 **Photography Record**

 Photos and Questions: Unit 3

 Next Level Photography

2021-2022

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| **Project:** | **Name:** |
| **Unit Number****and/or Title:** | **4-H Club:** |
| **Year in this Project:**(include current year) | **County:** |
| **Age Group (check one):**❒ Junior (8-10)❒ Intermediate (11-13)❒ Senior (14-18) |  |
| **Birthdate:**(mm/dd/yy) |  |
| **Age:**(As of December 31, of current 4-H year) |  |

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| *Project and exhibit guidelines for each project are listed in the State Fair Exhibit Requirements available on the web at Colorado4h.org.* |
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| *I declare that the information in this book is correct, and all 4-H requirements have been completed to the best of my knowledge.* |
| Member’s Signature | date |
| Leader’s Signature | date |
| Parent/GuardianSignature | date |

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|  How I Participate in 4-H! |
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| **Categories of Participation** | **Total this Year** | **Description/Project Title** |
| **What 4-H Projects are you taking this year?** |  |  |
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| **What activities helped you learn the skills for this project?** (project meetings, workshops, classes, contests, etc.) |  |  |
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| **What Leadership****Development experiences did you participate in?** (club/district/state/officer, committee chair, LDC, CLC, YouthFest, State Conference, Jr./Teen leader, pledge leader, etc.) |  |  |
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| **4-H** | **Date** | **Hours** | **Activity/Title** | **Location** |
| **Citizenship/****Community Service** |  |  |  |  |
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| **Demonstrations/****Presentations/****Speeches** |  | N/A |  |  |
|  | N/A |  |  |
|  | N/A |  |  |
| Project Expense and Income/Value |
| *Expenses:* ***Juniors only****, figure the cost of the specific ingredients and materials use for your final exhibit item or display board. Label the item “Exhibit” or “Board”. You can add a more specific name.* ***Intermediates/Seniors****, list items* ***purchased*** *this year for your project, such as tools, ingredients, class fees, etc. (More pages can be added if needed)* |
| **Item** | **Project Expenses** |
|  | $ |
|  | $ |
|  | $ |
|  | $ |
| **TOTALS** | $ |
| *Income or Value:* ***Intermediates/Seniors Only*** *1. List practice items you made-like cakes, cookies, bags, room decorations—and estimate the value by comparing it to a similar item you could buy. 2. Record the value of your exhibit item by comparing it to a similar item you could buy.* ***Display boards have no value.*** *3. Record the amount of money you received for any items you* ***sold*** *as Income.* | **Income or Value**  |
|  | $ |
|  | $ |
|  | $ |
| **TOTALS** | $ |

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| Return on Investment**Intermediate and Senior Members**Every day we make decisions about where to spend our time and money and what activities we want to continue. Ask yourself: How did I benefit from this project? What knowledge and skills did I gain from the project? Did I enjoy it? Was it worth the expense? Could I spend money more wisely the next time? Is it worth doing again? Do I want to learn more? |
| 1. What knowledge and skills did you learn that you can use again?
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| 1. How could you use your new skills to save money or to make money?
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| 1. If you made a product to sell, how would you decide a price for your product?
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**Photography Journal**

My Favorite Photo

Attach your favorite photograph below and write a caption underneath it.

Please label all photos in this journal as follows:

* Camera Used
* Activity # and Page #
* Subject
* Date photo was taken

**Activity 1 – Selecting a Lens**

Use two different lenses for this activity. Choose 2 photos and attach to pages behind this page.

* Photo 1 & 2: 2 photos using different lenses for each photo.

Please answer the following activity question:

1. Try other lenses and tell how they improved or changed the scenes that you were shooting.

**Activity 2 – Special Effects**

Make some filters for your camera using the suggestions on page 16 of your manual and try some of the filters available on your phone or computer software. Choose 2 photos and attach to pages behind this page.

