

Year 10 Photography and Moving Image

This programme of learning is aimed at developing photographic and digital art making techniques using contemporary Māori art from the Toi Tū Toi Ora Exhibition at the Auckland Art Gallery Toi o Tāmaki. Ākonga will learn basic lighting techniques, Photoshop editing, moving image conventions and an introduction to using artist models to inform their own practice and generating a response to briefs, through a visual means.

STUDENT LEARNING OBJECTIVES:

- Explore Light in the style of Aimee Ratana (PK, DI, UC)
- Stylise subject matter for art making (PK)
- Develop skills using Photoshop to combine imagery to create a digital art work based on the work of Ngaahina Hohaia (PK, DI, UC, CI)
- Learn concepts of symmetry and extend into a moving image outcome based on Gary Whiting. (PK, DI, UC, CI)

ASSESSMENT:

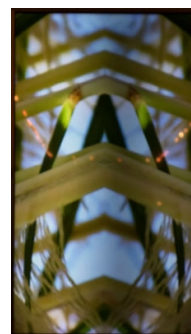
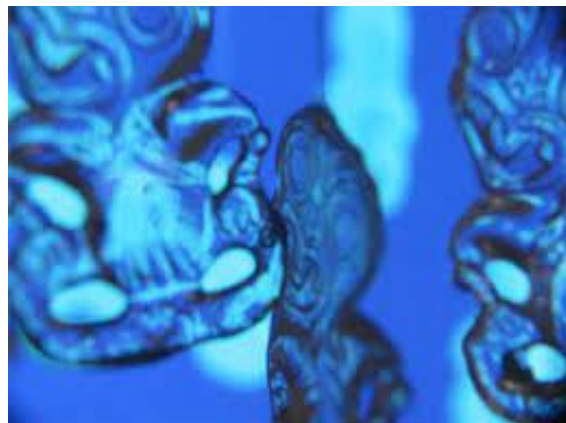
Students will work through a variety of tasks to produce a range of outcomes. Assessment will be against the Key Competencies from the New Zealand curriculum and could include, self and peer assessment, formative feedback and summative grades.

Students completing the course should be working at Level 5 or 6 of the New Zealand Curriculum Framework.

RESOURCES:

Students will need access to the following.

- Smartphone or digital point and shoot cameras
- A range of torches/lamps/lights
- Coloured Gels/ Cellophane
- Cultural props/artifacts/memorabilia
- Photoshop
- Internet



	Level 5	Level 6
Understanding the visual arts in context (UC)	<ul style="list-style-type: none"> • Investigate and consider the relationship between the production of art works and their contexts and influences. 	<ul style="list-style-type: none"> • Investigate the purposes and significance of contemporary art works in a variety of contexts, and ways in which communities value objects and images from their past.
Developing practical knowledge (PK)	<ul style="list-style-type: none"> • Apply knowledge of selected conventions from established practice, using appropriate processes and procedures. 	<ul style="list-style-type: none"> • Apply knowledge of elements and principles for particular art-making purposes, using a range of established conventions. Extend skills with techniques, tools, and materials.
Developing ideas (DI)	<ul style="list-style-type: none"> • Generate, develop, and refine ideas in response to a variety of motivations, including the study of established practice. 	<ul style="list-style-type: none"> • Generate, develop, and refine visual ideas in a body of work in response to design problems. Sequence and link ideas in a body of work.
Communicating and interpreting (CI)	<ul style="list-style-type: none"> • Compare and contrast the ways in which ideas and art-making processes are used to communicate meaning in selected objects and images. 	Identify and analyse the processes, procedures, and art-making traditions that influence selected artists' ways of working. Analyse how these clarify meaning in their own and others' work.

Task Tahi: Aimee Ratana Research

TASK:

Research your artist model, Aimee Ratana. Answer the following questions using the Auckland Art Gallery: Toi Tū Toi Ora website, and record your ideas on a Google Slide.

QUESTIONS:

- Where does Ratana whakapapa to?
- What did Ratana study at University?
- What is a Hei tiki?
- In Ratana's work, 'Hei Tiki 2' why does she use a plastic Hei tiki?
- Why do you think Ratana chose the colour green in the work, 'MMVA_IMG: 14'?
- What is the main theme of Ratana's photography?



