The photo essay sits as the cornerstone to photojournalism and has a direct link to the print media and magazines in particular. Once you start to think in terms of larger features, stories, and projects, you have to begin grouping pictures together and considering their relationship and narrative structure. This is essentially what photojournalism is all about.

For a large part of the century, particularly after the invention of the 35mm camera in the 1920s, magazines across the world discovered new audiences, hungry for news of world events. Current affairs were delivered to them almost as a kind of evidence, through the photo essay. With a world at ward with itself, such publications as *Life* magazine in the United States and *Picture Post* in the United Kingdom started to publish extended bodies of work by the photojournalists.

**Constructing a Photo Essay**

When put together as a “story” your individual pictures become greater than the sum of their parts. Although you should continue to work on creating strong individual images, it is important that these pictures complement each other and collectively create a sense of narrative in the final product.

Your pictures have to tell the story in visual terms, which means that you have to understand what the story is, what the important constituent elements of this story are, what makes it interesting to a third party, and also what are you trying to say.

**STEP ONE: LOOK** at the website on the school network: S://Mr.Arnett/AVI 4M/AVI 4M - Photography Project Choices/Photo Essay/intro.htm and answer the following Introduction to the Photo Essay questions.

**STEP TWO: BRAINSTORM** and then **WRITE** a Photo Essay Pitch (Synopsis). The short synopsis should outline your idea taking up no more then one page. In the magazine world, the story synopsis is often the starting point for a photographer looking to get financial support to shoot his idea. It should set out what the story is, why it is worthwhile—perhaps specifically to an individual magazine’s readership—how you plan to shoot it, how much it would cost, and how long it would take. Since the story synopsis doubles as a sales device, there is no point whatsoever in promising what cannot be delivered.

**STEP THREE:** Once your Photo Essay Pitch (Synopsis) has been approved **SHOOT** and **EDIT** your photo essay. After making a basic edit of all the good material, select a series of 5 pictures that tell the complete story. **SHOW** your work to others without any text or explanation, to get feedback on the photographs and what they believe the story be.

**STEP FOUR: SAVE** your 5 pictures to your Digital Portfolio.

**STEP FIVE: CREATE** a magazine spread for your 5 photos in Adobe Photoshop and save this photo spread to the last page of your Digital Portfolio.

**STEPSIX: REFLECT** by answering the following questions: 1. What aspect of your finished work do you find most successful? 2. What aspect of your finished work do you find least successful and why? 3. If you had to complete this assignment again, what aspect would you change/improve on and why?
1. What is photojournalism?

2. What is a photo essay?

3. Why is it important for pictures to complement each other in a photo essay?

4. How does the photo essay tell a story?

Photo Essay Pitch (Synopsis)

Magazine:

Time frame:

What is the story about?

How do you plan to shoot it?

How much would it cost?
<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design in the photo essay series.</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the photo essay series. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the photo essay series. 0.5</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the photo essay series. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the photo essay series. 1</td>
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</table>

<table>
<thead>
<tr>
<th>Thinking/Inquiry</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td>Photo Essay: Subject Matter</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student depicts subject matter in photo essay series with limited effectiveness. 0.25</td>
<td>Student depicts subject matter in photo essay series with some effectiveness. 0.5</td>
<td>Student depicts subject matter in photo essay series with considerable effectiveness. 0.75</td>
<td>Student depicts subject matter in photo essay series with a high degree of effectiveness. 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity: Discusses research questions in the artistic statement</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student discusses research questions in the artistic statement with limited clarity. 0.25</td>
<td>Student discusses research questions in the artistic statement with some clarity. 0.5</td>
<td>Student discusses research questions in the artistic statement with considerable clarity. 0.75</td>
<td>Student discusses research questions in the artistic statement with a high degree of clarity. 1</td>
</tr>
<tr>
<td>Explains Photo Essay Pitch (Synopsis) in the artistic statement</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student explains Photo Essay Pitch (Synopsis) in the artistic statement with limited clarity. 0.25</td>
<td>Student explains Photo Essay Pitch (Synopsis) in the artistic statement with some clarity. 0.5</td>
<td>Student explains Photo Essay Pitch (Synopsis) in the artistic statement with considerable clarity. 0.75</td>
<td>Student explains Photo Essay Pitch (Synopsis) in the artistic statement with a high degree of clarity. 1</td>
</tr>
<tr>
<td>Reflective Questions: Strength, Weakness &amp; Next Step</td>
<td>Poor, yes/no answers/limited incomplete. 0.25</td>
<td>Somewhat coherent and somewhat complete. 0.5</td>
<td>Clear and substantial answers. 0.75</td>
<td>Superior and insightful answers. 1</td>
<td></td>
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<tr>
<th>Application</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Process: Demonstration of Skill Development; Brainstorm; Photo Essay Pitch (Synopsis) ; Shooting 5 photographs; following procedures including Clean Up</td>
<td>Uses elements &amp; principles of design and photographic/digital manipulation techniques to produce an effective series of photos for the Photo Essay. Incomplete. 0</td>
<td>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5-6</td>
<td>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 7-8</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 9-10</td>
<td>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 11-15</td>
</tr>
<tr>
<td>Uses elements &amp; principles of design and photographic/digital manipulation techniques to produce an effective series of photos for the Photo Essay</td>
<td>Student demonstrates limited use of the elements &amp; principles of design and photographic techniques to produce a Photo Essay of limited effectiveness. 1</td>
<td>Student demonstrates some use of the elements &amp; principles of design and photographic techniques to produce a Photo Essay of some effectiveness. 2-3</td>
<td>Student demonstrates considerable use of the elements &amp; principles of design and photographic techniques to produce a Photo Essay of considerable effectiveness. 3-4</td>
<td>Student demonstrates a high degree of using the elements &amp; principles of design and photographic techniques to produce a Photo Essay with superior effectiveness. 5</td>
<td></td>
</tr>
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</table>
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).