

DIY PHOTOGRAPHY & JR: PHOTOGRAPHIC STICKERS

For grade levels 3-12

Developed by: PEITER GRIGA

The world now contains more photographs than bricks, and they are, astonishingly, all different. - John Szarkowski

Are images the spine and rib cage of our society or are we so saturated in photography that we forget the underlying messages we 'read' from images?

Are we protected/ supported by images or flooded by them?

JR's work elaborates on the idea of how we value images by demonstrating our likenesses and differences. This dichotomy is so great in his work; JR can eliminate himself as the artist, becoming the egoless 'guide.' As part of his Inside Out Project he allows people from all around the world to send him pictures they take of themselves, which he then prints out a poster sized image and returns to the image maker, who then selects a location and hangs the work in a public space. In a traditional sense, he hands the artistic power over to the participant and only controls the printing and specs for the images. The CAC participated in the Inside Out Project as early as 2011, but most recently through installations in Fountain Square, Rabbit Hash, KY, Findlay Market, and inside the CAC Lobby.

The power of the image and the location of the image are vital aspects of JR's site-specific work. Building upon these two factors is the material used to place the image in the public space. His materials usually include wheat paste, paper, and a large scale digitally printed image. JR uses simple technology and inexpensive materials to create his monumental works.

Students that wish to expand on JR's work and the concept of 'what makes a photograph' can use inexpensive photographic methods to expand their curiosities. Students can use images from different sources (their cell phones, family photos, their own photos etc) to make photographs to place on a variety of surfaces using packing tape and images printed from a TONER based printer. Students will scan in their images to the computer or choose an image they have created and print the image on paper. It is important to know that these images have to be created from a printer that uses TONER (a copy machine or Xerox work well too!). Student will take their image and cover the image with clear packing tape. After the image is covered in tape, students will rub their taped up images with the handles of scissors to make sure the toner from the image sticks to the tape. Students will then soak the image, paper and tape in water...after about 3 minutes the pulp of the paper will become soft enough to rub gently off the tape, leaving the image stuck to the tape for a super cool homemade sticker!

General SLO's:

- +Students will practice using basic digital photographic means to create a homemade photo sticker
- +Students will use the Photo Sticker to create variety in their portfolio and in their studio abilities
- +Students will use problem solving skills to create various effects using the stickers to communicate ideas or feelings



Objectives:

- +Students will learn about 'process' vs. 'product' and what role it plays in their problem solving practices during studio
- +Students will create their own photographic sticker using basic digital tools and common household materials
- +Students will discover simple ways to experiment with basic image transfer techniques
- +Students will explore ideas about site specific art and question why they chose to place their works in certain locations

Standards:

- +Identify factors that influence the work of individual artists
- +Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory or imagination
- +Explore multiple solutions to visual art problems through preparatory work
- +Provide or Produce examples of how we encounter art as well as artists in everyday life
- +Find and solve problems of personal relevance and interest when developing art making ideas/solve a problem using visual art media that addresses a contemporary social issue
- +Identify and apply visual literacy as a means to create images that are personally expressive
- +Use appropriate vocabulary to define and describe techniques and materials used to create works of art
- +Identify various venues for viewing works of art
- +Recognize and articulate the importance of lifelong involvement and advocacy in the arts

Materials & Resources:

- +an image printed on paper from a TONER based Printer
- +CLEAR packing tape
- +Scissors
- +Water and a container for the water...the bigger the better (Note: use caution when finished with the water...paper pulp will be in the water and will clog drains)

Critical Questions:

- +What are the functions of an image/photograph? Why do we value images so much?
- +How can artists use images to communicate? Do images have to be printed on paper or fabric? Where can an image/photography 'live'?
- +Does the 'life of the image/photograph' matter? How/ Why?
- +Does a photograph or image have to "perfect"? "Beautiful"? Why or why not?
- +How do you use images in your daily life? What would images of your life show others? How would you display/show your images to the world?

Sticker Activity

+Discussion:

Use the provided critical questions and objectives to give students an idea of what they are about to explore. Do this while introducing them to JR or other image makers that use photography in untraditional manners.