* Photo 1&2: 2 photos using (2) special effects from the suggestions on page 16, or special effects lenses.

Please answer the following activity questions:

1. What have you learned about zooming in or using a special effect with your camera?
2. What surprises did you create with your knowledge about zooming in or using filters?
3. How can you enhance our photos with your new knowledge about zooming and using filters?
4. What are some of the situations and careers where using these new skills would be necessary to get great photos?

**Activity 3 – Lighting the Mood**

Choose four different subjects. Use lighting to create a mood or communicate a feeling about each of your subjects. Choose 4 photos and attach to pages behind this page.

* Photos 1-2: Take 2 photos using hard light (example: direct sunlight or direct studio light)
* Photos 3-4: Take 2 photos using soft light (example: pre-dawn light or a cloudy day)

Please answer the following activity question:

1. Compare the series of photos. Which ones created the mood that you were trying to achieve?

**Activity 4 – Reflections**

Take your camera outside and find reflective surfaces to create creative images. Use sources including polished metal, mirrors, windows, lakes, and puddles. Choose 2 photos and attach to pages behind this page.

* Photo 1 & 2: Choose your two best reflection photos that have good composition.

Please answer the following activity question:

1. What was your favorite part of taking photos with using reflections?

**Activity 5 – Out in the Light**

Light is essential to taking a picture, so knowing how to use artificial light and natural light is critical. Choose 2 photos and attach to pages behind this page.

* Photo 1: Photo using artificial light
* Photo 2: Photo using natural light

Please answer the following activity questions:

1. How did you use light to impact your photo? (no flash, reflections, “mood” lighting)
2. Which lighting technique was your favorite and why?
3. Lighting can communicate a mood. What else can you use in your photos to communicate a mood?
4. How do other artists communicate a mood in their works? For instance, a music composer? A dancer? A painter?

**Activity 6 – The Rule of Thirds**

Practice using the rule of thirds to create a balanced and interesting photo. Choose 2 photos and attach to pages behind this page.

* Photo 1: Photo demonstrating the rule of thirds in landscape view
* Photo 2: Photo demonstrating the rule of thirds in portrait view

Please answer the following activity questions:

1. How do you feel that the rule of thirds affected your photos?
2. Did you find it more difficult to apply the rule to landscape or portrait view photos? Why?

**Activity 7 – The Golden Photos**

The Golden Triangle and the Golden Rectangle will help draw the viewer’s eyes into the composition of the photo. Choose 2 photos and attach to pages behind this page.

* Photo 1: Photo demonstrating the Golden Triangle using transparent template
* Photo 2: Photo demonstrating the Golden Rectangle using transparent template

Please answer the following activity questions:

1. Which Golden rule was easier for you to work with? Why?

**Activity 8 – Different Viewpoints**

Take photos of several subjects using at least three angles or viewpoints on each of them. Choose 3 photos and attach to pages behind this page.

* Photo 1-3: Photos that are of different subjects, from different angles or viewpoints

Please answer the following activity question:

1. After taking several photos, which angles or viewpoints are typically your favorites and why?
	1. Vertical or horizontal?
	2. Standing up, crouching down, or getting up high?
	3. Far away or close up?
	4. Rule of Thirds, Golden Triangle, Golden Rectangle?
	5. Clutter?
	6. Perspective? Using something to show the real size of the subject?

**Activity 9 – The Space Tells a Story**

In a picture, the positive space is the subject. The negative space is the empty or “unimportant” space. Choose 2 photos using composition elements and space in the photo to tell the story and attach to pages behind this page.

* Photo 1 & 2: 2 Photos using composition elements and space to tell the story

Please answer the following activity question:

Look at the photos and tell what the story was for each and whether your picture accomplished telling it without need for a caption.

Photo 1:

Photo 2:

**Activity 10 – Capture a Candid Photo**

Some of the best photos capture a special moment in time where the subject is not posed. These “candid” photos can capture emotions and action. Choose 2 photos and attach to page behind this page.

