

Curriculum Plan

Picturing Peace

A Creative Digital Photography Project for
Elementary and Middle School Students



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Acknowledgements

Introduction

Picturing Peace is an ArtsBridge program in which college visual arts majors teach elementary and middle school students to use digital cameras and poetry composition exercises to communicate their feelings, values, and intentions to promote peace both in their local communities and globally. After exploring the diverse meanings of peace through class discussions, students work in teams to arrange and photograph social situations and visual symbols that reveal their personal and cultural understandings of peace. For full information on the history and research program associated with *Picturing Peace*, instructors should consult a published article: Beck, R. J., Cummins, J., & Yep, J. (2005). *Picturing Peace: Local and universal symbols in three cultures*, *Journal of Learning through the Arts*, 1(1), Article 6, Pages 97-139.

ArtsBridge programs create partnerships with university students (ArtsBridge scholars) and K-12 teachers to implement visual and performing arts projects that link the arts to the core-curriculum through hands-on experiences in the arts. ArtsBridge projects, such as *Picturing Peace*, provide K-12 students an opportunity to develop their creativity and imagination, improve their language skills, and reinforce their values of peace, community and diversity. *Picturing Peace* scholars work with K-12 students to develop their skills in photography, technology, literacy, and positive social values.

From 2002-2006, one-semester *Picturing Peace* programs have been offered in 13 schools in California, Wisconsin, and Belfast, Northern Ireland. Five exhibitions of student photographs have been mounted at the Claire Trevor School of the Arts, University of California, Irvine (2003), Belfast City Hall (2005), Paper Discovery Center, Appleton, Wisconsin (2005), Lawrence University, Appleton, Wisconsin (2005), and the Jane Addams Hull House Gallery, Chicago, Illinois (2006). *Picturing Peace* has been developed by Dr. Robert J. Beck, Education Department, Lawrence University. The program is supported by Jasmine Yep, ArtsBridge Director, Lawrence University, and Jonathan Cummins, School of Art and Design, University of Ulster, Northern Ireland, and has been directed by ArtsBridge programs at Lawrence University, University of Ulster, University of California, Irvine, and the University of Wisconsin-Madison. *Picturing Peace* is supported by ArtsBridge America, a national network of university and K-12 educational arts partnership programs, and the Center for Citizen Peacebuilding, an organization devoted to supporting peace in conflict zones.

The *Picturing Peace* lesson plans are designed to be introduced by a university student (ArtsBridge scholar) studying photography or visual arts. The project is taught by the scholar with support from a K-12 supervising teacher (ArtsBridge host teacher). Teachers should allow an average of one hour for each lesson plan; however, scholars are encouraged to introduce the curriculum at a pace ideal for the pupils. The lessons are based on 1–1 ½ hour sessions, but the time can be reorganized as needed. Photo shoots may take up to 2 hours if students are designing costumes, sets, props and lighting effects. To view examples of photographs by elementary, middle and high school students from past *Picturing Peace* projects, please visit picturingpeace.org. For more information on the *Picturing Peace* project and ArtsBridge America, please visit www.artsbridgeamerica.org.

Visual and Performing Arts Content Standards: Visual Arts

Study in the visual arts develops students' skills of observation as they learn to examine the objects and events of their lives. At the same time, they grow in their ability to describe, interpret, evaluate and respond to work in the visual arts. The visual arts are extremely rich. This broad category includes the traditional fine arts such as drawing, painting, printmaking, sculpture, photography and communication; design arts such as film, television, graphics and product design; architecture and environmental arts such as urban, interior and landscape design; folk arts; and works in ceramics, fiber and jewelry, as well as in wood, paper and other materials. Through examination of their own work and that of other people at various times in various places, students learn to unravel the essence of artwork and to appraise its purpose and importance. Further, they learn to make choices that enhance communication of their ideas.

For more information on National Visual and Performing Arts Standards:
<http://artsedge.kennedy-center.org>

National Standards for Visual Arts Addressed (Grades K-4)

Content Standard 1: Understanding and applying media, techniques, and processes

Benchmark C. Use different media, techniques, and processes to communicate ideas, experiences, and stories.

Content Standard 2: Using knowledge of functions and structures

Benchmark C. Use visual structures and functions of art to communicate ideas.

Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Benchmark B. Select and use subject matter, symbols, and ideas to communicate meaning.

National Standards for Visual Arts Addressed (Grades 5-8)

Content Standard 1: Understanding and applying media, techniques, and processes

Benchmark A. Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.

Content Standard 2: Using knowledge of functions and structures

Benchmark C. Select and use the qualities of structures and functions of art to improve communication of their ideas.

Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Benchmark B. Use subjects, themes, and symbols that demonstrate knowledge of context, values and aesthetics that communicate intended meaning in artworks.

K-12 Content Standards: Language Arts

The Language Arts standards for K-12 students are divided categories that develop communication arts, language development, and problem solving. Standards within each category are to be introduced, reinforced, and mastered by students. Teachers can use these standards and profiles as guidelines for planning language arts and communication arts activities in which students achieve success in learning, communication, problem-solving, presentation, and life skills.

http://www.education-world.com/standards/national/lang_arts/index.shtml

Content Standard 2: Understanding the Human Experience

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Content Standard 4: Communication Skills

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Content Standard 5: Communication Strategies

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Content Standard 11: Participating in Society

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Content Standard 12: Applying Language Skills

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

K-12 Content Standards: Technology

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

<http://www.education-world.com/standards/national/technology/index.shtml>

Content Standard 1: Basic Operations and Concepts

Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology.

Content Standard 2: Social, Ethical and Human Issues

Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Content Standard 3: Technology Productivity Tools

Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

Content Standard 4: Technology Communication Tools

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Content Standard 6: Technology Problem-Solving and Decision-Making Tools

Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.

Picturing Peace Assessment Statement

The *Picturing Peace* project is assessed through students' creative productions in art and writing: the quality of individual photographs in each lesson; the quality of poetry in selected lessons. The photographs and poems will be assessed both by the ArtsBridge scholar and the supervising host teacher. However, peer evaluations of class photos and class discussions will also be employed for exhibition selections. Audience responses to exhibitions may also be collected as part of the assessment.

Picturing Peace projects taught by university ArtsBridge scholars also assess student development and knowledge acquisition using ArtsBridge America and pre- and post-tests, as well as host teacher and scholar surveys.

ArtsBridge Pre- and Post- Tests

ArtsBridge encourages scholars to administer a pre- and post-test using words and concepts related to the project's art discipline. The words and concepts are drawn from themes the scholar will be covering during the project, and some are selected from the Visual and Performing Arts Framework. The test should be designed as a test taking exercise to help develop their test taking skills. The scholar administers the tests at the beginning and end of the project, tallies them and submits the results at the end of their project.

An example of a *Picturing Peace* pre-post test is included at the end of the lesson plan packet. Example test created by April Turner and the ArtsBridge team at the University of Wisconsin-Madison in 2006.