Make sure to link the connection between simple materials that JR uses and what the students are about to create using their basic art making material ☺

<http://www.jr-art.net/>

+DEMO:

- 1.) Decide on an image you want to use
- 2.) Have students print image out on a TONER BASED PRINTER OR XEROX MACHINE!!!
- 3.) If students are too young to use a printer or there is a risk of damage, you might want to prepare the images for the students
- 4.) Take the printed image to your workspace/table and begin to cover the image with the clear packing tape
- 5.) If multiple pieces of tape are needed to create the sticker, have students do their best to line up each piece of tape next to one another...try not to over lap
- 6.) Have students take the handles of their scissors and rub the tape (this ensures that the toner will press against the tape and stick to it)
- 7.) Students will then cut out their sticker to the shape or size they wish
- 8.) Students will place their image into the container of water. Have them wait for at least 3 minutes before they begin to rub the paper off the back of the tape
- 9.) All that will be left is the tape and the toner from the image
- 10.) Dry the sticker (but don't let it dry overnight or for too many hours...the glue of the tape will dry out...if this happens, simply use more packing tape to tape the sticker on any surface)
- 11.) Place the sticker wherever...except not on police cars...

Other Artists to Consider:

Mike & Doug Starn

Bea Nettles

London Police

Beautiful Losers

Bansky

Materials/References for ALTERNATIVE PROCESSES:**Links:**

I Piccy Photo Editor (perfect for the little kiddos)

<http://www.onlyforpc.com/ipiccy-photo-editor-free-download/>

Demo here:

http://www.youtube.com/watch?v=qkErWEkdU_A

Books:

+*Breaking the Rules: A Photographic Cook Book* by Bea Nettles

+*The Kids' Guide to Digital Photography* by Jeni Binder

+*Photography for Kids!: A Fun Guide to Digital Photography* by Michael Ebert

+*Cameras for Kids: Fun and Inexpensive Projects for the Little Photographer* by John Crippen



PHOTO TIPS FOR THE LITTLES

You can probably teach a child too much about photography and 'kill' some of the playfulness that I think makes the images that a child can take special. The main advice would be to instill in your child the first lesson of Photography:

Experimenting and have Fun!!!!!!



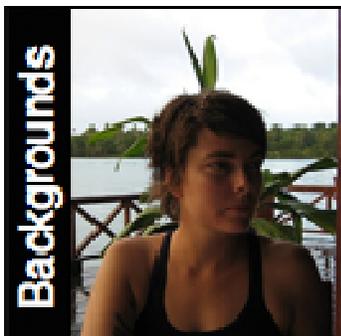
1. Experiment with Framing the Subject

Teach your child how to vary their shots in a number of these ways:

Shoot from different perspectives – up high and down low (shoot from the bugs eye view) etc

Getting in close – stepping back for a wider angle shot

Moving around your subject to shoot from different sides while experimenting with different settings (teach them about different exposure modes when they are ready)



2. Check your Backgrounds (Bunny ears?)

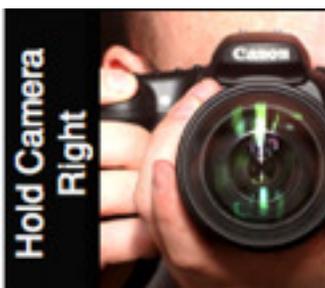
A very simple concept that can enhance an image is to check out the background of a shot to check for clutter or distraction.

Teach your children to scan the background (and the foreground) of an image quickly and to change their framing if there's too many distractions – otherwise their shots will end up like mine used to with all kinds of objects growing out of the heads of those I was photographing.



3. Hold the Camera Straight (or DIE!!!!!!)

While shots that are not straight can be quite effective (they can be playful or give a more 'candid' feel to them) it is good to teach your children to check the framing of their shot before hitting the shutter.



4. How to Hold a Camera (NO DROPSEYS HERE)

It is easy to assume that everyone knows how to hold a camera – however while many people do it intuitively some will not – particularly children who are unfamiliar with them.

A quick lesson on securing your camera could help a child get clear, shake free images for years to come.

Get in Close



5. Get in Close (CLOSER, CLOSER, TOO CLOSE!!!!)

Some of the shots that we took when we were kids have the subject somewhere off into the distance. This is partly because the camera probably didn't have a zoom lens – but it was partly because we didn't understand how getting in close and how that would help capture the detail of a subject.

Teach your children how to use the zoom on your digital camera – but don't forget to teach them how using their legs to move closer can achieve the same results!

Lots of Shots



6. Take Lots of Photos (LOTS AND LOTS AND LOTS!!!)

With the advent of digital photography, taking lots of pictures is no longer something that is too costly (although there are costs in terms of storing them all). Taking lots of images is a great way to learn different techniques of photography.

