AP 2D: Photography Summer Assignment 2015
Teacher: Mrs. Abraham
Email: smickes@fcps.edu

Requirements

1. Complete four quality photo shoots (Before the beginning of school)
   - Each digital shoot should have a minimum of 40 digital images
   - Each film shoot should have at least one full roll of film (24 exposures)
2. Submit Developing Your Concentration How To (First class)
3. Submit a contact sheet with each of the four shoots (Third class)
4. Print out a minimum of your best six images in the following sizes: at least 8” x 12” or 9” x 12” for digital and 8”x10” for B&W prints. Wait until school starts to develop and print from your rolls of film, but remember you must have all prints (digital or film) completed (Fifth class)
5. Submit a one to two page written idea development about your favorite concentration concept (Fifth class)

Evaluation

1. Meeting the due dates
2. Completing four well thought out photo shoots using manual settings
3. Fully brainstormed and completed Developing Your Concentration How To Assignment
4. Submitting one properly exposed contact sheet for each shoot (Digital and Film)
5. Craftsmanship, Creativity, and Connection to Concept for all shoots and final prints
6. Connection of idea development to student’s preferred concentration topic within photographs
Instructions

The goal for your summer assignment is to get a head start on your concentration idea. Think back to the photographs you have taken in the past and consider what concepts you connect with. You may also choose a concept that you have never tried before. Think of all viewpoints, including the literal and figurative. Also consider how your ideas connect to you personally through identity, experience, beliefs, or goals you have set for yourself. The choice is yours. Remember the concept you choose will carry with you throughout the year during which time you will create 12 final cohesive photographs.

Consider each shoot a building block in this process. By the end of summer you may still be working towards your final idea. Make it your goal, if possible to narrow down your AP concentration concept before returning to school. To begin the planning process for your shoots, start by completing the concentration brainstorming exercise (following pages) and look over the AP Concentration sample links to see portfolio examples.

After completing your brainstorming exercise and looking at concentration examples, complete four quality photo shoots on your chosen concept. The shoots do not all have to be on the same topic, but keep in mind you are working towards developing a final concentration concept. I would narrow down your ideas to just one or two concepts before your begin shooting. The brainstorming exercise should help with this.

Film photo shoots should consist of a minimum of one roll of film. Every digital shoot should include at least 40 images. Contact sheets for both film and digital will be required for each shoot. You may complete shoots digitally or with B&W film. There can also be a combination of the two. If you need to borrow a camera or need film contact me through email at smickes@fcps.edu. I will provide all needed materials. However, I highly recommend having your own camera for the duration of the course.

After completing the four shoots and finalizing your ONE favorite AP Concentration idea; write down future shoot ideas, artist inspirations, technical shooting/lighting considerations, supplies/props needed, and any information that relates to your plans for the future of your shoot concept. Make sure to research at least one artist for inspiration and include them in this paper. You can use an artist you researched during your initial brainstorming for the photo shoots. The artists do not need to be a photographer. Be prepared for the in class critique in the fifth class meeting. We will discuss your favorite shoot/concept, prints, and your future plans for your AP concentration.

After returning from summer break you will develop your film, edit images in Photoshop, make contact sheets, print your six images, and also participate in a class critique. You may use my printer at school for digital prints. All shoots should be done before returning to school. In addition, the How to Develop a Concentration Brainstorming and your one to two page final concentration idea development paper should be completed before school starts.

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AP Concentration Sample Links

3. [https://sites.google.com/site/nphsphotography/ap-portfolio-student-samples](https://sites.google.com/site/nphsphotography/ap-portfolio-student-samples)

If you do not have the assignments on time, your first project grades for the AP class will be a 0. No extensions will be given for these assignments. Do not wait until the last minute! This is a large amount of images, and it will require time, attention, and energy. Be creative and have fun. Hopefully, many of these images can be used in your AP portfolio. I cannot wait to see what you come up with!