Task Rua: Lighting Techniques

TASK:

Explore the use of light in Aimee Ratana's work. In this activity you will use the studio set up where you can control light.

Take three photographs of each of the lighting techniques outlined on the exemplar page.

RESOURCES:

You will use your cellphone to capture your photographs. There are torches, lamps and gels provided to make different lighting effects.

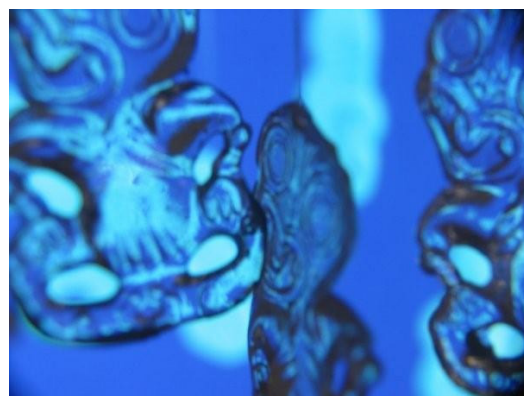
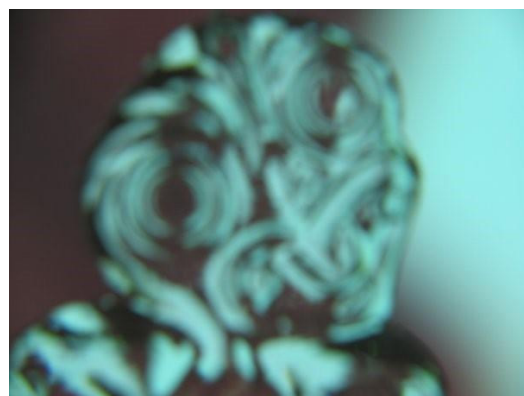
There is a box of Māori artifacts and memorabilia. You will begin by using these objects. During the next week you are encouraged to bring in taonga from home to photograph that relate to your whānau and whakapapa.

CONSIDER:

- How does the angle of the light source effect the shadow? What objects will create interest shadows?
- Which objects will allow the light to penetrate?
- What colours will look good as an overlay and what colours will compliment each other?

DOCUMENT:

Document your images and corresponding categories in Google Slides/PowerPoint.



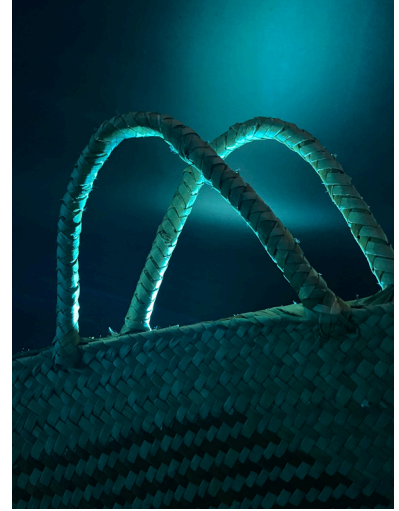
RATANA LIGHTING TECHNIQUE EXEMPLARS



Single Direction Light



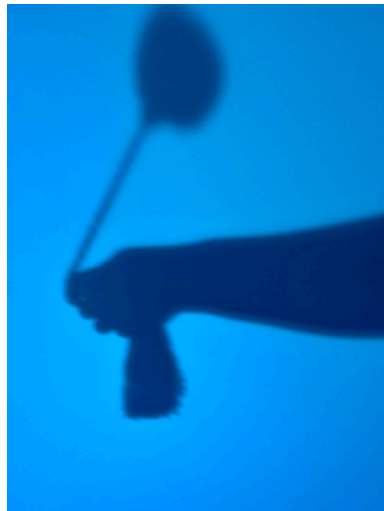
Two Directional Lights



Light from behind



Shadow only (Sharp)



Shadow only (Soft)



