

# Photography Record

Photos and Questions: Unit 3  
Next Level Photography



## 2025-2026

<b>Project:</b>	<b>Name:</b>
<b>Unit Number and/or Title:</b>	<b>4-H Club:</b>
<b>Year in this Project:</b> (include current year)	<b>County:</b>
<b>Age Group (check one):</b> <input type="checkbox"/> Junior (8-10) <input type="checkbox"/> Intermediate (11-13) <input type="checkbox"/> Senior (14-18)	
<b>Birthdate:</b> (mm/dd/yy)	
<b>4-H Age:</b> (As of December 31 of the current 4-H year)	

*Project and exhibit guidelines for each project are listed in the State Fair Exhibit Requirements available on the web at [Colorado4h.org](http://Colorado4h.org).*

*I declare that the information in this book is correct, and all 4-H requirements have been completed to the best of my knowledge. **(This should be signed at the end of the project.)***

Member's Signature	date
Leader's Signature	date
Parent/Guardian Signature	date

Colorado State University, U.S. Department of Agriculture and Colorado counties cooperating. To simplify technical terminology, trade names or products and equipment occasionally will be used. No endorsement of product names is intended nor is criticism implied of products not mentioned.

Colorado State University Extension is an equal opportunity provider. Colorado State University does not discriminate on the basis of disability and is committed to providing reasonable accommodations. CSU's Office of Engagement and Extension ensures meaningful access and equal opportunities to participate to individuals whose first language is not English. <https://col.st/OWMJA>

Colorado State University Extension es un proveedor que ofrece igualdad de oportunidades. Colorado State University no discrimina por motivos de discapacidad y se compromete a proporcionar adaptaciones razonables. Office of Engagement and Extension de CSU garantiza acceso significativo e igualdad de oportunidades para participar a las personas quienes su primer idioma no es el inglés. <https://col.st/OWMJA>

# Project Goals

*(To be completed at the first meeting or at the beginning of the 4-H year.)*

Identifying goals and how you are going to reach those goals is important to help you become more skilled and knowledgeable about your project. Personal goals are statements that indicate what you want to achieve or improve upon. You might begin by asking yourself, "What do I want to accomplish this year by taking this project?" Answering that question will help you identify your annual personal goal(s). Once you decide on a goal, then you need to plan a "To Do" list. You might think of this "To Do" list as those things you can learn or do to help you reach that specific goal. **\*Remember to use complete sentences.**

In the space provided below, **Junior members must record at least one project goal. Intermediates – at least two goals, and Seniors – at least three goals.** For each goal listed, members must record at least three "To Do" items that would help them to accomplish that goal. If you have more than three goals, insert additional copies of this page as needed.

For example, a Junior member taking a woodworking project might write:

*Goal 1: Learn to sand and finish a wood piece.*

*"To Do" list: 1) Learn to operate and maintain block sander. 2) Observe a knowledgeable woodworker in action. 3) Visit a furniture factory to see how sanding and finishing is done. 4) Tell my parents that I want to do my own work in preparing my project for exhibit.*

Goal 1:
"To Do" list to reach the goal:
Goal 2:
"To Do" list to reach the goal:
Goal 3:
"To Do" list to reach the goal:



## How I Participate in 4-H!

Categories of Participation	Total This Year	Description/Project Title
<b>What 4-H projects are you taking this year?</b>		
<b>What activities helped you learn the skills for this project?</b> (project meetings, workshops, classes, contests, etc.)		
<b>What leadership development experiences did you participate in?</b> (club/district/state/officer, committee chair, LDC, CLC, YouthFest, State Conference, Jr./Teen leader, pledge leader, etc.)		

4-H	Date	Hours	Activity/Title	Location
<b>Citizenship/ Community Service</b>				
<b>Demonstrations/ Presentations/ Speeches</b>		N/A		
		N/A		
		N/A		

## Project Expense and Income/Value

*Expenses: **Juniors only**, figure the cost of the specific ingredients and materials used for your final exhibit item or display board. Label the item "Exhibit" or "Board". You can add a more specific name. **Intermediates/Seniors**, list items **purchased** this year for your project, such as tools, ingredients, class fees, etc. (More pages can be added if needed.)*

Item	Project Expenses
	\$
	\$
	\$
	\$
<b>TOTALS</b>	\$
<i>Income or Value: <b>Intermediates/Seniors Only</b> 1. List practice items you made-like cakes, cookies, bags, room decorations—and estimate the value by comparing it to a similar item you could buy. 2. Record the value of your exhibit item by comparing it to a similar item you could buy. <b>Display boards have no value.</b> 3. Record the amount of money you received for any items you <b>sold</b> as Income.</i>	<b>Income or Value</b>
	\$
	\$
	\$
<b>TOTALS</b>	\$

## Return on Investment

### Intermediate and Senior Members

Every day we make decisions about where to spend our time and money and what activities we want to continue. Ask yourself: How did I benefit from this project? What knowledge and skills did I gain from the project? Did I enjoy it? Was it worth the expense? Could I spend money more wisely the next time? Is it worth doing again? Do I want to learn more?