ArtsBridge America Teacher and Scholar Surveys

ArtsBridge project supervising host teachers are surveyed at the conclusion of the project to collect their perceptions of changes in students in the following categories: improvement in arts skills; increase in attendance; increase in concentration; improvement in social skills; increase in verbal or language skills; increase in self-confidence, comfort with public speaking or an increase in classroom participation; and change in interest in or attitudes about the possibility of attending college. Host teachers also are asked whether they have gained disciplinary knowledge of art or technology, and whether they are experiencing an increased comfort level with presenting art instruction.

ArtsBridge surveys and evaluation forms are available at www.artsbridgeamerica.com.

Picturing Peace: Lesson 1

Introduction to Picturing Peace

Objectives

The ArtsBridge scholar will introduce him/herself to the pupils. The ArtsBridge scholar and the supervising host teacher will introduce the *Picturing Peace* project, including the five objectives: Photography, Peace, Visual Literacy, Technology, and Cultural Exchange.

Sequence of Instruction

ArtsBridge scholar and Picturing Peace introduction

ArtsBridge scholar(s) introduce his/herself, and explain their role in the project. Scholar introduces the students to the *Picturing Peace* project. Introduction example:

“Hello. My name is Mr./Miss _____. I am a student at _____ University. I am studying _____ and _____. I am an ArtsBridge scholar, and my project is called *Picturing Peace*. For the next three months, I am going to be teaching you about photography and how to use digital cameras. We are going to take pictures together to communicate our feelings about peace. There are many different ways to express peace, and there are many different meanings of peace. Everyone has their own ideas of what peace looks like, and each of you will have the chance to take photos and share these photos with your classmates. We are also going to explore peace through photo shoots on the playground, create a photo studio in the classroom, use the computers to manipulate our photographs, and compose poems about peace.”

Scholar may also ask the students questions about photography.

“I am a photographer... what does that mean?” “What do photographers do? “What are their various jobs – news; fashion; fine arts?” “What distinguishes an art photographer?”

Picturing Peace project objectives

The objectives of the project are introduced by the host teacher and ArtsBridge scholar.

Class Discussion

After each objective is introduced, discuss the idea in a whole-class discussion.

The five objectives for the *Picturing Peace* project are:

Photography. The first goal is to help students develop creative photography skills and photography aesthetic judgments. “We’ll learn to use digital cameras, store the images on a computer, and send photographs to the Internet where students in other schools in other countries can see them. We will be taking pictures all over (name of town or city); “we will be looking at artistic photographs and learn to judge and write about photographs”. “We’ll make pictures of peace.”

Peace. The theme of our project is peace. Teachers will justify the importance of peace in their own ways. “Young students should have the opportunity to present their images, words, and poems to the world expressing their feelings, ideas and impressions of peace.” Convey the idea that children can contribute to peace; this is not only an adult concern. The way they could contribute is by making images of peace. Could show some images of peace made by 4th graders in Orange County, California or Belfast, Northern Ireland. Children could contribute to world peace if we can also help them to contact each other around the world on the Internet and share their images.

Visual literacy. This objective concerns the educational benefits of learning with and about photography and combining this with vocabulary and written poetry development. Why are we doing these activities for English language learning? This might be a fun way to learn vocabulary. It will be important to convey how words and pictures might have the same meaning, but in different ways. We are laying the foundation here for preparing the students to take pictures of words. In higher order thinking verbal and visual modes of communication should be combined. In this project several artistic forms of photography are used to connect words and pictures, cognitively. Thus, the instruction should support many different combinations of words and pictures.

Technology. Students will practice digital photography and uploading JPEG and document files to a web-site. They will also engage in web-based exchanges in which they post commentaries on other students’ photographs and poems. If time permits, students will receive instruction in photo-editing software.

Cultural Exchange. This objective concerns the exchanges between schools in different countries and cultures. This activity supports the peace objective, visual literacy objective, and technology objective. “You’ll be able to see what pictures a Mexican-American student in Santa Ana takes compared to a student from Northern Ireland in Belfast and both of these compared to pictures taken in Appleton, Wisconsin. Do you think we’ll see differences? Why? How will this promote peace? Will it make people realize that we all see peace differently? Can people from different places help us to see and understand our own pictures differently than we do?”

Picturing Peace: Lesson 2
Learning to Use the Digital Camera
Introduction to Photo Log Documentation
Uploading Images to the Website

Objectives

Students will learn the following:

- Rules of camera care
- Features of the cameras
- Technical instruction
- Handling and care of cameras
- Instructions for getting their images on the web

Resources/Materials

Digital Cameras
Photo Log

Sequence of Instruction

Rules of Camera Care

Scholar introduces rules of camera care. Scholar may write rules on the board, leave a list of the rules on a piece of butcher paper on the classroom wall, ask students to write the rules in their *Picturing Peace* journals, or introduce them using an overhead transparency.

1. Always keep your camera away from moisture and water
2. Always keep your hands and fingers off the lens
3. Always use the safety strap
4. Use care when handing the camera to your friend for their turn
5. Always treat your camera like a friend

Features of the camera, camera care and technical instructions

Scholar introduces how to properly care for and handle a digital camera. Scholar introduces the individual parts of a camera and points out specific features on the cameras the students will be using during the project. The scholar may want to use larger pictures and diagrams of cameras to introduce terms such as lens, zoom, focus, etc.

Classroom Photo Shoot

Scholar and host teacher will distribute cameras to the students for an unstructured photo shoot in the classroom. Students will take pictures in the classroom. If students are working in teams and sharing cameras, the scholar will need to assign time limits for each group member so all students have an opportunity to take photos.

Photo Log

Scholar explains the importance of documentation and keeping a photo log. Introduce the Photo Log following their photo shoot in the classroom. Scholar and host teacher will need to allow time at the end of each photo session for students to record information on

their photographs in their photo log. If the students are taking multiple photos in one session, the scholar should ask the students to choose one or two of their favorite photos from that lesson and write about the photo(s) in their Photo Log. Scholars may suggest that students keep their Photo Logs in a binder or portfolio. (Please see *Picturing Peace* Worksheets.)

Uploading photos

If the students have access to the technology and tools to upload their photographs to the *Picturing Peace* website, please see the chapter *Using the Picturing Peace Website* at the end of this packet. The scholar and host teacher may need to work with the school's computer specialist to introduce students to the process of uploading photos on the school computers. If the school computers have Photoshop or a similar program, scholars may also introduce different tools and methods that can be used to edit digital photographs. Scholars and teachers should allow time for students to upload their photos, edit photos on the computer, and add text to the photos throughout the lessons as needed.

Picturing Peace Photo Log

Name: _____

Date: _____

Title of Photograph: _____

Peace words related to my photo: _____

What's this a picture of? _____

How does this photo relate to the peace word(s): _____

Other thoughts? _____

Picturing Peace: Lesson 3

Vocabulary of Peaceful Feelings

Objectives

Students will develop a list of words used to convey peaceful feelings and to use during a photo shoot to represent peaceful feelings.

Resources/Materials

Picturing Peace Worksheet: Vocabulary of Peaceful Feelings

Sequence of Instruction

Class activity

Ask students to answer the following questions:

What words do we associate with peaceful feelings?

What are synonyms of peaceful feelings?

