

OHIO 4-H MASTER PROJECTS



The second, fifth, and sixth images above are by 4-H member Chad House.

4-H 589M

Photography Master

By Chad House, Member, Franklin County, 4-H Youth Development and Patty House, Extension Educator, 4-H Youth Development, Ohio State University Extension. Reviewed by William Henderson, Faculty Emeritus, Ohio State University Extension, and by Erin Pence, Professional Photographer and former 4-H Member, Shelby County, OH.

This Photography Master Project is for members who want to specialize in a specific type of photography and/or develop photography skills beyond those offered in other photography projects. Members who complete this project should have enough photography experience to plan and complete this advanced-level project on their own with minimal supervision or assistance.

NAME _____

AGE (as of January 1 of the current year): _____

COUNTY: _____

CLUB NAME: _____

ADVISOR: _____



THE OHIO STATE UNIVERSITY
COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES



ohio4h.org

CFAES provides research and related educational programs to clientele on a nondiscriminatory basis. For more information: go.osu.edu/cfaesdiversity.

Project Guidelines

1. Plan, execute, and evaluate at least one photography project. What you do should be different from what you can do within the guidelines of other 4-H photography project categories, or require specialized or professional level skills to complete it (beyond what would be expected in other photography projects).
2. Take part in at least two learning experiences, as outlined and planned in section 2.
3. Take part in at least two leadership/citizenship activities, as outlined and planned in section 3.
4. Explore career opportunities in which you might apply or use what you learn by completing this project, as outlined in section 4.
5. Keep records of what you do, when you do it, how much you spend, and what you learn as you complete the project.
6. Create a portfolio that features your work in this project, including images that show what you are learning.
7. Take part in a judging activity to evaluate the results of your project with someone else. The judging activity could be a simple discussion with your 4H advisor about what you did particularly well with your project, and what you might like to do better next time, or it could be a more complex activity such as participating in your county's 4-H photography judging to see how the results of your work compare with those of other members enrolled in the Photography Master project.

Section 1: Planning What to Do and Doing What You Plan

To complete this project, you should plan, execute, and evaluate at least one photography project. You can also do lots of other things. Whatever you do should be different from what you can do within the guidelines of other 4-H photography project categories, or should require specialized or professional level skills to complete (beyond what would be expected in other 4-H photography projects). Here are a few examples of the many things you can do for your Photography Master project:

- Create a collection of images illustrating a “picture story” or a “documentary” with print or digital images.
- Learn how to use a photo editing program to assist with your photography.
- Experiment with a variety of lighting intensities and angles, and apply your new knowledge to your photography.
- Learn how to use manual settings on your camera to your advantage. An example would be experimenting with night time photography.
- Learn to see in black and white and explore how removing color changes the mood, the focus, or even attractiveness.
- Explore creative photography techniques such as selective focus, enlargement, 3-D anaglyphs, digital infrared, digital pinhole, Polaroid transfer, tilt-shift, light painting, light graffiti, etc.
- Select a type of photography (i.e., portrait, wedding, baby, landscape, sports, fashion, etc.) and explore the skills and equipment needed to be successful. Create a photo portfolio from your chosen photography type.
- Make a collage of at least nine images you photograph with the same overall theme using different camera angles.

These are just “starting place” ideas. The whole notion of a master project is to decide what *you* want to do. Just make sure what you plan is different from what you could do in other photography projects, and do what best suits you and your family’s needs and interests. This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used. Be sure to enroll in 4-H and register your project with your Extension office each year.

Before deciding for sure what you want to do or make for your project, complete the following:

- Discuss your ideas with family, friends, and your 4-H advisor.
- Talk with someone who has done something similar to what you are planning, and ask for tips and advice.
- Check out books about your topic at the library before you begin.
- Visit websites that provide more information about what you plan to do.
- Check your county’s project guidelines (if any) for additional requirements, especially if you choose to participate in county project judging or prepare an exhibit for the fair.

NOTE: The focus of the 4-H Photography Day at the Ohio State Fair is on “images captured from life” by film or digital cameras, processed, printed, mounted, and displayed as two-dimensional prints. Youth with projects related to videography, development of video gaming images, or other digital animations or crafted images should participate in Self-Determined Project Day using 365 *Self-Determined Project Guide*.

My Photography Master Project Plan

Use this table to outline your goals (what you want to do in your project), plan the specific steps you need to take to accomplish those goals, and record when each one is completed.

Goals	Objectives	Dates

Section 2: Project Learning Experiences

Learning experiences are organized programs or events in which you learn with other people about things related to your project, beyond what you would by yourself. Choose **at least two** learning experiences from the list below (or create your own). Write them in the table below. Record your progress by asking your project helper to initial next to the date when each one is completed. You may add to or change these activities at any time.

