

Ms. Lieberman

Unit: **COMPOSITION**

Lesson: **Rule of Thirds**

T: Welcome students at door

- Handout worksheet
- Technology integration - students email group project

Aim: How do we tell compelling stories using the "Rule of Thirds"?

Do Now: PPT - Show the class three images and ask;

- *How do these images make you feel? Explain and cite specific visual clues.*
 1. *We perceive images through our unique culture lens., our perspective of the world. Does your visual perception of the images change after we learn more about them?*
- All three are finalist in the [2016 ASME \(American Society of Magazine Editors\) Best Cover Competition.](#)

Common Core:

- RST.9-10.3. Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

<http://www.nationalartsstandards.org/> - Media Arts

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Refine and complete artistic work.
- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
- Anchor Standard 6: Convey meaning through the presentation of artistic work.
- Anchor Standard 7: Perceive and analyze artistic work.
- Anchor Standard 8: Interpret intent and meaning in artistic work.
- Anchor Standard 9: Apply criteria to evaluate artistic work.
- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: (Instructional Objectives: SWBAT:)

- (DOK1) Define composition
- (DOK1) Recognize the relationship between images and their emotional impact on viewers
- (DOK2) Identify and define the ‘rule of thirds’ (ROT)
- (DOK3) Differentiate between images, images that follow ROT and break ROT
- (DOK3) Draw conclusions between visual arts and cultural perception
- (DOK4) Connect the importance of using the visual language to communicating ideas in our modern world
- If students can use cell phones in class:
- (DOK4) Create images that follow and break the ROT

Essential Question:

How can we understand and use the concept of *the rule of thirds* to better communicate ideas and tell a visual story?

Mini-Lesson: Using Modeling - (Guided Practice, I do, we do, you do...)

- T - will share ***Do Now*** images and ask students to explain how the images make them feel and what visual clues achieve these goals.
 - *Review Do Now*
- T - will present ***PPT***, if technology is available
 - T - will provide S handout for assessment and collection if technology is not available
- T - will ***share key ideas related to composition:***
 - Powerful images are created with a combination of elements including composition, lighting, subject, and style
 - The “Rule of Thirds” is 1 technique that help us tell visual stories.
 - We also must consider;
 - Authenticity of the image - created or naturally occurring?
 - Cultural relevancy - is it current and relevant to society?
 - Relatable - does the image reflect our own experience(s)?
- T - will DEMO and/or show examples of the rule of thirds: ***The "Rule of Thirds" (ROT) can be defined as:***
 - A compositional technique for making interesting and dynamic images by placing the image slightly off-center or on the lines.
 - Encourages the use of negative space to create tension.
 - Creates a sense of direction and/or balance within an image.
- T - will DEMO ***how to identify an image that follows the rule of thirds:***
 - Divide your image into thirds horizontally and vertically,
 - Now you have a grid that contains 4 intersecting points.
 - These are called ***power points***.

- *You also have 9 equally spaced sections.*
 - Place the image slightly off-center or on the lines.
- T - how to identify images that break the rule of thirds:
 - Emphasize symmetry within an image
 - Create a feeling of confrontation within an image
- T - will DEMO and/or show examples of breaking the rule of thirds
 - [Wes Anderson Centered Video](#) - breaking the rule of thirds
 - [Mr. Robot](#) - following the rule of thirds
- T - will assist S when necessary during research/production
- T - will review the group practice assignment
- S - will be asked to email work to; ilieberman@schools.nyc.gov

Group Practice: S will work in small groups of 2 - 3 students. Peer to peer collaboration. S can act as subjects and work with each other to best prepare images for the assignment. S will share work with each other and reflect on the comments of their peers before submitting.

Option 1: Group Practice: Please use your cell phone to make images that use and break the “Rule of Thirds”. Buddy up with a friend if you do not have a phone.

1. Optional: In camera mode > turn grid on
 - a. [iPhone](#) howcast 00:48
 - b. Android > open camera app > tap settings icon > scroll down > tap grid lines
2. Students will collaborate in small groups of 2 - 3,
 - a. Create 2 images that **follow** the “Rule of Thirds”.
 - b. Create 2 images that **break** the “Rule of Thirds”.
3. Be prepared to share your work with the class
 - a. If time permits, submit images with your name and group members to email; ilieberman@schools.nyc.gov

Option 2: If S have access to computers only;

- S - will be asked to:
 - locate 2 examples of images that utilize the rule of thirds
 - locate 2 examples of images that break the rule of thirds
- S - will be asked to label and describe each image;
 - for example, image 1 follows the rule of thirds because.... or image 2 does not follow the rule of thirds because...
- S - will be asked to email the work when complete, subject heading; ROT or *Rule of Thirds*

Option 3: If S have no access to technology;

- S - will work in groups of 3 / 4
- S - will review images provided or draw images

- S - will be prepared to share out their findings, either the images follow ROT or break ROT - ROT or *Rule of Thirds*

Differentiation:

- Group choice for class exercise / project
- Peer sharing
- In camera grid option
- Worksheet serves to help students reflect and take notes
- Reaching S through different learning sensory styles

Check for Understanding: T will circulate around the room

- T - ask S to explain the difference between an images that uses the rule of thirds and an images that does not use the rule of thirds
- T - have S explain why one might use the rule of thirds
- T - ask S to give a “thumbs up” if they understand the individual practice
- T - will do a visual assessment of individual student assignments emailed/printed
- T - encourages S to continue their Projects (when applicable)

Wrap-Up Share (Assessment & Summary Review):

- **T will collect worksheets**
- T - ask S to explain / define the rule of thirds / grid / breaking the rule of thirds
- T - ask S share their work examples with their peers
- S - should be prepared to show work to their peers and email if possible
- T- will collect email student examples or handout sheet, depending on technology available

Homework or Independent Practice:

Students will be asked to create or find three examples of images from a magazine that illustrates the rules of thirds, or break the rule of thirds. Students can share them via email; ilieberman@schools.nyc.gov

Reference:

- <http://www.magazine.org/asme/magazine-cover-contest/past-winners-finalists>

Filmmakers who use symmetry:

- <http://www.provideocoalition.com/from-kubrick-to-anderson-one-point-perspective/>
- <http://www.photographymad.com/pages/view/rule-of-thirds>
- <http://www.cambridgeincolour.com/tutorials/rule-of-thirds.htm>

Visual Perception and culture:

- <http://www.simplypsychology.org/perception-theories.html>
- <http://web.mit.edu/allanmc/www/socialperception14.pdf>

Link between visual perception and language:

- <https://www.bonnieterrylearning.com/research/learning-styles/visual-perception/>

- <http://www.eltnewsletter.com/back/Feb2001/art482001.htm>
- <http://www.cs.indiana.edu/pub/gasser/Playpen/TR1/tr/node12.html>

Language and color

- <https://www.sciencedaily.com/releases/2008/04/080407201846.htm>

DOK

- <http://dmfa3ba8wpmh6.cloudfront.net/2b/5b/3506f0e44276a5317c442c557734/screen-shot-2016-08-08-at-53359-am.png>
- <https://theteachablemoments.files.wordpress.com/2012/03/depth-of-knowledge.jpg>

Storytelling

- <http://curve.gettyimages.com/article/the-power-of-visual-storytelling>
- <http://www.copyblogger.com/rule-of-three/>