Scholar and/or host teacher writes students' words and ideas on the board as a list of words associated with peace.

Activity

Hand out worksheet (*Picturing Peace* Worksheet: Vocabulary of Peaceful Feelings) with suggested words related to peaceful feelings. If the following words are not suggested by students, the scholar may ask the class if they think these words are related to peace and why? Scholar should ask the students if they think these words should be included in the list.

Develop final class consensus list of vocabulary of peaceful feelings. Students choose five words not already included on the worksheet to use with the following activity.

Picturing Peace Worksheet: Vocabulary of Peaceful Feelings

Students define each of the words and/or explain how they believe each word relates to peace. The scholar and host teacher should suggest the students keep the worksheet to use during the Photo Shoot in Lesson 4.

Picturing Peace Worksheet: Vocabulary of Peaceful Feelings

1. Diversity
2. Community
3. Calm
4. Friendly
5. Love and Affection
6. Giving
7. Serenity
8. Harmony
9. Sharing
10. Caring
11. Empathy
12. Close
13. Happy
14. _____
15. _____
16. _____
17. _____
18. _____

Picturing Peace: Lesson 4

Photography of Peaceful Feelings: Portraits

Objectives

Introduction to a principal genre of photography: portraits. Organize a photo shoot to represent peaceful feelings.

Resources/Materials

Picturing Peace Worksheet: Vocabulary of Peaceful Feelings

Digital Cameras

Photo Log

Vocabulary

Genre: A category of artistic composition, as in music or literature, marked by a distinctive style, form, or content; a class of art (or artistic endeavor) or an expressive style of photography.

Portraits: photography of people, either of their faces or whole body; portraits are also taken of groups.

Sequence of Instruction

Introduce concept of genre

Discuss different genres of literature, movies, art, music, etc. Introduce different genres of photography: portraits; landscapes; abstracts.

A genre is a category of artistic composition, as in music or literature, marked by a distinctive style, form, or content; a class of art (or artistic endeavor) or an expressive style of photography.

Introduce Portrait Photography

Introduction to a principal genre of photography: portraits. Scholar may want to bring in examples of portrait photographs.

Portraits are photography of people, either of their faces or whole body; portraits are also taken of groups.

Class Discussion

What is the purpose of portraits? What is the purpose of portraits of peaceful feelings? How can we use portraits of peaceful feelings to support peace and understanding among peoples?

Activity

In the classroom or activity room, students work in pairs or small groups and photograph each other expressing peaceful feelings using class consensus vocabulary list from Lesson 3. Student take turns being the photographer and models. Peaceful feelings are

expressed through facial expressions and bodily positions. Students may use costumes, stage makeup, and props to communicate what they mean by peaceful feelings.

Scholars may encourage students to use one or more words from the list as inspiration. Scholars may assign students specific types of photos during the activity:

- Type 1. Face portraits- individuals
- Type 2. Face portraits-partners
- Type 3. Close-ups of Arms and Hands-individuals
- Type 4. Close-ups of Arms and Hands-partners
- Type 5. Full body action portraits – individuals
- Type 6. Full body action portraits – partners

Photo Log

Scholar and host teacher will need to allow time at the end of each photo session for students to keep information on their photographs in their photo log. If the students are taking multiple photos in one session, the scholar should ask the students to choose one or two of their favorite photos from that lesson and write about the photo(s) in their Photo Log. Scholars may suggest that students keep their Photo Logs in a binder or portfolio.

Picturing Peace: Lesson 5 **Vocabulary of Peaceful Places**

Objectives

Students will develop a list of words used to convey peaceful places to use during a photo shoot to represent peaceful places.

Resources/Materials

Picturing Peace Worksheet: Vocabulary of Peaceful Places

Sequence of Instruction

Class activity

Students create a list of words that characterize peaceful places. Ask students to answer the following question:

What words do we associate with peaceful places?

Scholar and/or host teacher writes students' words and ideas on the board as a list of words associated with peace. Develop class list of vocabulary of peaceful places.

Picturing Peace Worksheet: Vocabulary of Peaceful Places.

Scholars and students choose 15 words from the class list to use with the activity worksheet. Scholar should ask the students if they think these words should be included in the list. Students write each word or phrase on their worksheet and a definition or sentence explaining how they believe each word relates to peace. Develop final class consensus list of vocabulary of peaceful places. Students choose five words not already included on the *Picturing Peace* Worksheet: Vocabulary of Peaceful Places to use with the following activity.

Picturing Peace Worksheet: Vocabulary of Peaceful Places

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Picturing Peace: Lesson 6

Photography of Peaceful Places: Landscapes

Objectives

Introduction to a second principal genre of photography: landscapes. Organize a photo shoot to represent peaceful places.

Resources/Materials

Picturing Peace Worksheet: Vocabulary of Peaceful Places

Digital Cameras

Photo Log

Vocabulary

Genre: A category of artistic composition, as in music or literature, marked by a distinctive style, form, or content; a class of art (or artistic endeavor) or an expressive style of photography.

Landscape: A landscape is a photograph in which nature, land or the physical environment is the main attraction; the work may include some people or buildings, but the land, sky, weather, and seasons are of greatest importance.

Sequence of Instruction

Introduce Landscape Photography

Introduction to a principal of genre of photography: landscapes. Scholar may want to bring in examples of landscape photographs. Whole-class discussion of landscape photography.

A landscape is a photograph in which nature, land or the physical environment is the main attraction; the work may include some people or buildings, but the land, sky, weather, and seasons are of greatest importance.

Photography Teams

Students are grouped to form three or four person photography teams. One student is selected to be the photographer or photography director. The photographer directs the poses or actions. The others will be the models, prop manager, lighting director, or help with the studio setting. After each photographer is finished taking at least two different photographs, the next student becomes the photographer and directs the action. Students alternate roles so each student has an opportunity to be the photographer or photography director.

Activity: Photo Shoot

Photo shoot of peaceful places. Students find peaceful places to photograph in exterior locations, such as outside on the playground. However, students can also find peaceful places in their school, home or neighborhood. If peaceful places are in buildings, then interiors can be photographed.

If the Photo Shoot activity is done as a homework assignment, these can be places the students already know or have discovered in walking around town. Places may be natural landscapes, urban settings, or buildings (indoors or outdoors).

Class Discussion: Post Photo Shoot

Photographs are labeled with words that describe peaceful places from Lesson 5. Students may think of additional words to communicate why their photographs of places represent peace. Photographs are labeled with words taken from class consensus lists and the worksheet. If students can view photos by their peers, engage students in a whole-class discussion about the photos from the photo shoot.

Options for viewing photographs may include looking at photos on a computer in the classroom or school computer lab, examining the photos directly on the digital camera screen, or viewing photos that have been printed. The teacher or scholar may choose to print out the photos in color or black and white if they do not have computers available for the project.

Photo Log

Scholar and host teacher will need to allow time at the end of each photo session for students to keep information on their photographs in their photo log. If the students are taking multiple photos in one session, the scholar should ask the students to choose one or two of their favorite photos from that lesson and write about the photo(s) in their Photo Log. Scholars may suggest that students keep their Photo Logs in a binder or portfolio.

