

Artist-in-Residence: Stacey Evans

Workshop Title: Framing Ideas through Photography

Location: Albemarle County Public Schools/ Middle School

Subjects: English, Mathematics, History and Social Studies

About Stacey Evans: During middle school, Stacey Evans's first photo assignment was for the yearbook. She took a photograph of a friend looking directly at the camera, his head tilted, filling the frame, eyes locked. That photograph was a turning point in her life. Documenting an expression, this was her first published photograph.

Stacey studied photography in high school and college; graduating from Savannah College of Art and Design with a Bachelor of Fine Arts in Photography. Today, she continues her passion for photography as a professional. Opening her own business in 2000, she supports herself as a freelance photographer and educator. As an artist she travels the country by train creating photographs and videos of the passing landscape. She exhibits these works nationally, sharing the photographs with varying audiences.

Using the camera as a tool for exploration, Stacey photographs time, space and relationships formed on the earth's surface. Bringing images into classrooms, she gives students the opportunity to study landscape through large-scale images gaining a visual understanding of place and the objects we create. This work provides evidence of where we've been, what we create, and ideas about the future.

Objective: Using the camera as a tool to explore, capture and present ideas.

Presentation: Through photography, students gain skills to explore and share their environment. Looking at photographs from distant places, students write in various forms about these scenes. Equipped with cameras, they will frame their environment, photographing subjects they care to share for a specific reason.

Sample Lesson & Activities:

Workshops can be developed to engage a variety of content based on relationships to the landscape, travel, distance and transportation. The teacher and Stacey will work together to create each photo assignment.

Lesson 1: Looking at Photographs

Discussion: Stacey will present and share stories about the creative process. Then lead a group discussion of why people photograph.

In Class Exercise: Based on the subject, students are given a writing activity determined by the teacher. Concepts to consider are sensory exercise, problem solving, or geographical exploration.

Lesson 2: Creating Photographs

Discussion: Stacey demonstrates how to hold the camera, choose a subject, frame the shot and take the photograph. Students will learn the basics of using a camera.

In Class Exercise: Students will take photographs based on the photo assignment established by the teacher and Stacey. Depending of the subject, we could photograph on school grounds or while walking or riding a bus.

Lesson 3: Presenting Photographs

Discussion: Stacey shares the decision making process on how to present a project. She asks why we take photographs and how we choose the appropriate images. Students share feelings about the photographic experience.

In Class Exercise: Students begin the editing and presentation process. This could be done as a group or individual project.

Materials:

Photographs- created by ACR (provided by AIR funds)

Cameras- Cameras, ipads and computers supplied by school, county media center or students.

Overhead projector, computer and internet connection.

Bus- School for transportation through photography

Class assistant volunteers

Standard of Learning

English: Writing and Communication

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- b) Ask probing questions to seek elaboration and clarification of ideas.
- c) Make statements to communicate agreement or tactful disagreement with others' ideas.
- d) Use language and style appropriate to audience, topic, and purpose.
- e) Use a variety of strategies to listen actively.

7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) Organize writing structure to fit mode or topic.
- d) Establish a central idea and organization.
- e) Compose a topic sentence or thesis statement.
- f) Write multiparagraph compositions with unity elaborating the central idea.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- i) Use clauses and phrases for sentence variety.
- j) Revise sentences for clarity of content including specific vocabulary and information.

k) Use computer technology to plan, draft, revise, edit, and publish writing.

8.1 The student will use interviewing techniques to gain information.

- a) Prepare and ask relevant questions for the interview.
- b) Make notes of responses.
- c) Compile, accurately report, and publish responses.
- d) Evaluate the effectiveness of the interview

8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.

- a) Identify intended audience.
- b) Use prewriting strategies to generate and organize ideas.
- c) Distinguish between a thesis statement and a topic sentence.
- d) Organize details to elaborate the central idea and provide unity.
- e) Select specific vocabulary and information for audience and purpose.
- f) Use interview quotations as evidence.
- g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
- h) Use computer technology to plan, draft, revise, edit, and publish writing.

Mathematics: Measurement and Geometry-

Focus: Proportional Reasoning

7.6 The student will determine whether plane figures—quadrilaterals and triangles—are similar and write proportions to express the relationships between corresponding sides of similar figures.

Focus: Relationships between Figures

7.7 The student will compare and contrast the following quadrilaterals based on properties: parallelogram, rectangle, square, rhombus, and trapezoid.

7.8 The student, given a polygon in the coordinate plane, will represent transformations (reflections, dilations, rotations, and translations) by graphing in the coordinate plane.

Focus: Problem Solving

8.6 The student will

- a) verify by measuring and describe the relationships among vertical angles, adjacent angles, supplementary angles, and complementary angles; and
- b) measure angles of less than 360° .

8.7 The student will

- a) investigate and solve practical problems involving volume and surface area of prisms, cylinders, cones, and pyramids; and
- b) describe how changing one measured attribute of a figure affects the volume and surface area.

History and Social Studies

Geography

USI.2

The student will use maps, globes, photographs, pictures, or tables to

- b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
- c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
- d) recognize key geographic features on maps, diagrams, and/or photographs.

Expansion and Reform: 1801 to 1861

USI.8

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- b) identifying the geographic and economic factors that influenced the westward movement of settlers;

Geography

USII.2

The student will use maps, globes, photographs, pictures, or tables for

- a) explaining how physical features and climate influenced the movement of people westward;
- b) explaining relationships among natural resources, transportation, and industrial development after 1865;

USII.6

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;