- Enter one or more of your photos in a photography contest. Check out opportunities online, in photography magazines, through camera companies, county fair, local art museums, etc.
- Compare features of cameras and photo editing tools, conduct a web search and/or visit two or more stores to compare prices and services.
- Tour the photography exhibits of a local art museum or gallery.
- Mentor or shadow a photographer.
- Enroll in an on-line or classroom photography or photo editing course.
- Submit a photo and caption or story to your local newspaper or County Extension Office for publishing.
- Attend a workshop on a topic related to your photography project.
- Give a demonstration or illustrated talk on a photography topic to share your skills and knowledge with others.
- Participate in county judging with your photography project.

Learning Experiences (include location)	Date Completed	Project Helper Initials

Section 3: Leadership/Citizenship Activities

Leadership/citizenship activities provide opportunities for 4-H teens to live the 4-H pledge—by using their heads, hearts, hands, and health to think clearly, promote loyalty, provide service, and live better to improve their clubs, communities, country, and world. Choose **at least two** leadership/citizenship activities from the list below (or create your own). Write them in the table below. Record your progress by asking your project helper to initial next to the date when each one is completed. You may add to or change these activities at any time.

- Offer to assist your local school, church, sports team, 4-H club, or other group by taking photos for a directory or other purpose, or assist the professional photographer hired by the organization.
- Encourage a friend or a younger person to join 4-H and take a photography project.
- Teach younger members how to take great photos and mentor them to project completion.
- Volunteer to take photos at club meetings and events to help the club historian document the 4-H club year.
- Contact a local charity to see if you could offer your photography skills to take photos to raise dollars (for example, picture pups).
- Invite a professional photographer to a club meeting or arrange for a field trip to a photographer's studio.
- Volunteer to take photos at a county 4-H event, fair, etc.
- Put together a 4-H video photo show to present at a county commissioner meeting, 4-H awards banquet, etc.

Leadership/Citizenship Activities	Date and Locations of Activities I Completed

Section 4: Explore Career Opportunities

One benefit of completing 4-H projects is that they give you a chance to think about and explore potential career opportunities. Many former 4-H teens use the skills and abilities developed in 4-H photography projects in their careers. Some have successful careers in portraiture (photographer of people), graphic design, photojournalism, photo editing, film-making, computer-aided design, web development, forensic investigation, and advertising. Photography is used in nearly every industry to document sports, war, travel, fashion, fine arts, weddings, medicine, science, government, archives, aerial views, wildlife, real estate, product catalogs, and more.

Even if you do not pursue a career in photography, your 4-H photography experience will be useful. You are likely to be the one who always has a camera to catch

special life moments. A photographer's creative eye is at the heart of every photo—it also helps one make even the simplest of creative choices, like what color to paint a room in your home. As a result of your photography experience, you look at many things in life from multiple perspectives, just as you have done through your camera lens.

Talk with a parent, project helper, or friend and brainstorm a list in the table below of at least three careers in which you could apply what you learn through this project. In the middle column, list the name of someone you know who could tell you more about that career. Select *one* of the people listed to interview them about their field and how to succeed in it. Summarize what you learned in the space below.

Related Career/Job Title	Person you could visit with who knows about the career	Date you visited ONE of these people about the career

What I Learned:

Section 6: Project Photos

Create a portfolio that features your work in this project, including, if applicable, images that show what you are learning. For each image, include a date and short description. (Digital portfolios, such as those shared on image sites and via social media, are acceptable but may be difficult to share at fair and in other venues.)

Section 7: Evaluating Your Results

Take part in a judging activity to evaluate the results of your project with someone else. The judging activity could be a simple discussion with your local 4-H advisor about what you did particularly well with your project and what you might like to do better next time, or a more complex activity such as participating in your county's 4-H photography judging to see how the results of your work compare with those of other members enrolled in the Photography Master project. To prepare for judging, evaluate what you did for your project by answering these questions:

1. Describe what you did for this project.

2. What led to this decision?

3. What did you do especially well in your project? What are the best parts of your project?

4. If you could improve anything about your photography, what would it be? What will you do differently the next time?

Date Judging Activity Completed: _____

Copyright© 2015, The Ohio State University

Ohio State University Extension embraces human diversity and is committed to ensuring that all research and related educational programs are available to clientele on a nondiscriminatory basis without regard to age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status. This statement is in accordance with United States Civil Rights Laws and the USDA.

Keith L. Smith, Associate Vice President for Agricultural Administration; Associate Dean, College of Food, Agricultural, and Environmental Sciences; Director, Ohio State University Extension; and Gist Chair in Extension Education and Leadership.

For Deaf and Hard of Hearing, please contact Ohio State University Extension using your preferred communication (e-mail, relay services, or video relay services). Phone 1-800-750-0750 between 8 a.m. and 5 p.m. EST Monday through Friday. Inform the operator to dial 614-292-6181.

