

Photography with Elementary Students

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Personal Interests

- Studio Art & Psychology Double Major
- Art Therapy

Outline

- Objectives
- Principles and Practices
- Subjects
- Scale
- Results
- Conclusions
- Looking Forward

Objectives

- Can children express themselves through photography?
- At what age can they start?
- Could photography be used in art therapy?

Principles & Practices

- Intention
- Photographic Tools
- Communicative Success

Principles & Practices

- Intention (IN)
 - Why was it taken
 - Use of a subject

Principles & Practices

- Photographic Tools (PT)
 - The use of photographic tools to create an effect.
 - Lighting
 - Framing (or Cropping)
 - View Point
 - Composition, etc.

Principles & Practices

- Communicative Success (CS)
 - Relationship between photographer and audience in mind
 - Communication and Interpretation
 - Conveying information
 - Describes the message
 - Seeking communication in others' work

Subjects

- Private Elementary School
- Grades 1st (n=7), 3rd (n=6) & 5th (n=4)
 - Group 1: 1st (7) & 3rd (3) M=4 F=6
 - Group 2: 3rd (3) & 5th (4) M=3 F=4

Timeline

- 4 Workshops, 1 per Week, each 1 hour.
- Workshop 1
 - intro, camera use, discussion of three principles with photo examples
 - Assignment: 10 Photos of things you like/interest you
- Workshop 2
 - Discussion of 3 of each child's photographs
 - Assignment: 10 Photos of things you like/interest you

Timeline

- Workshop 3
 - Discussion of 3 of the child's photos
 - Assignment: Create a narrative using 1-10 photos
- Workshop 4
 - Presentation of children's narrative projects
 - Too much/ too little information

Scale

- Based in IN, PT and CS
- 1-5 point scale
- Sessions videotaped

Intention

- 1. Photos appear to be arbitrary (no identifiable subject), not taken with plan or idea in mind. Cannot explain why they took any of their photos or why others might have taken theirs.
- 3. Photos convey a basic understanding of intention, explains intention behind 2 photos, identifies intention in 1 peer image.
- 5. All photos convey intention, refers to intention without being reminded. Describes peer's photos in terms of why they may have taken the picture at least 3 times.

Photographic Tools

- 1. Composition, framing, lighting (CLF) etc. do not focus our attention on subject, child does not identify PTs when they describe their own or others' photos.
- 3. CLFs are aspects of 2 of the child's pictures, 1 time during discussion child interprets another's photo in terms of PT.
- 5. CLFs are evident in all photos, explains how they used PTs to create the desired effects, mention them on at least 3 occasions in peer's work.

Communicative Success

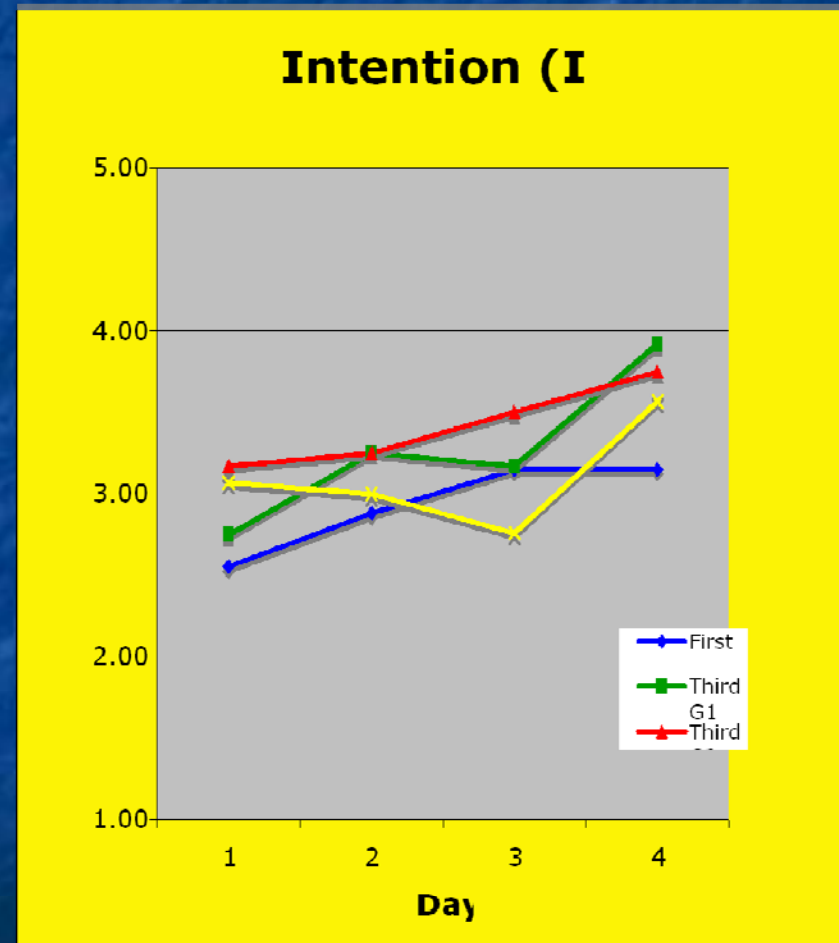
- 1. Does not look at photos as a resource of information and/or feelings. They do not talk about other's photos in terms of meanings and intentions.
- 3. Describes their intention to convey an understanding of and feeling for the content of 2 of their own photos. They talk about 1 photo done by a peer in terms of its CS. Others discuss 1 of their photos in terms of what they communicate.
- 5. Describes their intention to have CS in all of their own photos. Describes the emotions or ideas evoked by all of the photos they discuss. Other children derive feeling from all 3 of the child's photos.