**Evaluation**

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**Developing Your Concentration How To:**

**Step 1: Brainstorming Ideas**

Write down all subjects, themes, places, things, activities or issues that are personally relevant and that matter to you (even random, unexpected things, such as a the art room sink, or heirloom knives and forks in your kitchen drawer). The purpose of any artwork is to communicate a message: to comment or scream or sing about the world in which we find ourselves in. If there is no emotion behind the work, there is no driving force – nothing to direct and shape your decision making. Write down the things that you care about; that move you. Include topics that are unusual, challenging, controversial, gritty or inspiring; those that fill you with passion. Students who select substantial, heartfelt issues that they really believe in are more likely to achieve great results than those who choose aesthetically pleasing but superficial subjects. A tried and true subject can still be approached in an individual and innovative way, but choosing a topic that is novel and fresh has certain advantages. Strong, contentious issues are those which the assessors themselves have a reaction to; they provoke an emotive response. Such topics make the markers and moderators sit up and take notice: it gives them ample opportunity to see the merit within your work.

**STEP 2: Evaluate YOUR Ideas**

Think carefully about the topics that you have written down.

Eliminate those which are ‘cheesy’ (i.e involving pink hearts and Brad Pitt), insincere (i.e. a theme of ‘World Peace’, when really this is something you couldn’t care less about) and overly “pretty” or lacking in substance.

Eliminate those subjects which you are unable to explore first-hand. In order to create artworks, you will need access to high quality imagery. For example, if you are exploring the way in which humans kill animals in order to consume their meat, access to the inside of a butchery or abattoir/freezing works is likely to be essential. No matter how awesome a theme appears, if you are unable to explore any aspect of it firsthand, it is very unlikely that you will be able to do the topic justice. Remember that you will likely need to return to your source imagery several times during your high school course, so a submission based upon a particular plant that only blooms for a couple of
weeks out of the year or a view of your village during a rare winter snow storm is very risky. The ideal subject is one that you can physically return to, whenever you need – to draw, photograph or experience first-hand.

**Remove the topics for which the source material is excessively simple**, i.e. containing only a few forms, textures and patterns. A small pile of cardboard boxes, for example, might inspire a great drawing, but if this is the starting point for an entire year’s work. The straight lines, rectangular forms and flat box surfaces are unlikely to provide enough visual variety to explore for months on end. Overly busy source material, on the other hand, is not an issue – it is much easier to simplify form and detail than it is to add back in.

**Eliminate those topics for which the source material lacks aesthetic appeal.** Do not mistake ‘aesthetic appeal’ for pretty. In fact, some of the ‘ugliest’ things can be stunningly photographed. Art teachers (and artists in general) often speak of finding the beauty in the ordinary or mundane: seeing the magic in that which others have discarded or forgotten. This does not mean, however, that anything is suitable. Some scenes are genuinely unattractive and unsuitable visually. Certain object combinations (due to their particular shapes, colors or textures) are extremely difficult to compose in a pleasing way.

Eliminate topics which are common or over-done (unless you have an original way of approaching this topic). It doesn’t matter if some others have explored the same topic as you… With the millions of people in the world, it is highly unlikely that you will be the only one to explore a particular theme (in fact, this is beneficial, as you can learn from others…and no one will make art exactly like you), but, if EVERYONE is doing it – if it is a topic that the examiners have seen a hundred times before (like teenage angst), you should think carefully about whether you have something sufficiently new and original to say about it. Ensure that the topic you choose is something that you really care about and which can sustain your interest for a year. If you have more than one topic left on your list, pick the thing that you care about the most.

**STEP 3: Artist Research**

Once you have decided on your concept research artists that have used a similar concept. Include the artists you find in your final idea development paper. I highly recommend using Pinterest and other websites for inspiration. If possible, visit art galleries to get additional inspiration form artists.
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Please sign and return this page by June 8, 2015 to Mrs. Abraham. Please contact the teacher if you have any questions prior to signing.

I have read the summer assignment guidelines and understand the assignments.

Parent Name____________________________    Parent signature______________________________
Parent Email____________________________    Parent Phone Number____________________________
Student Name___________________________    Student signature______________________________
Student Email___________________________