Title
Enhanced!: An Introduction to Manipulated Photography

Concept/Main Idea of Lesson
In this lesson, students will be introduced to the concept of photo manipulation and the *Enhanced!* art exhibition.

Intended Grade Levels
Grades 9-12

Infusion/Subject Areas
Visual Arts
Social Studies

Curriculum Standards
Next Generation Sunshine State Standards
Visual Arts:
VA.912.C.12: Use critical thinking skills for various contexts to develop, refine, and reflect on an artistic theme
VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
Social Studies:
SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

National Standards for Arts Education
Standard 1: Understanding and applying media, techniques, and processes.
Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.
Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.
Standard 6: Making connections between visual arts and other disciplines.

National Council for the Social Studies
Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Common Core
LACC.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LACC.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Instructional Objective

The student will:

- describe the scope and content of the *Enhanced!* art exhibition;
- recognize artists and work featured in the *Enhanced!* art exhibition.

Learning Activities Sequence

Teacher Background: Before using the PowerPoint presentation in the classroom, review the "Notes View" section on all the slides. There you will find descriptions of art work and artists, talking points, and questions to prompt discussion. Also provided are artists' biographies as a separate document; you may wish to review that as background knowledge for yourself and/or distribute to students as a handout.

Attention-Getter: Access the PowerPoint presentation for this lesson, "*Enhanced! (Day 1 PPT)."* Begin by projecting the image on slide 2. Ask students to identify the woman in the photograph (most students will be able to identify Marilyn Monroe). Advance to slide 3 and ask the same question again. When students confirm it is Marilyn Monroe, advance to slide 4 (a side-by-side Comparison of the two images), asking:

- How are the two images similar?
- How are they different?
- How does the distorted image amplify Monroe's distinctive features?

Explain that distortion is one way that artists sometimes manipulate photographs to create works of art. Today, students will be introduced to an art exhibition called *Enhanced!* that features manipulated photography.

Guided Presentation: Share the images on the PPT with students, pausing to ask questions as indicated in the Notes View.

Word Wall: A word wall is a systematically organized collection of words displayed on a wall or other large display place in the classroom. Typically, they are high-frequency vocabulary words that are used in a unit of study; for secondary classrooms, brief definitions should accompany accurate spellings. Word Walls are especially helpful for ELLs but are of value for all students, particularly if the words are outside the regular course of study (in this curriculum project, many of the words are likely to be art-specific).

Tell students that during the course of this unit of study, they will learn specific vocabulary related to photography. Suggested terms for the Word Wall for this unit are (see Day 2 for additional terms):

- **Albumen prints**: are the most common type of photographs from the 19th century. The process involves coating a sheet of paper with albumen (egg white), which gives the paper a glossy, smooth surface.

- **Cabinet cards**: photograph mounted on heavy card stock, measuring approximately 6-1/2 x 4-1/4 inches. Cabinet cards are usually studio portraits and images of celebrities from the last quarter of the 19th century.

- **Carte de visite**: paper photograph mounted on a thin card measuring approximately 4 x 2-1/2 inches. It was the most popular format for portrait photography in the 19th century. Cartes-de-visite were often exchanged between friends and family members and were collected in specially made albums. The term is of French origin meaning "visiting (or calling) card."

- **Collage**: technique where artwork is made from an assemblage of different forms, thus creating a new whole.

- **Daguerreotypes:** first commercially successful photographic process, introduced in 1839 by Louis-Jacques-Mandé Daguerre. Daguerreotypes were popular through the 1840s and into the 1850s, especially for portrait photography.

- **Silver gelatin print**: produced on paper coated with a gelatin emulsion containing light-sensitive silver salts.

- **Stereograph:** two nearly identical photographic prints that have been recorded with a specially designed camera that has two lenses that are eye-width apart. When a stereograph is viewed through a special viewer called a stereoscope, the viewer sees the image with a third dimension, giving a sense of depth and "reality" to the scene.

Words for the Word Wall can be added as they are encountered in the unit of study or they can be placed on the wall from the unit's inception. Alternate strategies include simply writing the words and definitions on the board and/or having students write the words and definitions in their student journals.

Closure (Exit Ticket): You can make copies of the Exit Ticket provided, or simply have students respond to this prompt on a slip of paper or in their notebooks:
    Which manipulated photograph did you enjoy the most today? Why?

Optional Extension Activities
1. Create a Web Quest on selected artists and their works, enabling students to explore the online *Enhanced!* exhibition, extending and deepening their learning.
2. Distribute "Artists' Bios" handout as background reading for students to do, either before or after the lesson.

Materials and Resources
Computer and Projector
PowerPoint Presentation: *Enhanced! (Day 1 PPT)*
Word Wall definitions
Bulletin board & materials (if creating a physical Word Wall in the classroom)
Handout: Artists' Bios
Exit Ticket
Pencils/Pens

Internet Links
Curtis, A. (2013). *What is photo manipulation?* University of North Carolina at Pembroke. Retrieved from:
http://www2.uncp.edu/home/acurtis/Courses/ResourcesForCourses/Photojournalism/PhotoManipulation.html

The Metropolitan Museum of Art (2012). After Photoshop: Manipulated Photography in the Digital Age. Retrieved from:
http://www.metmuseum.org/about-the-museum/press-room/exhibitions/2012/after-photoshop

The Metropolitan Museum of Art. (2012). *Faking it: Manipulated photography before Photoshop.* Retrieved from: http://www.metmuseum.org/about-the-museum/press-room/exhibitions/2012/faking-it

References

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Four and Six. (2014). *Photo Tampering Throughout History*. Retrieved from:
http://www.fourandsix.com/photo-tampering-history/

George Eastman House. (2015). *Glossary*. Retrieved from:
http://www.geh.org/taschen/htmlsrc/glossary.html.

Londriguss, Jerry. (2006). The Ethics of Digital Manipulation. Retrieved from:
http://www.astropix.com/HTML/J_DIGIT/ETHICS.HTM