Picturing Peace: Lesson 7

Abstract Photography of Impressions of Peace

Objectives

Introduction to abstract photography. Students will use elements of light and shadow to create abstract photographs of peace.

The Light and Shadow unit teaches students about the compositional nature of photographs, in particular, the use of shadow and light in artistically communicating peace. Light and shadow can be used to create black and white impressions of peace. Students may also include the use of different colors either as color light sources or as colored objects, faces or bodies.

Vocabulary

Genre: A category of artistic composition, as in music or literature, marked by a distinctive style, form, or content; a class of art (or artistic endeavor) or an expressive style of photography.

Abstract: a genre of art and photography; artistic content depends on internal form rather than pictorial representation; not representing or imitating external reality or the objects of nature.

Resources/Materials

Digital Cameras

Photo Log

Photography Studio

ArtsBridge Scholar and Host Teacher Preparation

The scholar and host teacher will need to prepare a space in the classroom or other part of the school that will be used as a photo studio. The classroom should be furnished and decorated (to whatever extent possible) like a photography studio. Examples of the three genres and the vocabulary words from the lessons on Peaceful Places and Peaceful Feelings should be displayed in this studio environment.

- Designate and prepare a part of the classroom to look like a photography studio.
- Prepare boxes, cubes, sources of light, and other props for the studio.
- Think about how the students will choose their props and where the teams will work to create their photo shoot.
- Discuss with the teacher where these supplies can be stored and reused.
- Supply white or black butcher paper to help mask off unwanted background images. Paper can also be used to fold or crumple to create additional props.
- Scholar should be prepared to explain why sample photographs are good example of how to use light and shadow. Prepare relevant images for a presentation to students.

Suggested Materials for Light and Shadow

- Lights of various types and strength: studio lights; lamps; flashlights; candles.

- Materials and surfaces that reflect light: Reflective paper, foil, luminescent backdrops.
- Paper or other kinds of frames to direct the viewer’s attention to light.
- Screen or flat white surface
- White boxes (approx. 6-8 medium sized or larger per classroom)
- White objects (cast offs, fabric, sheer, opaque and solid, a variety of simple shapes and sizes of cardboard, cylinders, blocks of wood or other cubes also, a variety of sizes, all white)
- Pencils, colored pens, etc.
- Tape or other adhesive to hold props and objects in place

Sequence of Instruction

Introduce Abstract Photography

Introduction to a principal genre of photography: abstract photographs. Scholar provides examples of abstract photographs.

Abstract is a genre of photography that depends on internal form rather than pictorial representation.

Introduction of Light and Shadow

Scholar introduces how photographers can use light and shadow in their photos. Light may be used to highlight particular subjects such as people or vegetation. Both artificial light in studio settings and natural sunlight in outdoor settings have been used creatively.

Class Discussion

Whole-class discussion of selected professional abstract photographs. Scholar engages students in a whole-class discussion reviewing the three genres of photography introduced in Lessons 4-7.

- a) Portrait photographs: use studio or natural light to photograph whole figures, torsos, faces, or hands to communicate peaceful expressions and postures. Consider using reflective clothing to enhance your idea of peace through light effects
- b) Outdoor landscape photographs: use natural light and vegetation to reveal your meanings of peace.
- c) Abstract photographs: use a variety of light sources to illuminate a mini-installation of toy architecture, objects and figures.

Activity: Photo Shoot

Students photograph peace as an abstract organization of light and shadow. In a studio constructed for this project in a section of the classroom or other space in the school, students practice composing images of peace through the use of light and shadow. The images may be of abstract subjects (surfaces, volumes, points) or an integration of social expressions of peace (such as a face with a peaceful expression already practiced in Lesson 4) as “painted” through light and shadow. Either color or black and white images are photographed.

Students work individually or in groups to create three-dimensional sets, tableaux, or mini-installations, using simple boxes and lights arranged in compositionally interesting ways. Using small and miniature sets and lighting, the students will create arrangements signifying using light and shadow. This ‘reduced’ visual environment focuses students to think about light and shadow. The collaborative nature of the project encourages negotiation, acceptance of multiple points of view, team building and group working.

Students take pictures of light and shadow. Proceed to allow teams to create their scenes and to photograph them using the vocabulary words taken from Lessons on peaceful feelings or peaceful places as their inspiration.

Photo Log

Students label their photographs in their Photo Log using additional words from class consensus lists for Peaceful Places and Peaceful Feelings. Scholar and host teacher will need to allow time at the end of each photo session for students to keep information on their photographs in their photo log. If the students are taking multiple photos in one session, the scholar should ask the students to choose one or two of their favorite photos from that lesson and write about the photo(s) in their Photo Log. Scholars may suggest that students keep their Photo Logs in a binder or portfolio.

Class Discussion: Post Photo Shoot

Whole-class discussion of students’ abstract photographs using light and shadow.

Picturing Peace: Lesson 8

Abstract Photography of Peace Symbols

Objectives

Introduction to symbols of peace. Students will identify common symbols of peace, such as the dove, olive branch, and the V peace sign, and will create new symbols of peace.

Resources/Materials

Digital Cameras

Photo Log

Sequence of Instruction

Introduction to Peace Symbols

Scholar helps students create a list of peace symbols on the board (doves, two fingers representing peace, the peace sign, etc). Whole-class discussion of selected peace symbols. Scholar challenges students to create new symbols of peace.

Activity: Photo Shoot

Students photograph symbols of peace individually or in small groups. Photo shoot may take place in the photo studio, classroom, playground, or another part of the school.

Suggested Activity:

Collect and artistically arrange materials in a natural or classroom setting that you would use to express a wish for peace. For example, collect rocks, flowers, personal objects, etc. and organize them into an arrangement that symbolizes your wish for peace. These are the kinds of symbolic objects and arrangements that you feel could have the power to assist in the cause of peace. Photograph your wish-arrangements.

Photo Log

Scholar and host teacher will need to allow time at the end of each photo session for students to keep information on their photographs in their photo log. If the students are taking multiple photos in one session, the scholar should ask the students to choose one or two of their favorite photos from that lesson and write about the photo(s) in their Photo Log. Scholars may suggest that students keep their Photo Logs in a binder or portfolio.

Class Discussion: Post Photo Shoot

Whole-class discussion of students' photographs of peace symbols.

Picturing Peace: Lesson 9 **Spirit of Peace: Introduction, Discussion and Writing**

Objective

Students will explore the idea peace through a character, the Spirit of Peace.

Sequence of Instruction

Introduce the Spirit of Peace

The Spirit of Peace is a fantasy entity that has the power to cause others to make peace and to make them feel peaceful and secure. The Spirit appears and says things to others to persuade them to make peace. The Spirit keeps the peace but also inspires others to live peacefully.

Whole-Class activity

Brainstorming and class discussion about the Spirit of Peace. Use the list of word-concepts generated for the various meanings of and associations to peace. Examples of words used as characteristic of the Spirit:

- Calm and at Peace
- Friendly
- Love and affection
- Giving/caring
- Harmony/unity
- Empathy
- Mediator/peacemaker

Picturing Peace Worksheet: The Spirit of Peace

Using single or multiple characteristics from the Spirit's qualities on this list of word-concepts, the scholar asks the students to write a few lines describing the Spirit of Peace.