Scale

- Level of mastery of each principle IN, PT &CS is expressed as the mean scale for each grade level.
- 3rd grade listed as G1 were those who participated in the workshop with the 1st grade group
- 3rd grade listed as G2 were those who shared the workshop with fifth graders.

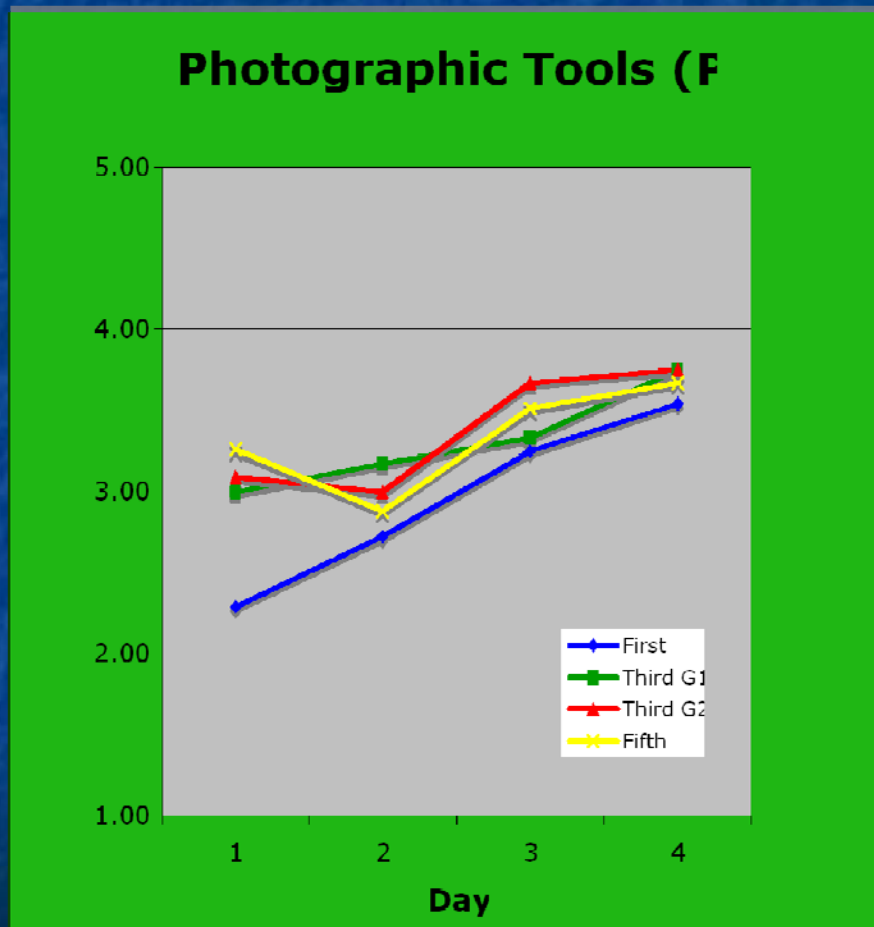
Intention

- Overall Increase
 - Similar comparably throughout
- Improvement of about 1 point
- Irregular path for G1 and 5th graders
 - Development is not linear
 - Engagement variation
 - 1st and 4th days more in tune