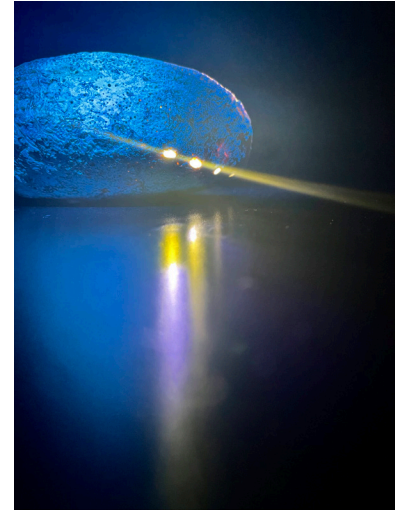
Object and Shadow



Coloured Light



Two Coloured Lights



Light through an object

Task Toru: Intro to Photoshop

TASK:

As a class, you will work through a range of digital manipulation techniques. You will use these skills to develop your next art work.

KEY SKILLS:

- Open a Photoshop document
- Place an image
- Cut out your objects
- Copy object
- Arranging Layers
- Transform tool
- Arranging multiple objects on a canvas
- A range of adjustment layers
- Feathered circular frame cutout
- Save a Photoshop Document
- Export outcome as JPEG

DOCUMENT:

Add your Photoshop outcomes to your slideshow



Task Wha: Ngaahina Hohaia Inquiry

TASK:

Explore the compositional devices used by Ngaahina Hohaia in her work 'Paopao ki tua o rangi' seen in Toi Tū Toi Ora. Use Photoshop to develop your own ancestral artwork.

In your slideshow place the image of 'Paopao ki tua o rangi' and use the Auckland Art Gallery Toi o Tāmaki website to answer the following questions.

QUESTIONS:

- How has the composition been arranged?
- What image is in the centre?
- What is this work about?

PLANNING:

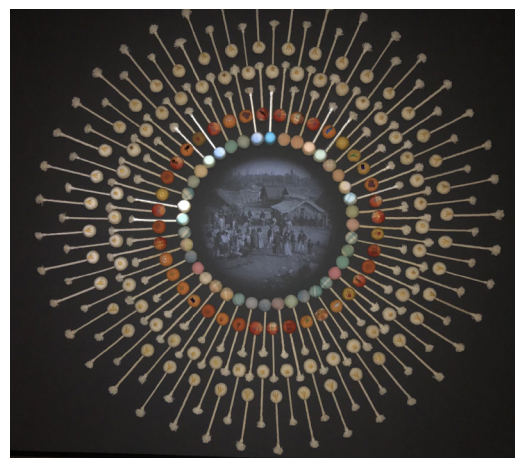
What objects from your Task Rua photographs can you use in your own composition?

Select your own historical photograph to place in the middle of your composition. This could be an image of your whenua (your marae, awa, moana etc...) or could be an ancestor.

Explain why you selected this image.

CREATE AND DOCUMENT:

Using your own photographs, a central found image and the skills you learnt in the previous task, create your Hohaia inspired artwork and add it to your slideshow.



