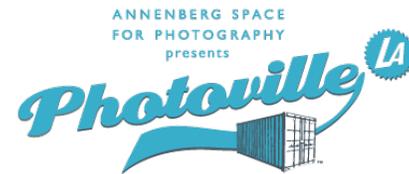


Portrait of a Space

Inspired by the project [There is only one Paul R. Williams](#) presented by Janna Ireland at The Annenberg Space for Photography presents Photoville LA from April 25 - May 4, 2019.



Students will create a photo story that personifies a space that they choose or claim as their own using abstraction and other compositional techniques.



Photos by Janna Ireland

Featuring photography by
Janna Ireland

Authors: Adriana Yugovich, Anh Tran, Kasiemba Okeyo, Allie Prescott and Janna Ireland

Grade Level: 4th - 12th grade

Subjects: Photography, Architecture and Abstraction, Poetry, English

Time Required: 3-4 sessions

Key Images:

[There is Only One Paul R. Williams](#) images, available on artist website (focus on the very abstract ones)

Materials Needed:

- Camera / Smartphone
- Worksheet: [Visual Storyboard](#)
- Computers and/or printed image

Additional Resources:

- Lesson Plan: [Hiding in Plain Sight](#)
- Lesson Plan: [Spaces and Places](#)

The United Photo Industries Education program is proudly supported by:



Students will be able to:

- Use Visual Thinking Strategies to analyze and discuss works of art
- Make intentional photographic choices using light, framing, and angle
- Understand personification and abstraction, using both to generate images
- Create a unified series of images that show place

○ Portrait of a Space

Inspired by the project [There is only one Paul R. Williams](#) presented by Janna Ireland at The Annenberg Space for Photography presents Photoville LA from April 25 - May 4, 2019.

SESSION 1: Introduction to Abstraction

Standards Addressed:

[CCSS.ELA-LITERACY.W.9-10.1.D](#)
[CCSS.ELA-LITERACY.W.9-10.3](#)
[CCSS.ELA-LITERACY.W.9-10.3.B](#)
[CCSS.ELA-LITERACY.W.9-10.3.D](#)
[CCSS.ELA-LITERACY.RL.9-10.4](#)

1. Show a selection of images from Janna's work [There is only one Paul R. Williams](#). Optional: Add other examples of architectural imagery/commercial interior photography for contrast. Use [Visual Thinking Strategies](#) as a method to shape this discussion.
 - What's going on in this picture?
 - What do you see that makes you say that?
 - What more can we find?
2. After reviewing a few images using VTS, share more about Janna's project. Janna is creating a "portrait" of a place. Though we often associate portraiture with *people*, it is possible to make an image that shows the unique qualities of a place. Have students turn and talk to a partner about one of the images from the VTS exercise.
 - What sort of mood/qualities do you see in the image that we looked at?
 - How do you think Janna accomplishes that mood? How does she show us those qualities through her choices in the image
 - Share a few answers out to the full group.
3. Together, define the word *abstract*. What does it mean for a photo to be abstract? How does a photographer create such a photo? Use Janna's images to generate a word bank of compositional techniques that help create *abstraction*. Words to aim for include:
 - Pattern
 - Texture
 - Angle of View
 - Horizontal/Vertical
 - Simplicity
 - Symmetry
 - Light/Shadow
 - Close Up
4. In pairs, take 10 photos of the classroom/school space (you can stay confined to the classroom or allow students to use the

Portrait of a Space

Inspired by the project [There is only one Paul R. Williams](#) presented by Janna Ireland at The Annenberg Space for Photography presents Photoville LA from April 25 - May 4, 2019.