In their written descriptions, each student represents the entity as a real character that looks a certain way, moves around, and has interactions with those who need "it" and with whom the student may identify.

- What scene do you imagine?
- Where do you imagine this scene to take place?
- What does the Spirit of Peace look like?
- What is the Spirit doing?
- What is the Spirit wearing?
- Describe any object that the Spirit is holding.
- Where is the Spirit?

Whole-Class Discussion

Scholars may also encourage students to brainstorm ideas for costumes, props, and backdrops for their photo shoot of the Spirit of Peace (Lesson 10).

Picturing Peace Worksheet: The Spirit of Peace

Describe your Spirit of Peace by answering the following questions.

What scene do you imagine?

Where do you imagine this scene to take place?

What does the Spirit of Peace look like?

What is the Spirit doing?

What is the Spirit wearing? Describe any object that the Spirit is holding.

Where is the Spirit?

Picturing Peace: Lesson 10

Modeling and Photographing the Spirit of Peace

Objectives

Using their classmates as actors, students will model and photograph the Spirit of Peace.

Resources/Materials

Photography Studio

Costumes, sets, lighting, backgrounds, screens and props

Digital Cameras

Photo Log

Sequence of Instruction

Activity: Photography Teams

Students are grouped to form three or four person photography teams. One student is selected to be the photographer or photography director. The photographer directs the poses or actions. The others will be the models, prop manager, lighting director, or help with the studio setting. After each photographer is finished taking at least two different images of the Spirit, the next student becomes the photographer and directs the action. Students alternate roles so each student has an opportunity to be the photographer or photography director.

The scholar and teacher should recreate the photography studio atmosphere used in previous lessons using studio and theatrical paraphernalia, such as lighting, backdrops, costumes, and props (candles, scepters, batons, screens, sheets, scrims, chairs, furniture, flood lights, lamps, etc.). This will help create more complex images of the entity. Do not forget that the spiritual peace entity can be a group.

The students begin modeling and photographing of the Spirit of Peace using actors or models from their teams who are posing as the Spirit. Photographers will make portraits of the Spirit of Peace.

Alternatively, the student teams can work in mini-installations and use action figures, miniature lighting (flashlight), miniature sets, etc., to create small-scale images of the Spirit of Peace. Scholar or host teachers point out that the students are using a fourth genre of photography: still-life.

Photo Log

Scholar and host teacher will need to allow time at the end of each photo session for students to keep information on their photographs in their photo log. If the students are taking multiple photos in one session, the scholar should ask the students to choose one or two of their favorite photos from that lesson and write about the photo(s) in their Photo Log. Scholars may suggest that students keep their Photo Logs in a binder or portfolio.

Picturing Peace: Lesson 11

Spirit of Peace: Poetry Composition

Objectives

Students compose poetry to write about the Spirit of Peace after having visualized the character through photography. In conceiving of the Spirit, poetically, the figure may be a fictional entity to whom the student addresses and makes wishes. Or, students may become the Spirit and hence become a Peacemaker and then they need to create problematic situations that may be helped by the Spirit. Or poems may use both of these devices and other ways of writing about the Spirit of Peace.

Sequence of Instruction

Poetry Composition 1

Students compose a poem about the Spirit of Peace.

Scholar may use the following prompt to help students compose their poems:
Imagine a situation where you are having a problem and wishing that the Spirit of Peace would help you. You are going through something or there are problems in the world and you need the Spirit to help you. How will you ask for the Spirit to come to you? What will the Spirit say to you? How will you answer?

Poetry Composition 2

Write a Poem about the Spirit of Peace. Imagine you are the Spirit: what will you tell everyone about who you are and what you want. Write about your attitude toward conflict and fighting. Imagine problems that you see as the Spirit. What do you see? What will you do to help?

The first and second poems could be combined as a single poem in two parts.

Example of a poem by a 5th grade student participating in a *Picturing Peace* project directed by Lawrence University ArtsBridge:

Form

Annaleigh Wetzal, Grade 5

In my mind Peace is neither perfect nor flawed,
Instead, in-between, especially odd,
More of a form, of nothing at all,
Not wide, not skinny, short, or tall,
If peace were a figure it would lose its light,
No longer there, shining bright,
Peace is neither nothing nor something but a figure or form

Picturing Peace: Lesson 12

Poetry Composition

Objectives

Students choose one or two of their favorite photos and compose poems about the pictures.

Sequence of Instruction

Scholar introduces different genres of poetry. Students will look at poetry as a way to express the art of photography through text. The scholar or teacher provides a collection of poems to help students understand different genres of poetry. Read examples aloud (and encourage students not to copy the examples). Point out descriptive words or phrases in the example poems.

Suggested activity

Scholar gives each student a copy of a poem, or presents a poem using the overhead projector. To focus on language, scholar asks student to identify their favorite words or descriptive words in the poem. Students create a list of descriptive words. Whole-class discussion about using nouns, verbs, and adjective in poetry.

Poetry Composition

Students write poems about their favorite pictures to include in the final exhibition. The finished poems should describe their photograph of peace. Scholar should encourage students to scribble any idea they have if they are having a difficult time getting started. If they are concerned about spelling, encourage students to sound out words and use a dictionary after they have created the complete phrase or poem. Some students may choose to title their poems after they have finished writing the poem. Encourage students to read their poem aloud in groups or provide opportunities for students to share their poems with the class.

Suggested activity

Using their handwritten poems, students type their final poems into a word or text document. Students may experiment with text font, size and color. Save finished poems and print out to include with the final exhibition.

Tips for Writing Poems

By Robert Hass, United States Poet Laureate, 1995-1997

1. Get something down on paper
2. Pay attention to what's around you
3. Pay attention to what you're feeling
4. Pay attention to your own mind
5. Say your poems out loud to yourself until you're pleased with how they sound
6. Read lots of poetry

Picturing Peace: Lesson 13

Selecting Photos and Poems for a Final Exhibition

Objectives

Students choose one or two of their favorite photographs and poems to include in a *Picturing Peace* art exhibition.

Vocabulary

Exhibition: Art exhibitions are traditionally the space in which art objects are presented to an audience for a limited time.

Sequence of Instruction

Scholar asks students to provide examples of art exhibitions they have attended in the past. This may include field trips to local galleries, a visit to a museum on a family vacation, or an art exhibition in their public or school library.

Each student selects one or two of their favorite photos from the *Picturing Peace* project. The student should also submit their Photo Log and accompanying poem if available.

The scholar and host teacher will work together to create an art exhibition of the photos and text by all of the students during the *Picturing Peace* project. The site of the exhibition may include the school library, a school hallway or lobby, a university gallery space, local museum or art gallery, or a public building such as a public library or government office.