INTRO TO PHOTOSHOP EXEMPLARS



Cut out object on white background



Duplicate objects on black background



Mirrored image of objects



Black and White adjustment layer

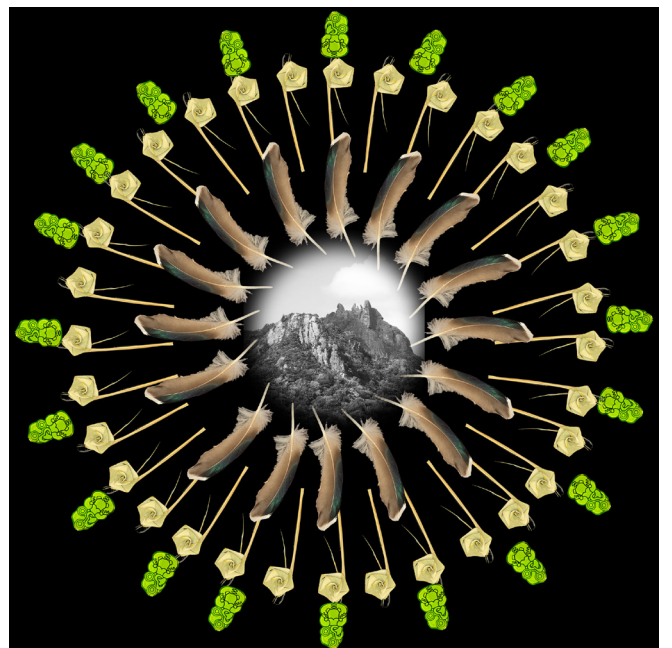
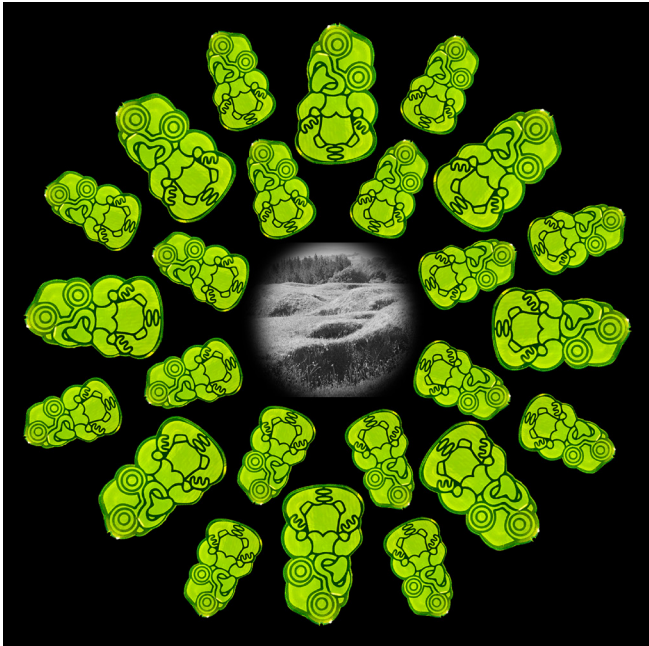


Circular cut out with feather



Photo filter adjustment

HOHAIA COMPOSITIONAL EXEMPLARS



Task Rima: Photoshop Timeline

TASK:

As a class, your teacher will teach you how to use Photoshop Timeline to manipulate a short video clip.

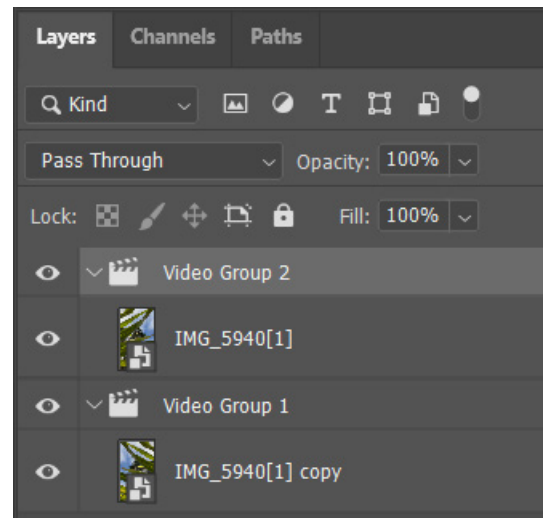
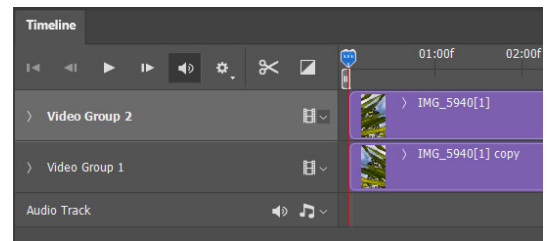
Using the clip provided by your teacher, you will learn the following techniques.

KEY SKILLS:

- Open timeline view
- Import a video
- Trim a video
- Loop a video
- Multiply a video on a new layer
- Transform the layer
- Flip Horizontal
- Blending Mode
- Layer sound
- Export the edited clip

DOCUMENT:

Embed your Photoshop video to your slideshow.



Task Ono: Gary Whiting Video

QUESTIONS:

- What subject matter does Whiting use in his works, 'Whakarongo ki Nga Tipuna I&II'?
- Why does Whiting use the environment in his work?
Whiting's videos are made of two layers of film, how do they interact with each other
- What type of movement is captured in Whiting's work?