* Photo 1 & 2: Your favorite candid photos

Please answer the following activity questions:

1. What did you learn about how to take these photos?
2. What can you do to be prepared for a candid shot?

**Activity 11 – Bits and Pieces**

Practice filling the photo with one small part of an item. Look for colors, lines, and shapes in the individual parts of ordinary objects. Choose 1 photo and attach to the page behind this page.

* Photos 1: Photo that fills the entire frame of the photo with a piece of the subject

Please answer the following activity question:

1. What did you discover by looking at the smaller parts of a subject?
2. Does this abstract style make you feel more artistic with your photos? Why or why not?

**Activity 12 – Panorama**

Learn how to use your camera to capture a wide angle, panorama photo. Choose 1 photo and attach to the page behind this page.

* Photo 1: A panorama photo

Please answer the following activity question:

1. How did using the panorama style enhance your picture?

**Activity 13 – Expression Through Color**

Color is one of the most important elements in a photo. Practice using monochromatic, contrasting, and complementary colors in your photos. Choose 2 photos and attach to pages behind this page.

* Photo 1: Photo that shows warm colors
* Photo 2: Photo that shows cool colors

Please answer the following activity question:

1. Study the photos that you have taken. Which is your favorite photo? Why?
2. It is easier to see colors in an object if you know what to look for. Define these color related words:
	1. Monochromatic:
	2. Contrasting:
	3. Complementary:
	4. Warm colors:
	5. Cool colors:
	6. Primary colors:
	7. Tertiary colors:
	8. Neutral colors:
	9. Value:
	10. Hue
	11. Saturation:

**Activity 14 – Pictures with a Purpose**

Each photo in this activity should have a specific purpose behind it. They can be used to sell a product or promote an organization or event. Be sure to use the skills and techniques learned so far during your units to take quality photo for this activity. Choose 4 photos and attach to pages behind this page.

* Photo 1 - 4: Photos with a specific purpose

Tell the purpose and how your photo accomplishes the purpose for each of your four photos:

1. Photo 1:

1. Photo 2:
2. Photo 3:
3. Photo 4:

**Display Photo**

Matting adds dimension to compliment and accent the photo. Matting will help focus

attention on the photos and add visual interest and balance to a layout.

Matting a photo means to put a border around it. Choose a color that brings out another color in the photo but that is different than the background color. Light matte colors will help lighten a dark photo and a dark mat color will make the colors look deeper and richer.

For your display for county and state fair, please select a photo that is either a 4” x 6” or 5” x 7” in size that is one of the photo techniques you are using within your unit. The maximum size for the matted photo will be 8” x 10”.

These photos will be hung for display. Please attach string or some type of hanging mechanism for the photo to hang. Please do not put the photo in a frame.

Please attach to the back of your photo the following information:

* Member name
* Member County
* Subject
* Date photo Taken
* Notes

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| 4-H Story |
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| Length and Format Guidelines*You can type or hand-write your story. If you hand-write the story, use pencil or ink on lined white notebook paper.**If a computer is used to write the story, use plain white paper with no smaller than 12- point font.**Leave wide enough margins so the story can be read if inserted into a report cover.**Limit your story to a maximum of two (2) pages.**Story can be single or double-spaced as long as it does not exceed two pages.* *Younger members may want to double-space their story so you can see what you are writing.**Be sure to use proper grammar and sentence structure.* *Edit your story when finished. Check your spelling.* *Have someone else read your story.* |
|  |
| The following questions may help you in composing a story specifically related to your project:Why did you choose this project?What goals did you set and which ones did you reach?What are your 4-H goals for next year?What would you do differently if you were to try it again?What skills have you learned in the program?Have your projects grown in size and scope?Were any adults or other 4-H members especially helpful to you? How?Has 4-H helped you become a better leader and citizen?What has being a 4-H member meant to you? |