4. In pairs, take 10 photos of the classroom/school space (you can stay confined to the classroom or allow students to use the hallway and other areas of the school for this exercise) that are abstract.
 - Use at least 5 of the concepts from the word bank when making photos, and try to create images that are unexpected.
 5. Review the images together afterwards:
 - What techniques did you use to make your images abstract?
 - Based on these images (choose one or two), what are the qualities of our classroom/school space? How would we describe it if it were alive? Silly? Mysterious? Austere? Something else?
-

SESSION 2: Claiming & Personifying a Space

1. Review the compositional techniques and word bank for abstraction that you created in the previous session. Have students offer up vocab popcorn style or use their images from the previous class to remind them of vocabulary words.
 2. Have students individually brainstorm:
 - Choose a space that you claim as your own or want to get to know.
 - Why is this space meaningful to you? Why did you choose it?
 - What qualities would you give this place if it were a person and alive?
 - What techniques do you want to use to show these qualities?
 3. Storyboard a few image ideas for that space. Students will need to make (20) images in their chosen space before the next session. Use the [Storyboard Worksheet](#) to plot out potential photographs to make (think about abstraction and corners, strange angles, the unexpected views of this space).
 4. Write up a list of words or phrases that personify their space.
-

SESSION 3: Photo Editing & Poetry

1. Students should bring at least 20 images to class from their photo shoot in their chosen space. Photos can be printed out 4x6 or shown digitally on computers.
2. Have students partner up and share their 20 images with each other.
 - Collaboratively edit the images down to just 5 photographs per partner.
 - Share your writeup from last class with your partner describing the qualities of the space. Which of these images best show those qualities?

Portrait of a Space

Inspired by the project [There is only one Paul R. Williams](#) presented by Janna Ireland at The Annenberg Space for Photography presents Photoville LA from April 25 - May 4, 2019.

- For each of the five images, students will individually create captions. The captions can take any of the following forms, but should focus on *personifying* the space and should be no longer than a paragraph for each image:
 - Tell a story from the room's point of view. What happened in this space? How does the room feel about its function? About what goes on inside it? Does it observe things? What does it feel about them?
 - Write a poem about the image that includes the qualities that you originally identified for the room. Use as many descriptive words as possible. Imagine the room has come to life. How does it speak -- in short, frantic bursts? In flowery metaphors? Capture the *rhythm* of the room in your poem.
-

SESSION 4: Exhibition/Culminating Event

- Create an opportunity for students to present their work to the rest of the class. This could take the form of:
 - A gallery walk around the room/another space where the photos are displayed along with their captions. Have students share a comment about one photo they enjoyed at the end of the walk and why they liked it.
 - A spoken word/poetry session where students verbally present their captions as their images are shown via slideshow/projection. Encourage students to embody the personality of the space that they photographed.

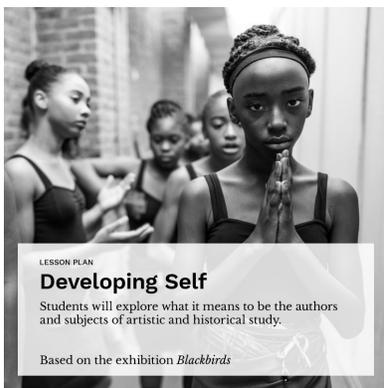
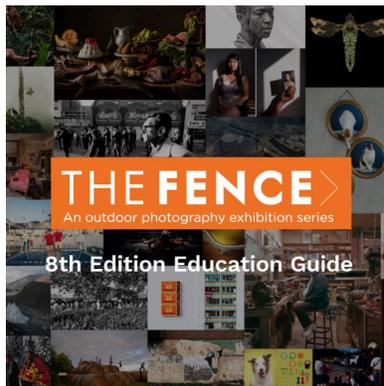
United Photo Industries Education

Browse the United Photo Industries' Teacher Resource library for over 20 free lesson plans and resource guides for incorporating photography and storytelling into the classroom.

These lesson plans were developed in collaboration with over 100 educators through our [Teacher Professional Development Workshop](#). Educators across subject matters interested in incorporating visual storytelling into their curriculum participate in a free one-day professional development workshop that culminates in a hands-on lesson planning session in collaboration with the photographer.

We always love hearing how our exhibitions are used in the classroom; if you would like to submit feedback and stories of your experience, please email us:

education@unitedphotoindustries.com.



The United Photo Industries Education program is proudly supported by [PhotoWings](#)