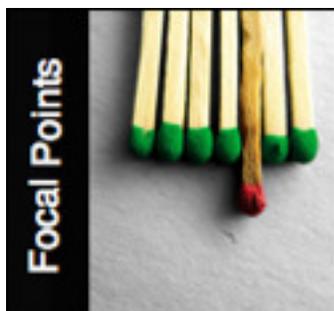
While you probably will want to encourage your children not to take 100 shots of exactly the same thing – encourage them to experiment with lots of different shots over time and as they do you'll see their photography improve.

People & Places



7. Getting the Balance Right Between Photographing People, 'Things' and Places

This seems like a simple enough tip, but you'll soon notice that children can focus on only one thing and forget the rest. You want your kids to have a great experience with photography so let them know what types of subject matter exist!!! Portraits! Landscape! Abstracts! Animals! Architecture! & on & on & on!!!!

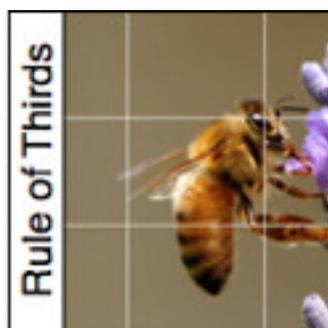


8. Find a Point of Interest

Interesting photographs have interesting things in them – they need a visual point of interest (a focal point). Teach your child to identify what this point of interest is before hitting the shutter.

Once they've identified the point of interest they can then think about how to highlight it (by positioning themselves, using their zoom etc).

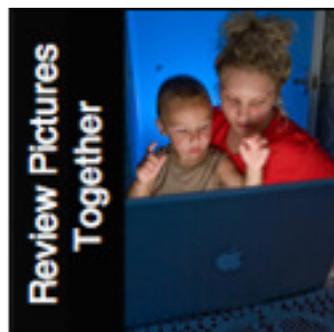
9. Rule of Thirds



A simple principle of photography is the Rule of Thirds (even iPhones have this grid now!!!)

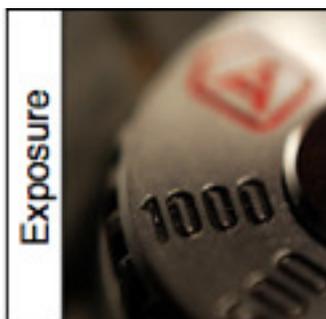
Even if the child doesn't completely understand to position their subject right on the intersecting third points – to teach them how to place their subject off center can be enough.

10. Review Your Children's Images with Them



One thing that you can do to help your children drastically improve their photography is to sit down at the computer with them after they've been out with their camera to go through their shots.

As you scroll through them pause to affirm them with what they've done well and to point out things that they could do better next time to improve their results. Pay particular attention to the shots that they do well with as this will give them positive reinforcement and inspiration to keep going with their craft!!!



11. Exposure Settings

Once your child has a good grasp on the above techniques it might be time to teach them some basics of exposure (this might be one for slightly older kids). Learning about the three elements of ISO, Aperture and Shutter Speed are a useful place to start your lessons and giving them an introduction to how changing these settings can impact a photo.

The best way for them to learn this is by introducing them to Aperture and Shutter priority modes.

JR & PHOTO STICKERS!!!!!!

NAME: _____
 DATE HANDED IN: _____



| | Excellent | Very Good | Adequate | Fair | Poor | No Attempt |
|---|-----------|-----------|----------|------|------|------------|
| 1: Shows evidence of "Process" vs "Product" | 5 | 4 | 3 | 2 | 1 | 0 |
| 2: Shows evidence of a basic level of understanding and application of problem solving and choice of strong subject matter at an individual artistic level | 5 | 4 | 3 | 2 | 1 | 0 |
| 3: Shows evidence of following directions | 5 | 4 | 3 | 2 | 1 | 0 |
| 4: Show suitable growth & investigation | 5 | 4 | 3 | 2 | 1 | 0 |
| 5: Shows use of basic Digital Tools to enhance concepts used by the artist: | 5 | 4 | 3 | 2 | 1 | 0 |
| 6: Image is printed in a way that produces concepts and ideas attributed to the artist: | 5 | 4 | 3 | 2 | 1 | 0 |
| 7: The artist has used their fullest potential to achieve their vision, their curiosity and their mastery of skill to enhance their individual work. (Pts. 1-6) | 5 | 4 | 3 | 2 | 1 | 0 |
| OVER ALL SCORE: _____ 35 | | | | | | |
| MATERIAL HANDED IN ON TIME? _____ YES _____ NO | | | | | | |