

Darkroom Review

Course/Grade Level: Photo II

STAGE 1: Identifying Desired Results

Big Ideas: Darkroom Technique Review

Enduring Understanding(s):

VA:Cr2.2.IIIa: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question(s):

VA:Cr2.2.IIIa: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

Standard(s):

VA:Cr2.2.IIIa: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

STAGE 2: Assessment Evidence

Knowledge Goals

Student will be able to work in darkroom and use knowledge from the demo to produce prints and quality work throughout the semester through a series of trial and error.

Skills Goals

Student will create a contact sheet of their latest roll of film.

Student will utilize the darkroom techniques to make final prints. This includes making use of test strips for testing exposure before making a final print.

Performance Assessment

Student will produce five, 5"x7" prints and choose one, 8"x10" photo for a total of six photos from their roll of film. Prints will be assessed on the accuracy of exposure, range of black and white, and focus of negative.

Student will be assessed on work ethic in darkroom, proper use of materials and chemicals, and cleaning up their own space.

STAGE 3: Learning Plan

Day 1:

Ask: When was the last time you had Photo I and worked in the darkroom?

Students have a variety of background knowledge coming into this class. Some just had Photo I last semester and for others, it's been three years. In order to get up to speed, I plan to review the techniques and move right on to making prints. Students are encouraged to take notes, so that they can take responsibility for the information that I review with them.

First I will give each student their photo paper envelope and divide up photo paper for the next assignment.

Paper:

- 7 - 5x7, pearl
- 2 - 8x10, pearl
- 2 - 8x10, glossy (contact sheets)

Enough room for a few mistakes, but the goal is to use test strips to avoid that.

Go over what is at each station:

- aprons - wear them!
- blue bins contain: grain magnifier, cardboard, microfiber cloths, dodge/burn tools
- print easel/show where contact presses are (be careful, these are heavier and made of glass)
- plastic tray - used for test strips, not clean final prints
- set big timer for amount of time before clean up – 7 minutes in wash

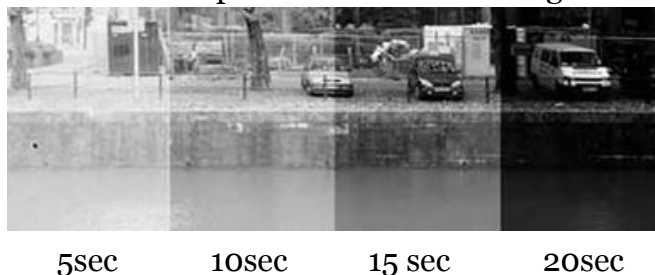
Ask everyone to join me by the demo enlarger. Turn light on the lowest setting (show the difference). Make sure filter and negative carrier areas are shut when light is on so as to not flood the darkroom with light. Show them how to adjust elevation handle for size of print, then adjust focusing knob to bring light/negative into focus.

How to make a Test Strip

- Set aperture (lowest light first) – turn light off. Get test strip and put on easel.
- Set timer to 5 seconds (can be more or less). Explain timers are different on each side of darkroom.
- Make a TEST:
 - Hold cardboard over the image so that light is blocked off from $\frac{3}{4}$ of the strip of paper. Expose (5 sec).

- Move cardboard so that light is blocked off from 1/2 of the paper. Expose.
- Move cardboard so that light is blocked off from 1/4 of the paper. Expose.
- Remove cardboard completely. Expose.
- Put through chemicals (review times and procedures)–
 - **Developer:** completely submerge – 2 Minutes – makes latent image visible
 - **Stop Bath:** 30 seconds – stops the developer & conserves the fixer
 - **Fixer:** 3 minutes – flushes away the unexposed crystals, makes image permanent
 - **Wash:** 7 minutes – cleans off remaining chemicals
 - Bring out after it's been in wash for a minute to EXAMINE in regular light. We don't want to guess in the darkroom. Then ask students to see if they know the following:
 - If it turns black? too much light, reduce brightness or time
 - If it stays white or light gray? too little light, increase brightness or time
 - If you have a good range of value then ...record settings and make a print
 - If you want to keep test strip, then return it to the wash for full time.

* Your test strip should look something like this:



If there is time have students make a Contact Sheet test:

1. Set aperture
2. Set timer to 10 seconds
3. Make a TEST first – choose the row most like the others
 - In a contact press, place test strip paper under a row of negatives - sandwich under the glass
 - Expose it to 10 seconds of light
 - Put through chemicals
 - EXAMINE – adjust as necessary
 - If it turns black – too much light, reduce brightness or time
 - If it stays white/light gray – too little light, increase brightness or time
 - If you can see well most of the images, then make a FULL contact sheet

From your contact print you will choose which pictures you will print larger!

The other half of the class has done this demo on Friday and there was not enough class time to make their own prints. So we will likely return to the darkroom on Tuesday.