Picturing Peace Worksheets

1. Picturing Peace Photo Log
2. Picturing Peace Worksheet: Vocabulary of Peaceful Feelings
3. Picturing Peace Worksheet: Vocabulary of Peaceful Places
4. Picturing Peace Worksheet: The Spirit of Peace

Suggested Instructions for the Picturing Peace Photo Log

After every photo shoot, students should reflect on their photos in their Photo Log. If the students are taking multiple photos in one session, the scholar should ask the students to choose one or two of their favorite photos from that lesson and write about the photo(s) in their Photo Log. Students may need to add the image file number or attach a copy of the photo to their Photo Log if identifying the corresponding photo may be difficult or the student took multiple photos of a similar frame.

Scholar and host teacher will need to allow time at the end of each photo session for students to record information on their photographs in their Photo Log.

The scholar or host teacher may ask the students to keep all Photo Logs in a binder, portfolio, or folder. At the end of the project, the students will have a portfolio of photographs, Photo Log reflections, and poems.

Picturing Peace Photo Log

Name: _____

Date: _____

Title of Photograph: _____

Peace words related to my photo: _____

What's this a picture of? _____

How does this photo relate to the peace word(s): _____

Other thoughts? _____

Picturing Peace Worksheet: Vocabulary of Peaceful Feelings

1. Diversity
2. Community
3. Calm
4. Friendly
5. Love and Affection
6. Giving
7. Serenity
8. Harmony
9. Sharing
10. Caring
11. Empathy
12. Close
13. Happy
14. _____
15. _____
16. _____
17. _____
18. _____

Picturing Peace Worksheet: Vocabulary of Peaceful Places

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Picturing Peace Worksheet: The Spirit of Peace

Describe your Spirit of Peace by answering the following questions.

What scene do you imagine?

Where do you imagine this scene to take place?

What does the Spirit of Peace look like?

What is the Spirit doing?

What is the Spirit wearing? Describe any object that the Spirit is holding.

Where is the Spirit?

Picturing Peace Pre- and Post- Test

Example provided by ArtsBridge America (April Turner, UW-Madison)

Name: _____

Date: _____

Section I: Matching: Match the words with their definition.

- | | |
|-----------------------|--|
| ___ 1. Concept | A. The difference between light and shadow in a photo. |
| ___ 2. Depth of Field | B. A simple photo that is not realistic. |
| ___ 3. Mood | C. The idea expressed in a photo. |
| ___ 4. Contrast | D. The feeling expressed in a photo. |
| ___ 5. Abstract | E. Distance between the closest (in-focus) and farther (out of-focus) part of a photo. |

Section II: Multiple Choice: Circle the correct answer.

6. **Perspective** is when something far away looks _____ than when it is closer to the photographer.
- a. Harder b. Smaller c. Larger d. Prettier
7. Things in a photo that are **in-focus** are _____.
- a. Clear b. White c. Blurry d. Happy
8. An example of a **light source** is _____.
- a. A shadow b. A beach c. The Sun d. Water
9. A **portrait** is a photo with a _____ as the subject.
- a. Building b. Tree c. Ocean d. Person
10. **Peace** makes people feel _____.
- a. Stressful b. Calm c. Angry d. Bored

Section III: Short Answer/ Fill in the Blanks

11. I like photos of _____ because _____

12. I find _____ peaceful because _____

13. A scene is peaceful when it has _____ in it because _____

14. I think _____ is abstract because _____

15. What makes a photo interesting is _____

Viewing Student Photographs

The scholar and host teacher are encouraged to engage students in a whole-class discussion about the photos from each photo shoot. Options for viewing photographs may include looking at photos on a computer in the classroom or school computer lab, examining the photos directly on the digital camera screen, or viewing photos that have been printed.

If students have access to computer programs that allow image manipulation, such as Photoshop, scholars may also instruct students on how to manipulate and change images using these programs.

Classroom Computer: Students upload their photos from the memory card and view the pictures on the computer monitor in the classroom. If possible, students should save their favorite photos to be used for later activities.

School Computer Lab: The host teacher will need to set aside time to use the computer lab for the project. The scholar or school technology director may need to assist with introducing how to upload photos from the memory card on to the school computers. Students should save their favorite photos to be used for later activities.

Scholar Laptop: If the school can not provide computers or the school computers do not have the necessary programs to upload and view images, the scholar may choose to bring in a laptop for the project. Students can view and manipulate images as a class activity or in small groups.

Digital Camera Viewfinder: Students can view the image on their digital cameras and engage in small group discussions. The scholar or host teacher may be required to collect the memory cards at the end of each photo shoot to upload the photos on a computer.

Prints of Photos: If access to a computer is not available in the classroom, the scholar or host teacher may choose to print out the photos in color or black and white. Photos can be developed, printed from a computer on photo paper, or printed on regular copy paper in black and white. If the students are using 35M cameras, the images can be saved on a CD when taken to most photo developing businesses. If students are viewing printed photos, students should engage in whole-class discussions at the beginning of the lesson following the photo shoot.

Picturing Peace Photo and Video Release Form

ENGLISH

I give my permission for _____ to be
(first and last name of student)
photographed and/or videotaped while participating in the *Picturing Peace*
project. I understand that any such photos or videotape will be the property of
ArtsBridge America at _____ University, and may be used
only for the purpose of documenting or publicizing the *Picturing Peace* Program.

Signature of parent or guardian

Date

School Name

Teacher Name

ESPAÑOL

Yo permito que _____ tome fotos y/o película de _____
(nombre de la universidad) (nombre del/de la estudiante)
mientras él/ella está participando en las clases del programa de *Picturing Peace*.
Entiendo que las fotos y el video son la propiedad de ArtsBridge America de _____
_____ y que solamente serán
(la universidad)
usadas para el propósito de documentar o publicar el programa de *Picturing Peace*.

Firma del padre o del guardian

Fecha

Nombre de la Escuela

Nombre del maestro

Please return *Picturing Peace* pupil photo and video release forms to:

**ArtsBridge America
Lawrence University, P.O. Box 599, Appleton, Wisconsin, 54912-0599**

Using the Picturing Peace Website

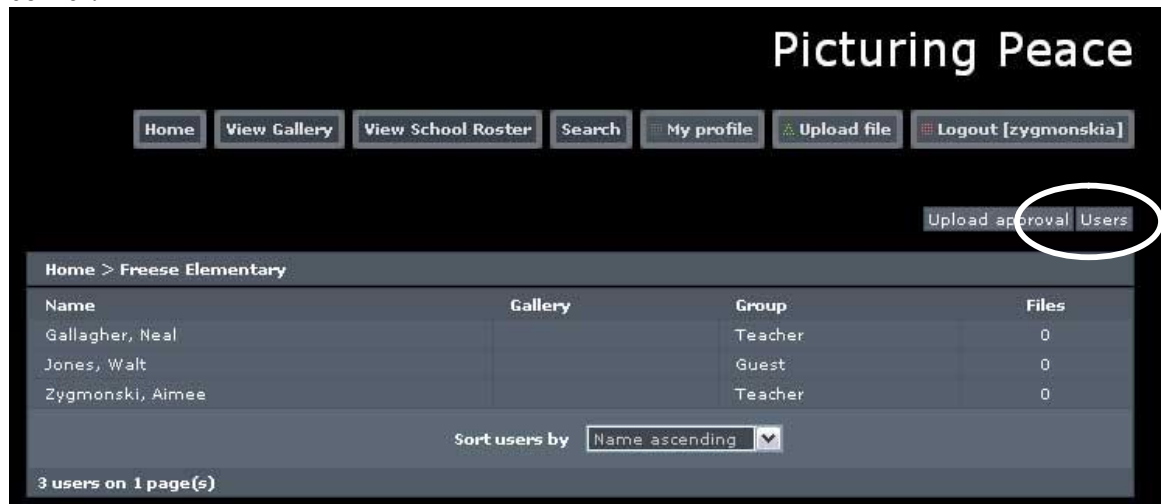
Picturing Peace URL: www.picturingpeace.org

Please contact the ArtsBridge America Office at Lawrence University to request a teacher or scholar username and password.