PLANNING:

- What element of the whenua is important to you and your whanau?
- What natural elements can you film at school or at home?
- What orientation will you need to hold your smart phone?

CAPTURE:

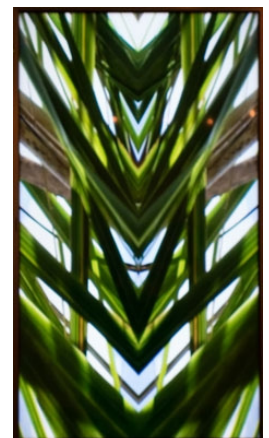
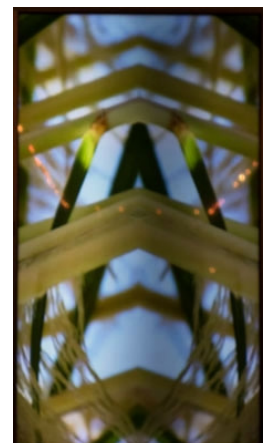
Take at least three different 10 second clips of natural elements that capture movement. These clips should capture aspects of the whenua that are important to you and your whanau.

CREATE:

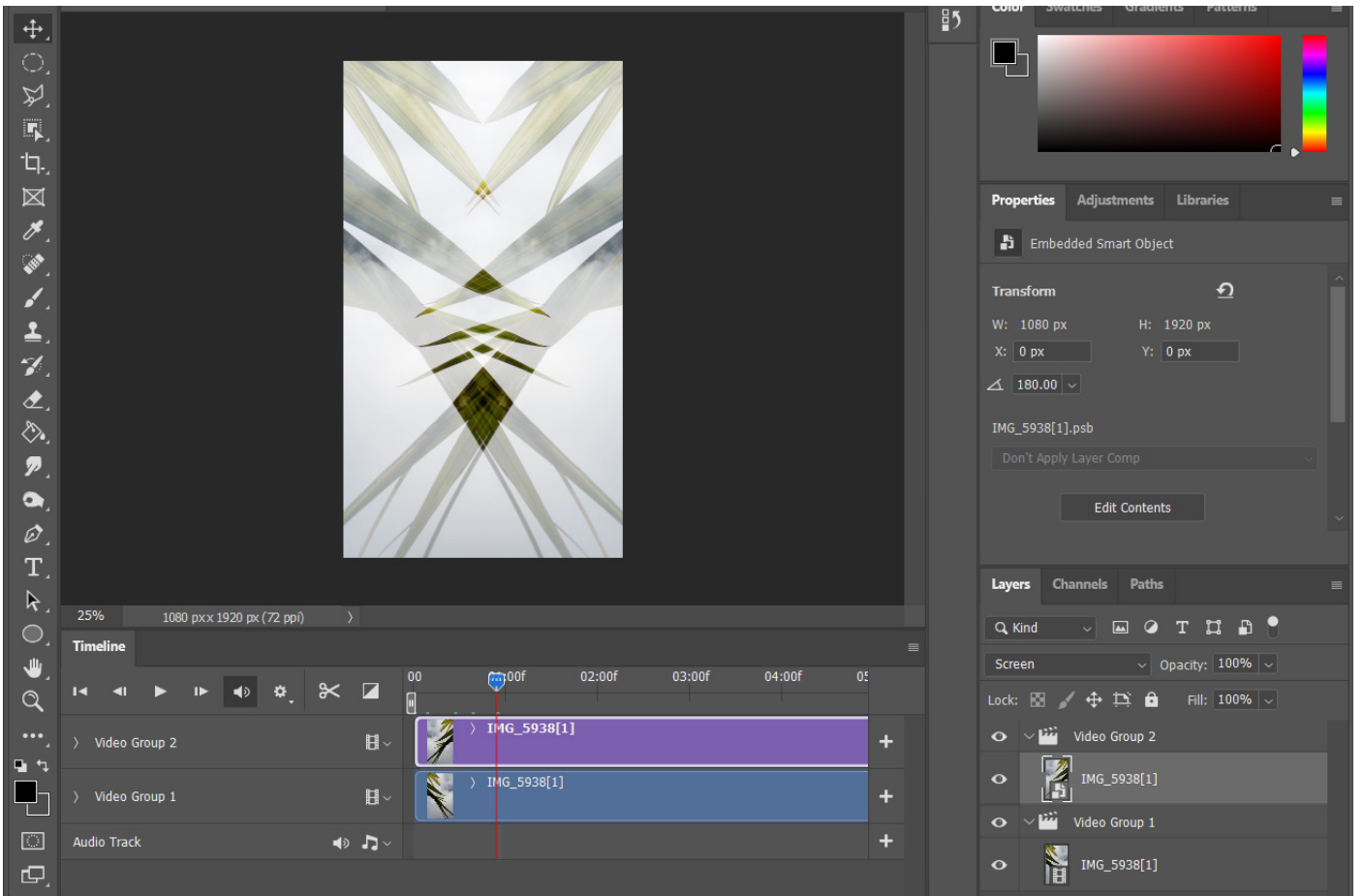
Using the Photoshop Timeline skills you learnt in the introduction task, create your three Whiting inspired clips.

