

AWQ 3M/4M – Tilt Shift Photography Project

Name: _____

Tilt–Shift photography is the use of camera movements on small- and medium-format cameras, and sometimes specifically refers to the use of tilt for selective focus, often for simulating a miniature scene. Sometimes the term is used when the shallow depth of field is simulated with digital post-processing; the name may derive from the tilt–shift lens normally required when the effect is produced optically.

"**Tilt–shift**" encompasses two different types of movements: rotation of the lens plane relative to the image plane, called tilt, and movement of the lens parallel to the image plane, called shift. Tilt is used to control the orientation of the plane of focus (PoF), and hence the part of an image that appears sharp; it makes use of the **Scheimpflug principle**.



Tilt Shift Photograph – Cars and People

Shift is used to adjust the position of the subject in the image area without moving the camera back; this is often helpful in avoiding the convergence of parallel lines, as when photographing tall buildings.



STEP ONE: RESEARCH on the attached sheet and answer the following questions on the attached sheet **How To Make A Tilt Shift Photograph**.

STEP TWO: PHOTOGRAPH a series of at least 10 pictures, the subject matter should include at least one of the following: Self Portrait, Landscape, Still Life, Architecture.

STEP THREE: EXPERIMENT in Adobe Photoshop by following the attached sheet for how to create a Tilt Shift photograph. **LOOK** at the course website for examples.

STEP FOUR: ARRANGE your photographs in Adobe Photoshop using photographic techniques/manipulation to create your finished 4 Tilt Shift photographs: Self Portrait, Landscape, Still Life, Architecture.

STEP FIVE: REFLECT: Answer the following questions using the elements and principles of design and hand them in with your completed project for evaluation.

1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change or improve on and why?

Research Questions

1. What is a Tilt Shift photograph? (1)
2. What kind of aesthetic is associated with the Tilt Shift photograph? (1)
3. List 4 characteristics of the Tilt Shift photograph: (4)
 1. 2.
 3. 4.
4. What aspects of the Tilt Shift photograph do you like and why? (2)
5. Select one Tilt Shift photograph on-line, print it off and write a formal critique on the photo on the back of the print off. Follow the Art Critique format: Description, Analysis, Interpretation and Judgement – (Remember to use **6** elements and principles (Line, Shape, Form, Texture, Balance, Rhythm, Pattern, Contrast, Emphasis, Value, Space, Movement, Colour, Variety, Proportion, Unity) in your written explanation.) (15)

B) Reflect: Answer the following questions using the elements and principles of design and hand them in with your completed project for evaluation.

1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change or improve on and why?

Tilt Shift Photography Project Rubric

Name: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
Knowledge/ Understanding Demonstrates understanding of the elements & principles of design in the 4 Tilt Shift photographs	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited understanding of the elements & principles of design in the photograph. 0.25	Student demonstrates some understanding of the elements & principles of design in the photograph. 0.50	Student demonstrates considerable understanding of the elements & principles of design in the photograph. 0.75	Student demonstrates a high degree of understanding of the elements & principles of design in the photograph. 1	/1
Thinking/ Inquiry 4 Tilt Shift photos: Self Portrait, Landscape, Still Life, Architecture	Work does not meet assignments expectations for this category. Incomplete. 0	Student depicts subject matter and techniques of Tilt Shift photography with limited effectiveness. 0.25	Student depicts subject matter and techniques of Tilt Shift photography with some effectiveness. 0.50	Student depicts subject matter and techniques of Tilt Shift photography with considerable effectiveness. 0.75	Student depicts subject matter and techniques of Tilt Shift photography with a high degree of effectiveness. 1	/1
Communication Clarity: Research questions	Work does not meet assignments expectations for this category. Incomplete. 0	Student answers research questions with limited clarity. 0.25	Student answers research questions with some clarity. 0.50	Student answers research questions with considerable clarity. 0.75	Student answers research questions with a high degree of clarity. 1	/1
Explains use of photographic/digital manipulation techniques in the artistic statement	Incomplete. 0	Student explains use of photographic techniques in the artistic statement with limited clarity. 0.25	Student explains use of photographic techniques in the artistic statement with some clarity. 0.50	Student explains use of photographic techniques in the artistic statement with considerable clarity. 0.75	Student explains use of photographic techniques in the artistic statement with a high degree of clarity. 1	/1
Reflective Questions: Strength, Weakness & Next Step	Incomplete. 0	Poor, yes/no answers/limited incomplete. 0.25	Somewhat coherent and somewhat complete. 0.50	Clear and substantial answers. 0.75	Superior and insightful answers. 1	/1
Application Creative Process: Demonstration of Skill Development & following procedures including Clean Up	Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5	Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6	Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8	Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8- 10	/10
Uses elements & principles of design and photographic/ digital manipulation techniques to produce effective 4 Tilt Shift photographs	Incomplete. 0	Student demonstrates limited use of the elements & principles of design and photographic techniques to produce an art work of limited effectiveness. 1	Student demonstrates some use of the elements & principles of design and photographic techniques to produce an art work of some effectiveness. 2-3	Student demonstrates considerable use of the elements & principles of design and photographic techniques to produce an art work of considerable effectiveness. 3-4	Student demonstrates a high degree of using the elements & principles of design and photographic techniques to produce a highly effective art work. 5	/5
						/20

