# Unit: Rule of Thirds
**Lesson Plan 1- Introduction to Rule of Thirds, Dummy Objects, and Camera Angles**

**Daily Lesson Plan for:** Lori Kerzee

| Course: | Date: | Length of Class: |
|---|---|---|
| Video Production, Computer Graphic Design, Visual Art | TBA | 45 minutes |

**Topic of Lesson:  Introduction to the Rule of Thirds**

**Essential Question 1:** What is the "Rule of Thirds"?
**Essential Question 2**: How is the "Rule of Thirds" applied to create effective framing of photography and video? How does one use a grid as a framing tool?
**Essential Question 3:** How can we use an Alice virtual environment to explore camera placement demonstrate the Rule of Thirds? How can we align and program dummy objects and camera angles in Alice?

**Objective:  The student will be able to:**
- Explain the concept of the Rule of Thirds.
- Apply the Rule of Thirds to the frame and crop the viewpoint of photographs of various subjects, scenes, and angles.
- Explore camera placement and methods for framing camera angles in Alice.
- Program an Alice world to demonstrate the effective use of Rule of Thirds framing, while working with dummy objects in 3-D environments.

**Standards**:
**ISTE :** Standards 1, 2, 4, and 6 (see graphic at the end of this document);
**Ohio Technology Content Standards 9-12 (2003):** Standard 3: Technology for Productivity Applications- Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models;  Standard 4: Technology and Communication Applications- Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning. Benchmark A: Apply appropriate communication design principles in published and presented projects.;
**Ohio Visual Art Content Standards 9-12 (2003)** Benchmark A: 1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning. Benchmark B: 2. Use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas . 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines.

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## Materials:
1. Folder of images to use for pretest/posttest (a variety of subject matter including landscapes and portraits, uncropped).
2. Folder of images for in-class practice.
3. Photoshop and Alice software
4. Link to information about Rule of Thirds. http://www.digital-photo-secrets.com/tip/2742/why-does-the-rule-of-thirds-work/
5. Video demonstrations of the Rule of Thirds (such as https://www.youtube.com/watch?v=fSSOZxLnNyc)
6. Alice student file "Rule of Thirds Framing World STUDENT", featuring 4 scenes within an environment (students will set camera angles and drop dummys, programming methods to move from scene to scene simulating Rule of Thirds framing).
7. Alice teacher file "Rule of Thirds Framing World TEACHER", which is a finished example with methods for the instructor.
8. Handout for Alice activity (Rule of Thirds- framing scenes).

## Key Terms:
- Rule of Thirds
- Framing
- Grid
- Camera angles and shots (LS, MS, CU, ECU)
- Dummy objects in Alice
- Camera placement methods in Alice

## Procedure:
### Warm-up/Preparation for Learning:
1. As a warm-up activity/pretest, have students choose 3 images from the Rule of Thirds file and use Photoshop and the crop tool (previously covered) to crop the focal point into medium or close-up views of specific dimensions (such as 5x7, 4x3, depending on images).
2. Teacher accesses Youtube video links and opens example images on the board (person and landscape, uncropped/high-res long shots with grid layer).
3. Open Alice files- student "Rule of Thirds Framing World" and teacher copy for demonstration.

## Learning Activities: ( approximately 80 minutes/ 2 class periods)
1. Discuss essential questions.   Why is framing important in photography and video?   Does anyone know how to use the grid that is often included in camera options? How do you frame a person or landscape using Rule of Thirds? Ask students to demonstrate changing the POV using the sample images on the board.
2. Explain and clarify the concept of Rule of Thirds: http://www.digital-photo-secrets.com/tip/2742/why-does-the-rule-of-thirds-work/

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3. Show video lesson examples that demonstrate the use of Rule of Thirds. https://www.youtube.com/watch?v=fSSOZxLnNyc. Discuss.
4. Demonstrate and practice cropping on sample images in Photoshop. Students use Photoshop to practice framing using grid and Rule of Thirds on sample images in a variety of subjects and views- LS, MS, CU, ECU (NOT the same images as pretest).
5. Show students how to use guides to create a grid for reference.
6. Demonstrate in Alice (file: Rule of Thirds Framing World) how to set dummy objects and camera angles (manually and with methods). Then, pass out handouts with goals for students to complete the assignment. Students will move the camera and set dummy objects to frame a variety of shots (LS, MS, CU, ECU) in various scenes within the 3-D environment. Students will write methods that will move the camera from scene to scene within the environment, framing each shot to hold for 5 seconds.

## Closure/Reflection on Learning: (10 minutes)
1. Using the same images chosen for the pretest, crop using the new knowledge about the Rule of Thirds. Compare the images side by side. Does the post-test crop create a more dynamic framing?
2. Explain the purpose of dummy objects?
**3.** How might one create methods so that we don't see the camera shift between scenes in the world?

## Assessment/Evaluation:
Pre-test/ Post-test comparison;
Alice world- Placement of dummy objects, programming methods to frame each scene for 5 seconds using the Rule of Thirds.

**ISTE**
**Standards**

International Society for
Technology in Education

# ISTE Standards
## Students

## 1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression

c. Use models and simulations to explore complex systems and issues

d. Identify trends and forecast possibilities

## 2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

c. Develop cultural understanding and global awareness by engaging with learners of other cultures

d. Contribute to project teams to produce original works or solve problems

## 3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

d. Process data and report results

## 4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation

b. Plan and manage activities to develop a solution or complete a project

c. Collect and analyze data to identify solutions and/or make informed decisions

d. Use multiple processes and diverse perspectives to explore alternative solutions

*Standards referenced are from ISTE, due to the age of Ohio's Technology Content Standards (2003). The International Society for Technology in Education (ISTE®) is the premier nonprofit organization serving educators and education leaders committed to empowering connected learners in a connected world. ISTE serves more than 100,000 education stakeholders throughout the world.*

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## 5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

c. Demonstrate personal responsibility for lifelong learning

d. Exhibit leadership for digital citizenship

## 6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems

b. Select and use applications effectively and productively

c. Troubleshoot systems and applications

d. Transfer current knowledge to learning of new technologies

Connected learning.**Connected world.**™

iste.org/standards

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