DOCUMENT:

Export your clips and embed them in your slideshow.



WHITING CLIP TIMELINE EXEMPLARS



EVIDENCE FOR ASSESSMENT

Submit a slideshow that includes all of your tasks. Use the following checklist to make sure you have all elements ready for hand in.



TASK TAHĪ: Aimee Ratana Research
Complete the artist study questions



TASK RUA: Lighting Task
3 x Images for each category documented in slideshow with corresponding titles



TASK TORU: Intro to Photoshop
Add each of your Photoshop trials to a new slide. Label each with their corresponding techniques



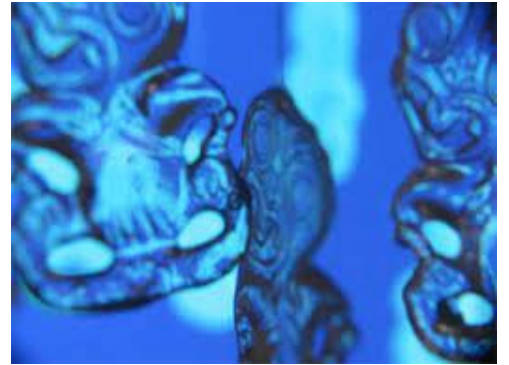
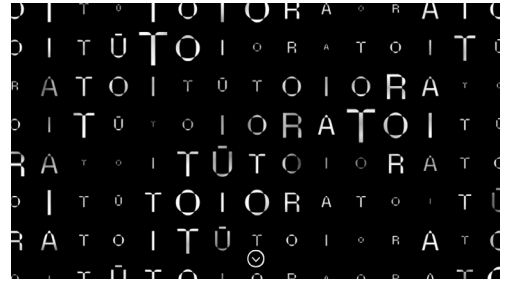
TASK WHĀ: Ngaahina Hohaia Inquiry Task
Complete the research questions, planning questions and create a Hohaia inspired composition with your own imagery



TASK RIMA: Photoshop Timeline Tutorial
Embed the trial video from your Timeline tutorial



TASK ONO: Gary Whiting Video Inquiry
Complete the research questions, planning questions and create 3 x Whiting inspired videos with your own imagery



SLIDE EXEMPLARS

Aimee Ratana Research

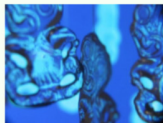
Where does Ratana whakapapa to?
Ngāi Tūhoe/Māori

What did Ratana study at University?
She gained a Bachelor of Media Arts from the Waikato Institute of Technology in 2003, going on to complete a Master of Māori Visual Arts at Massey University. Since then, Ratana has been widely exhibited across Aotearoa New Zealand.

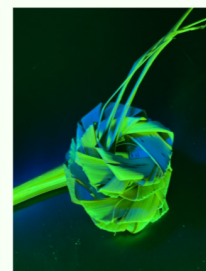
What is a Hei tiki?
The hei tiki form is a strong, easily identifiable symbol of identity for Māori. However, instead of opting to photograph bone or pounamu (jade) the artist chose to focus on plastic hei tiki of the kind that swamped the New Zealand tourist market in the 1970s and 80s.