ArtsBridge America
Lawrence University
PO Box 599
Appleton, WI 54912-0599
(920) 832-6523

Adding a User

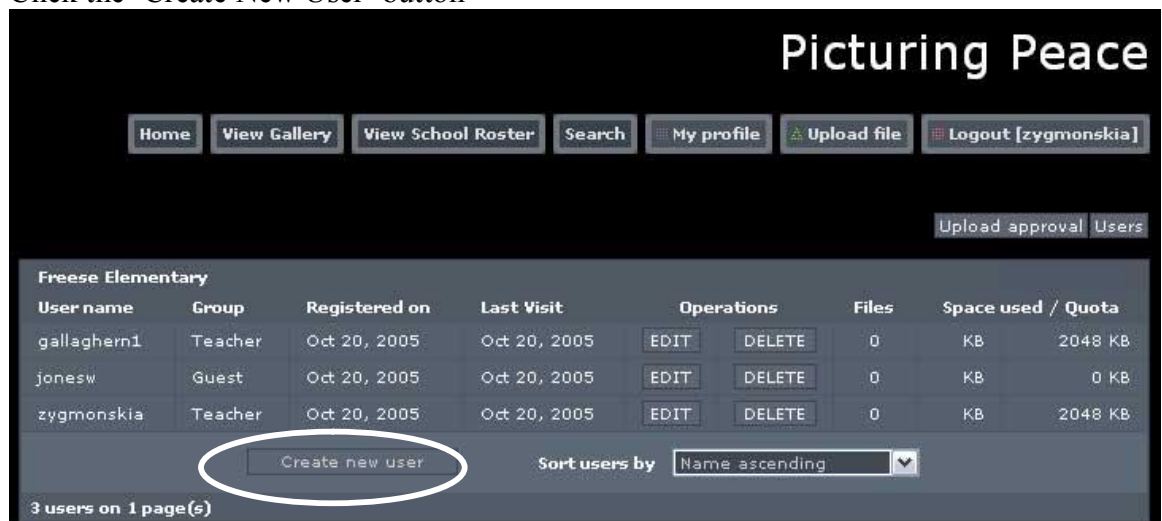
1. Click the “Users” link that is just below the “Logout” button in the top right corner.



The screenshot shows the Picturing Peace website interface. At the top right, there is a navigation bar with buttons for Home, View Gallery, View School Roster, Search, My profile, Upload file, and Logout [zygmonskia]. Below the Logout button, there are two more buttons: Upload approval and Users. The Users button is circled in red. Below the navigation bar, there is a breadcrumb trail: Home > Freese Elementary. A table lists users with columns for Name, Gallery, Group, and Files. The table contains three rows: Gallagher, Neal (Teacher, 0 files), Jones, Walt (Guest, 0 files), and Zygmonski, Aimee (Teacher, 0 files). Below the table, there is a 'Sort users by' dropdown menu set to 'Name ascending' and a footer indicating '3 users on 1 page(s)'.

Name	Gallery	Group	Files
Gallagher, Neal		Teacher	0
Jones, Walt		Guest	0
Zygmonski, Aimee		Teacher	0

2. Click the ‘Create New User’ button



The screenshot shows the Picturing Peace website interface. At the top right, there is a navigation bar with buttons for Home, View Gallery, View School Roster, Search, My profile, Upload file, and Logout [zygmonskia]. Below the Logout button, there are two more buttons: Upload approval and Users. Below the navigation bar, there is a breadcrumb trail: Freese Elementary. A table lists users with columns for User name, Group, Registered on, Last Visit, Operations, Files, and Space used / Quota. The table contains three rows: gallaghern1 (Teacher, Registered on Oct 20, 2005, Last Visit Oct 20, 2005, Operations EDIT, DELETE, Files 0, Space used / Quota KB / 2048 KB), jonesw (Guest, Registered on Oct 20, 2005, Last Visit Oct 20, 2005, Operations EDIT, DELETE, Files 0, Space used / Quota KB / 0 KB), and zygmonskia (Teacher, Registered on Oct 20, 2005, Last Visit Oct 20, 2005, Operations EDIT, DELETE, Files 0, Space used / Quota KB / 2048 KB). Below the table, there is a 'Create new user' button circled in red, a 'Sort users by' dropdown menu set to 'Name ascending', and a footer indicating '3 users on 1 page(s)'.

User name	Group	Registered on	Last Visit	Operations	Files	Space used / Quota
gallaghern1	Teacher	Oct 20, 2005	Oct 20, 2005	EDIT DELETE	0	KB 2048 KB
jonesw	Guest	Oct 20, 2005	Oct 20, 2005	EDIT DELETE	0	KB 0 KB
zygmonskia	Teacher	Oct 20, 2005	Oct 20, 2005	EDIT DELETE	0	KB 2048 KB

3. Fill 'First Name' and 'Last Name' fields, then click 'Modify User'

Upload approval Users

Modify user

First name

Last name

User is active

User group

School

User Bio

User email

User web site

Notes

- If you don't want to change the current password, leave the "password" field blank.

Modify user

4. The username and password are generated.
Write down the username and password or print out this screen

Picturing Peace

Home View Gallery View School Roster Search My profile Upload file Logout [zygmonskia]

Upload approval Users

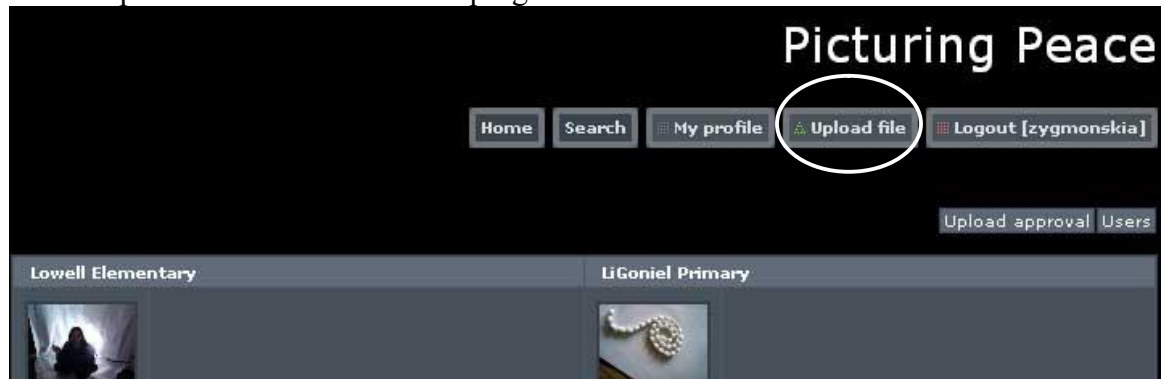
Account for First Last has been successfully created.