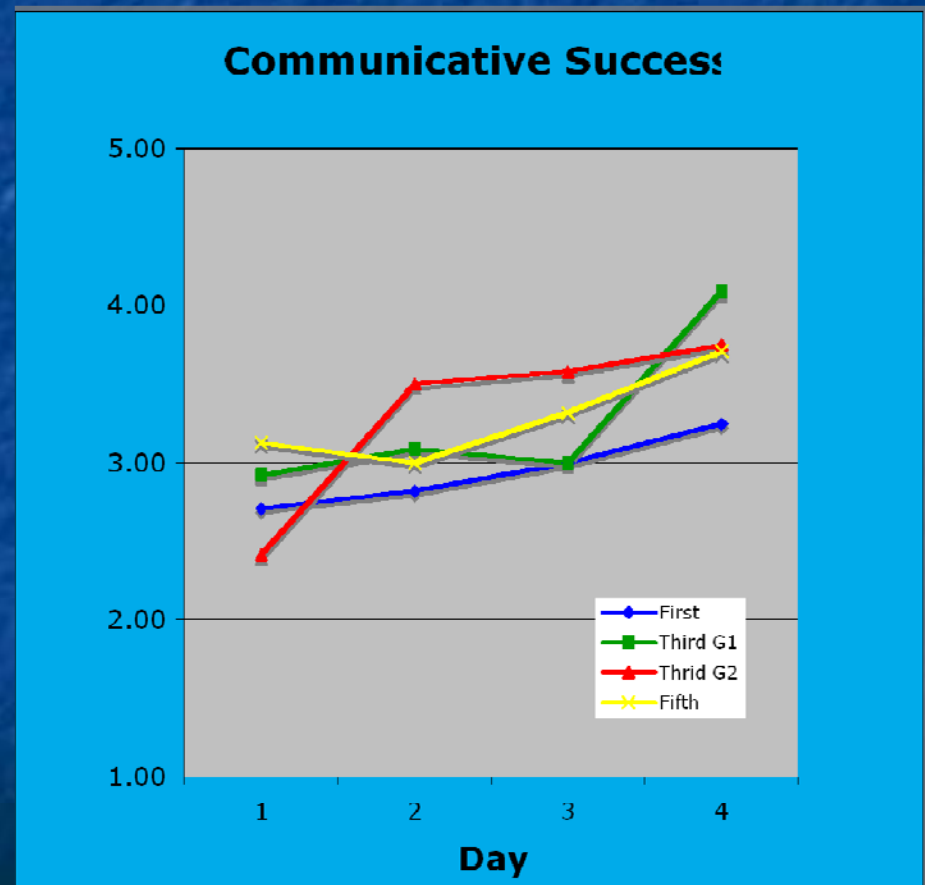
Photographic Tools

- Overall Increase
- Improvement of about 1 point
- 1st grade improvement



Communicative Success

- Overall Increase
- Improvement of about 1 point
- Third graders had strong improvements



Summary

- IN, PT and CS scores increased in each of the four groups between the first and last day.
- 1st graders scored lower on mastery level on the first and last day, but had the smoothest improvement rates.
- Overall, children increased by approximately one level of mastery.
 - Quite impressive for timeline
- 3rd graders in G1 improved the most with IN, First graders did so with PT, while third graders G2 did so with CS.

Conclusions

- Learning Curves
- Consistent with the hypotheses
- Interest in photography
- Future tool in classroom & Art Therapy

Limitations

- Sample Size
- Demographics/Culture

Looking Forward

- Larger sample sizes (keep small groups)
- Longer workshops or longer overall duration
 - More photographic tools lessons and hands on examples
- More diverse demographic
- Compare photo to other art forms of Art Therapy

Thank You