In Ratana's work, 'Hei Tiki 2' why does she use a plastic Hei tiki?
This commodification of hei tiki intrigued Ratana because it brought into focus questions about authenticity of an object. This issue also frames how Ratana negotiates her own identity. She explains:

My work incorporates the commodified plastic hei tiki as my explicit signifier to identify myself and my work. I attempt to reconnect the plastic hei tiki to taonga tuku iho from which they were originally appropriated. Similar to my personal journey in which I will continue to reconnect myself to my iwi [tribe] and Māoritanga [Māori culture and traditions].



TWO COLOUR LIGHTS



PL
AN

Ngaahina Hohaia Image Planning

Ko tā tēnei hanganga rongorau he whakaatu i ngā āhuatanga, i ngā tōkinotanga, i ngā tukunga iho o Parihaka, te tūrangawaewae o Ngaahina Hohaia. I tupu mai a Hohaia i te kāinga o Parihaka i Taranaki, ā, i a ia e tamariki ana ka akongia e ia te poi-manu – he tikanga e kōrerohia ai e te iwi o Taranaki ngā kōrero tuku iho me ngā karakia. I te taunga o te iwi ki Parihaka, ka whakahaumanuhia te poi hei maumahara, hei paohi i te kaupapa o te ātete hāngū me ngā kauwhau a Te Whiti rāua ko Tohu.

I te taunga atu o ngā hōia mau pō ki te kāinga rongomau o Parihaka i te 5 o te Whiringa-ā-rangi i te tau 1881, ka tae atu ki mua i te aroaro o ngā rārangi tamariki e waiata ana, e poi ana. Kei te maumaharatia ngā poatititini me ngā tōkinotanga i pāngia ai ki te iwi o Parihaka i roto i ngā waiata poi i tōtao ai e ngā morehu.

Gary Whiting Videos



ACHIEVEMENT CRITERIA

PRACTICAL KNOWLEDGE

Evidence Statement: Apply knowledge of selected conventions from established practice, using appropriate processes and procedure.

Evidence	Achieved	Merit	Excellence
1 x series of Aimee Ratana inspired lighting photographs	My photographs have been taken using a vareity of lighting techniques.	My photographs have been taken using a vareity of lighting techniques to create specific effects.	My photographs have been taken using a vareity of lighting techniques purposefully to create a range of effects.
1 x Ngaahina Hohaia inspired Photoshop composition	I have completed a Hohaia inspired composition in Photoshop, using my own images and a found central image.	I have completed a Hohaia inspired composition in Photoshop which uses appropriate compositional conventions and influences from the Artist Model.	I have completed a Hohaia inspired composition in Photoshop using, which purposefully applies appropriate compositional conventions and influences from the Artist Model.
3 x Gary Whiting inspired Video clips	I have completed a range of Whiting inspired video clips using Photoshop Timeline.	I have completed a range of Whiting inspired video clips using Photoshop Timeline that use appropriate moving image conventions and influences from the Artist Model.	I have completed a range of Whiting inspired video clips using Photoshop Timeline that purposefully apply appropriate moving image conventions and influences from the Artist Model.

DEVELOPING IDEAS

Evidence Statement: Generate, develop, and refine ideas in response to a variety of motivations, including the study of established practice.

Evidence	Achieved	Merit	Excellence
Slideshow documenting students tasks.	My planning shows that I have researched Artist Models.	My planning shows that I have research Artist Models.	My planning shows that I have research Artist Models.
Research and planning have been used to influence student outcomes.	My planning shows that I have taken my own photographs using appropriate subject matter.	My planning shows that I have taken my own photographs using appropriate subject matter to communicate my ideas.	My planning shows that I have taken my own photographs using appropriate subject matter to communicate my ideas successfully.
In finished works: Students have bought together Artist Models methods and techniques to create a finished work.	I have tested photographic techniques to achieve my final outcome. My final outcomes shows that I have used this research in my own work.	I have tested a range of photographic techniques to achieve my final outcome. My final outcomes shows that I have used this research in my own work.	I have tested a range of photographic techniques to refine my final outcome. My final outcomes shows that I have incorporated this research in my own work.

This assessment criteria could be used in a range of assessment activities, including, self and peer assessment, formative feedback and summative grades.