2:** VAS 2.1, 2.2, 2.3, 2.4

**St. 3:** VAS 3.1, 3.2, 3.3, 3.4

**St. 4:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

### **Making Art works**

Light and time of day to take landscape photos

- Late afternoon or early morning is a great time of day to take photos
- This allows you to get more detail and colour
- Light is a great enhancer
- Click on the image where there is light to get the camera to adjust the light and the colour or use the HDR function
- Put clouds in where possible to create more emotion

Rule of Thirds

- Placing the subject in a third of the photograph helps to make it more balanced
- The rule of thirds can be horizontal or vertical

Leading lines

- Look for the horizon line
- Use Leading lines to train the eye when looking at the photo

### **Appreciating/Critically and Historically interpret Art**

- Being aware of lighting, rule of thirds and leading lines will help you refine and improve your photography
- Using these strategies will help you engage your audience
- Explore taking a variety of shots using different versions of these strategies to see which is most pleasing to you.

### **Resources for extension**

- Lighting <https://photographycourse.net/11-types-of-light-in-photography/>
- Leading lines <https://digital-photography-school.com/how-to-use-leading-lines-for-better-compositions/>
- Rule of thirds <https://photographylife.com/the-rule-of-thirds>
- What is HDR and when should I use it? <https://lifelife.com/what-is-hdr-and-when-should-i-use-it-in-my-photos-5991508>

## **PHOTOGRAPHY MODULE#5: Noni Module #5 – Landscape #2**

### **Outcomes: Visual Art**

**St. 2:** VAS 2.1, 2.2, 2.3, 2.4

**St. 3:** VAS 3.1, 3.2, 3.3, 3.4

**St. 4:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

### **Making Art works**

Landscape photography takes time and patience

- Examine paintings and other photographs and look at how they have used light, leading lines and the rule of thirds
- Be prepared to wait to get a good shot
- Change your perspective through things like travel
- Look for interesting, quirky things in your own environment

Shooting through things

- Windows make interesting reflections
- Look through trees, buses...be open to seeing things in a different way

Deciding what works

- Consider things like composition, framing, where the light is coming from, rule of thirds, leading lines, reflection, what are the details? What do you want more of?
- Choose the images you think are most effective from the ones Noni has taken
- Think about what it is that makes that image more preferable

### **Appreciating/Critically and Historically interpret Art**

- There is no right or wrong answer when taking photos – some images look better when taken in a certain format
- Different ways of capturing images will appeal to different audiences
- Your preferences may be different to others and that's ok

### **Resources for extension**

- Shooting through things <https://digital-photography-school.com/tips-for-shooting-through-objects-to-create-a-special-effect/>
- Composition in photography <https://www.shutterstock.com/blog/composition-photography>
- 100 things to photograph when you are out of ideas <https://digital-photography-school.com/100-things-to-photograph-when-youre-out-of-ideas/>

**PHOTOGRAPHY MODULE#6:** Noni Module #6 – Shadows and light, black and white, recap and phone apps

**Outcomes: Visual Art**

**St. 2:** VAS 2.1, 2.2, 2.3, 2.4

**St. 3:** VAS 3.1, 3.2, 3.3, 3.4

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**Making Art works**

Shadows

- Press somewhere on the screen that is very light and that helps to create great shadows
- Look for the way shadows can make interesting images and silhouettes
- Look for how to have fun with your image. What is funny?
- Best time to get a lovely silhouette is early morning or late in the afternoon
- Look around your environment for what would work – work with a friend
- Remember all the things you have learned – leading lines, rule of thirds, framing,
- Keep the sun behind the subject
- Look for things that will reflect light – fencing, bricks, stone, water, leaves
- Be prepared to wait

Black and white images

- Black and white images really exaggerate the things we have been discussing – especially the use of light
- Think about how to use contrast
- Examine Noni’s pictures and discuss what considerations she has made when taking them

Apps

- There are cool effects in Apps that you can use when playing around with your images
- Explore and choose what pleases you

Apps to consider:

- Prisma
- Ultimate photo mixer
- Photoscape
- Be funky

Send your two favourite photos to Dayle at [dayle@moorambilla.com](mailto:dayle@moorambilla.com) to add to the slide show

**Appreciating/Critically and Historically interpret Art**

- Be prepared to wait for something to happen
- Look at what is in your local environment- colour, where the light is, reflections, what is inside the window?
- Choose your favourite images and then get others opinions – yours may change!

**Resources for extension**

- Keeping the sun in the right place <https://www.photoworkout.com/how-to-take-photos-with-sun-behind-subject/>
- Black and White photography <https://www.wikihow.com/Take-Black-and-White-Photographs>

- Prisma photo editor - <https://www.nchsoftware.com/photoeditors/download-now>
- Ultimate photo mixer - <https://play.google.com/store/apps/details?id=com.xpertappstudio.photomixer&hl=en>
- Photoscape - [www.photoscape.org](http://www.photoscape.org)
- Be funky - [www.befunky.com/features/collage-maker/](http://www.befunky.com/features/collage-maker/)

**Visual Arts  
Artmaking**

<b>Objective</b> Students will:	<b>Area of Content</b>	<b>Stage 4 Outcomes</b> A student:	<b>Stage 5 Outcomes</b> A student:
develop knowledge, understanding and skills to <b>make artworks</b> informed by their understanding of practice, the conceptual framework and the frames	<b>Practice</b>	4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks	5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
	<b>Conceptual framework</b>	4.2 explores the function of and relationships between artist – artwork – world – audience	5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
	<b>Frames</b>	4.3 makes artworks that involve some understanding of the frames	5.3 makes artworks informed by an understanding of how the frames affect meaning
	<b>Representation</b>	4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts	5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
	<b>Conceptual strength and meaning</b>	4.5 investigates ways to develop meaning in their artworks	5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
	<b>Resolution</b>	4.6 selects different materials and techniques to make artworks	5.6 demonstrates developing technical accomplishment and refinement in making artworks



## Critical and historical studies

<b>Objective</b>	<b>Area of Content</b>	<b>Stage 4 Outcomes</b>	<b>Stage 5 Outcomes</b>
Students will:		A student:	A student:
develop knowledge, understanding and skills to <b>critically and historically interpret art</b> informed by their understanding of practice, the conceptual framework and the frames	<b>Practice</b>	4.7 explores aspects of practice in critical and historical interpretations of art	5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
	<b>Conceptual framework</b>	4.8 explores the function of and relationships between the artist – artwork – world – audience	5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
	<b>Frames</b>	4.9 begins to acknowledge that art can be interpreted from different points of view	5.9 demonstrates how the frames provide different interpretations of art
	<b>Representation</b>	4.10 recognises that art criticism and art history construct meanings	5.10 demonstrates how art criticism and art history construct meanings

<b>Visual Arts</b>				
Making	VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.	VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.	VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.	VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.
	VAES1.2 Experiments with a range of media in selected forms.	VAS1.2 Uses the forms to make artworks according to varying requirements	VAS2.2 Uses the forms to suggest the qualities of subject matter.	VAS3.2 Makes artworks for different audiences assembling materials in a variety of ways.
Appreciating	VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks	VAS1.3 Realises what artists do, who they are and what they make.	VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.	VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there

				are different opinions about the value of artworks.
	VAES1.4 Communicates their ideas about pictures and other kinds of artworks.	VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.	VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.	VAS3.4 Communicates about the ways in which subject matter is represented in artworks.