The username is: lastf
The password is: stalled

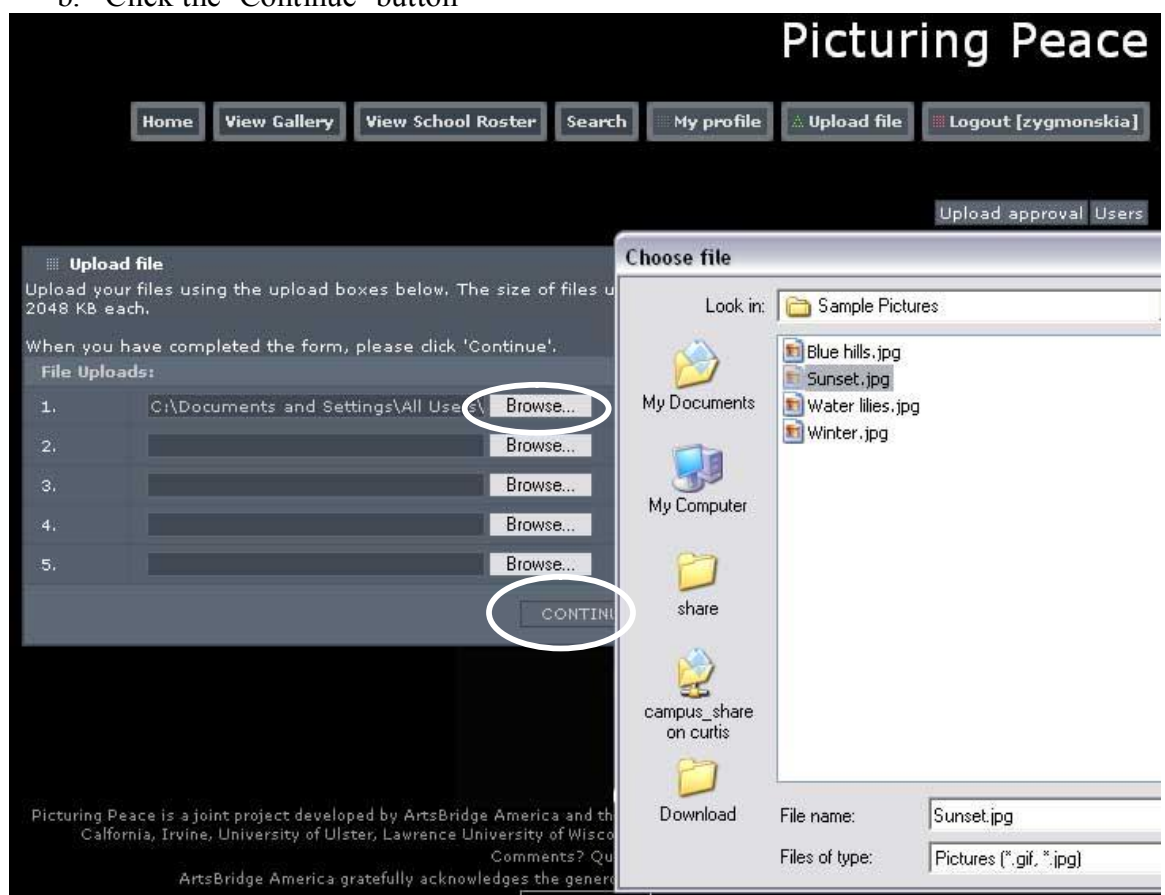
Note this password can be changed after logging into the Picturing Peace site.
Click on the My Profile link to change the password.

Loading a Photo

1. Click 'Upload File' button on the top right corner of the screen



2. Click 'Browse'
 - a. Locate the photo you would like to upload and click 'OK'
 - b. Click the 'Continue' button



3. Fill in desired information
 - a. 'Category' is the work with which this photo is associated
 - b. 'Associated text' is for the poem associated with this picture
 - c. 'Setting' is the physical location in which this photo was taken (Outside, Studio, etc.)
 - d. Click the 'Continue' Button

The screenshot shows the 'Picturing Peace' web application interface. At the top right, the title 'Picturing Peace' is displayed. Below the title is a navigation bar with buttons for 'Home', 'View Gallery', 'View School Roster', 'Search', 'My profile', 'Upload file', and 'Logout [campbell]'. In the top right corner of the main content area, there are links for 'Upload approval' and 'Users'. The main content area is titled 'Upload file' and features the 'ARTS BRIDGE AMERICA' logo with the tagline 'Transforming Lives Changing Worlds'. The file being uploaded is 'artsbridge_logo_150.jpg'. Below the file name, there is a message: 'Please place the files in albums at this time. You may also enter relevant information about each file now.' The form includes several fields: 'Album' (a dropdown menu showing 'St. Vincent Depaul Primary'), 'Picture title' (a text input field), 'Category' (a dropdown menu showing 'Peace'), 'Associated Text (Poems, picture description)' (a large text area), 'Emotional Context' (a text input field), and 'Setting' (a text input field). At the bottom of the form is a 'CONTINUE' button. White ovals are drawn around the 'Picture title', 'Associated Text', 'Emotional Context', 'Setting', and 'CONTINUE' fields, highlighting the areas where information should be entered.

Approving a Photo

1. Click the 'Upload Approval' button
2. The following screen will show all photos waiting for approval
 - a. Review the photo and information
 - b. Choose an option at the bottom of the page



3. Once approved, the photo will be visible in the Gallery

Other Actions

- Delete a user on the 'Users' Page
- Search for an image by title on the 'Search' page
- Change your password on the 'My Profile' page
- Edit students' profiles on the 'User' page
- See all students and the number of files they have uploaded on the 'School Roster' page

Acknowledgements

We gratefully acknowledge the following individuals, organizations and foundations that have supported the *Picturing Peace* project during the first three years.

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Steve Blodgett and Marsha Tuchscherer of Lawrence University Public Affairs provided valuable artistic expertise in the production of the Chicago and Appleton exhibition images. Donnie Sendelbach, Michael Corbett, Robert Lowe, Steve Armstrong, and Peter Gilbert of Lawrence University Library and Computer Services provided technical support throughout the website and online gallery design. We would also like to recognize the ArtsBridge scholars, host teachers, principals, and students from the following K-12 schools who participated in *Picturing Peace* projects from 2002-2006: Renaissance School for the Arts, Odyssey Charter Elementary School, Huegel Elementary School, Ligoniel Primary School, St. Vincent de Paul Primary School, Turtle Rock Elementary School, Lowell Elementary School, Golden Hill Elementary School, McFadden Intermediate School and Thurston Middle School.

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