

Sample Lesson Plan: Photography

Course: Photography

Name: New Teacher

Date: Nov. 20

Time: 12:00–2:50 (3 hrs)

Lesson Topic: Exposures

Outcomes: What will students know or be able to do by the end of your lesson?	Assessment: How will you know that they have reached the outcome?
Calculate equivalent exposures using F-stop + shutter speeds	Worksheet and homework

Building Blocks	Time	Activity: What is the teacher Doing?	What are the students doing?	Materials needed
Motivate	12:00–12:15 (15 min)	Welcomes students. Ask students to look at a set of photos. Asks, “How do these shots feel? How did the photographer create that feeling?”	Look at photos. Discuss answers to questions.	4–6 photos posted on critique board to illustrate: · very fast vs. very slow shutter speeds. · wide vs. closed-down aperture.
Inform	12:15–12:30 (15 min)	Lecture: · Calculating exposures · Shutter speeds · Apertures (See notes)	Taking notes on the handout. Asking questions.	Handout / textbook
Check-in	12:30–12:40 (10 min)	Learning Snapshot: Take roll while students think of the “Muddiest Point”	Describe on 3x5 card one point they didn’t understand (The Muddiest Point) and what might clarify.	3 X 5 cards
Practice & Check-in	12:40–1:10 (10 min) (20 min)	Do example #1 from worksheet on board as an example. Circulate & offer feedback while pairs work. Help students find settings.	Individual work on worksheets Working in pairs to check answer Students find settings on cameras	Worksheets
Apply	1:10–1:25 (15 min)	Discussion: Which subjects are good for fast/slow shutter speeds OR open/closed apertures? What effect does each create? Explain homework: shoot using these techniques.*Notice how in this lesson, students APPLY their knowledge during a discussion. Students APPLY skills again in independent homework assignment.	Discussing. Asking questions about homework.	Homework Assignment

Building Blocks	Time	Activity: What is the teacher Doing?	What are the students doing?	Materials needed
BREAK	1:25–1:35 (10 min)			
Motivate	1:35–1:45 (10 min)	Re-engage students: Show students 2 photos with different exposures. Which is better? Why?	Whole class discussion of exposure in photos.	2 photos with different exposures
Inform	1:45–2:00 (15 min)	Address muddiest points. Review and clarify main points and industry vocabulary.	Take notes. Ask questions.	
Practice	2:00–2:35 (35 min)	Hand out stock photos (not students photos) to groups for critique. Circulate among groups.	Work in small groups of 3 critiquing photos using info and vocabulary they have learned.	4–6 photos for critique.
Checkpoint	2:35–2:45 (10 min)	Learning Snapshot: One-Minute Paper.	Students spend one minute writing about “The most important thing I learned today...”	3 x 5 cards
Wrap up	2:45–2:50 (5 min)	Remind students of homework assignment.	Make sure they have homework assignment. Ask last questions.	
If your class is a 5 or 6 hour studio class, click here to see the following tip, “Managing a Six Hour Class” for helpful information.				