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;

A1.1 use various strategies, individually and/or collaboratively, with increasing skill to generate, explore, and elaborate on original ideas and to develop, reflect on, and revise detailed plans for the creation of art works that address a variety of creative challenges (e.g., extend their skills in using brainstorming, concept webs, mind maps, and/or groups discussions to formulate original and innovative ideas for an art work on a social or personal theme; use critical research skills to explore and elaborate on ideas; demonstrate fluency in formulating clear and detailed plans; demonstrate flexibility in revising their plans on the basis of reflection)

A1.2 apply, with increasing fluency and flexibility, the appropriate stages of the creative process to produce two- and three-dimensional art works using a variety of traditional and contemporary media (e.g., extend their skills in working with a range of media; demonstrate flexibility in

- revising plans in response to problems encountered during other stages of the creative process; reflect on the effectiveness of preliminary versions of their work, and revise the work on the basis of reflection and self-assessment)
- A1.3 document their use of each stage of the creative process, and provide evidence of critical inquiry, in a portfolio that includes a range of art works created for a variety of purposes (e.g., ensure that their portfolio includes the following: evidence of critical inquiry associated with idea generation and elaboration; evidence of research on how different artists approach specific themes and/or use particular techniques that can be adapted in their own work; preliminary and final works to show evidence of thoughtful revision), and review and reflect on the contents of their portfolio to determine how effectively they have used the creative process
- A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
- A2.1 apply the elements and principles of design with increasing skill and creativity to produce two- and three-dimensional art works that express personal feelings and communicate specific emotions
- A2.2 apply the elements and principles of design as well as a wide range of art-making conventions with increasing skill and creativity to produce art works that comment and/or communicate a clear point of view on a variety of issues
- A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
- A3.1 use with increasing skill a wide variety of media, including alternative media, and current technologies to create two- and three-dimensional art works for a variety of purposes
- A3.2 use with increasing skill a wide variety of traditional and current materials, technologies, techniques, and tools to create original art works for a variety of purposes and audiences
- B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- B1.1 demonstrate the ability to support their initial responses to a variety of art works with informed understanding of the works' artistic form and function (e.g., describe their initial response to an art work, and explain in detail how specific aspects of the work's content, formal qualities, and media inform that response)
- B1.2 deconstruct with increasing skill and insight the visual content and the use of elements and principles of design in their own art work and the work of others (e.g., extend their skills in identifying individual elements and principles and aspects of the visual content in an art work, interpreting their function, and analysing their effect; compare and contrast the use of shape, form, line, texture, space, and balance in Frank Lloyd Wright's Falling Water and Moshe Safdie's Habitat)
- B1.3 explain in detail, with reference to a variety of historical and contemporary art works how knowledge of a work's cultural and historical context, achieved through extensive research, has clarified and enriched their understanding and interpretation of a work's intent and meaning
- B1.4 describe in detail and reflect on with increasing insight the qualities of their art works and the works of others, and evaluate the effectiveness of these works using a wide variety of criteria (e.g., provide an informed explanation of why a work of art is, or is not, successful with respect to its ability to communicate a message or emotion, its technical and aesthetic conventions, its form and stylistic qualities, its originality)
- B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect both social and personal values;
- B2.1 analyse, on the basis of research, the function and social impact of different kinds of art works in both past and present societies (e.g., how art works function to decorate private and public space, to investigate and draw attention to themes and issues, to criticize political policy and social norms, to satirize public figures, to memorialize people and commemorate events, to preserve aspects of a people's culture; how works of art can symbolize political, religious, social, or economic power; the power of art to help change personal and public positions on social and political ideas)
- C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C1.1 extend their understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing a variety of art works (e.g., when analysing how artists' manipulation of space, movement, form, and proportion affects meaning in an installation or an environmental work)
- C1.2 explain in detail terminology related to a wide variety of techniques, materials, and tools (e.g., techniques and materials associated with installation art; additive and subtractive techniques, digital manipulation, impasto, optical colour mixing, pointillism), and use this terminology correctly and appropriately when creating, analysing, and/or presenting art works
- C1.3 explain in detail the stages of the creative process and the critical analysis process, and explain, using appropriate terminology, how these processes contribute to the successful creation and analysis of art works
- C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C2.1 extend their understanding of a wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques used to create a range of textures in an art work, to develop the connection and relationship between forms in a composition, to draw attention to specific parts of a work)
- C2.2 extend their understanding of the variety of conventions used in visual art (e.g., allegory, appropriation, juxtaposition, synectics; conventions associated with formalism, objective and non-objective abstraction, propaganda, realism, social commentary), and explain in detail how they are used in a variety of art works
- C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
- C3.2 demonstrate appropriate health and safety procedures and conscientious practices in the selection and use of various materials, techniques, tools, and technologies when producing or presenting art works (e.g., demonstrate safe practices when creating installations, assemblages, earthworks, constructions, multimedia projects; demonstrate appropriate protocols, deportment, and respect for others when working in a studio or visiting a presentation space)