1. What knowledge and skills did you learn that you can use again?

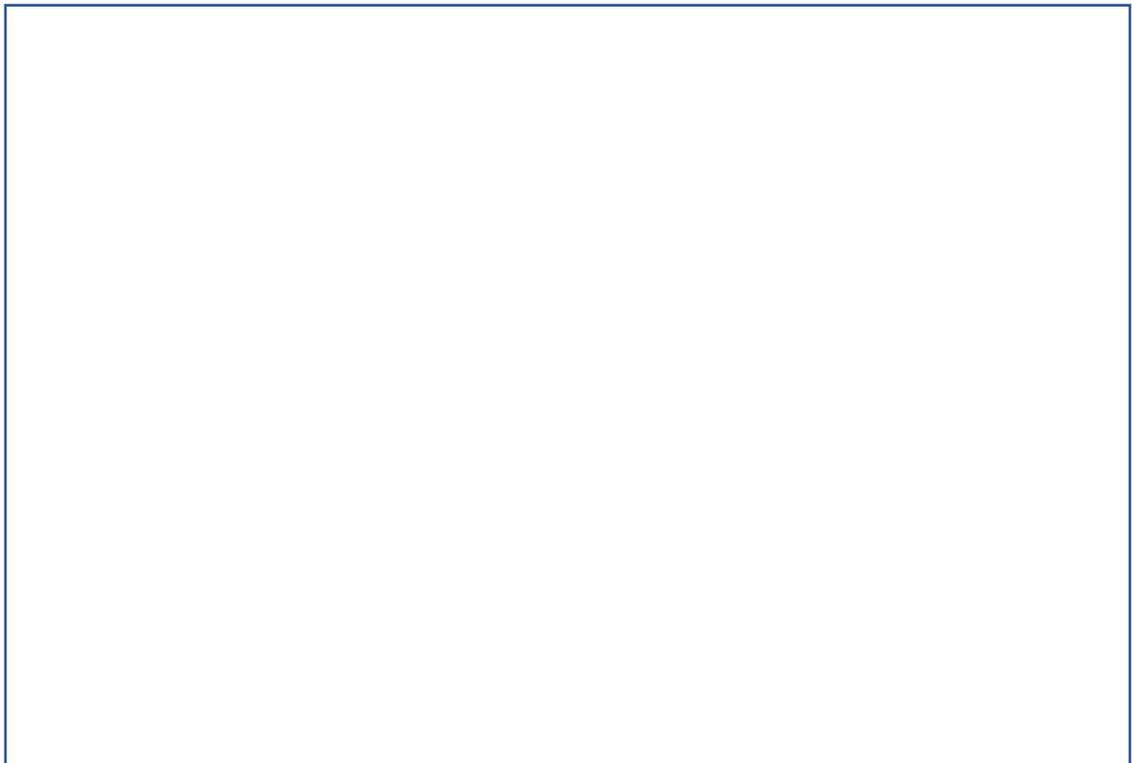
2. How could you use your new skills to save money or to make money?

3. If you made a product to sell, how would you decide a price for your product?

# Photography Journal

## My Favorite Photo

Attach your favorite photograph below and write a caption underneath it.



Please label all photos in this journal as follows:

- Camera Used
- Activity # and Page #
- Subject
- Date photo was taken

## Activity 1 – Selecting a Lens

Use two different lenses for this activity. Choose 2 photos and attach to pages behind this page.

- Photo 1 & 2: 2 photos using different lenses for each photo.

Please answer the following activity question:

1. Try other lenses and tell how they improved or changed the scenes that you were shooting.

## Activity 2 – Special Effects

Make some filters for your camera using the suggestions on page 16 of your manual and try some of the filters available on your phone or computer software. Choose 2 photos and attach to pages behind this page.

- Photo 1 & 2: 2 photos using (2) special effects from the suggestions on page 16 or special effects lenses.

Please answer the following activity question:

1. What filters did you use and how did they change your photos? Did you achieve the desired effect?

## Talking it Over

Instead of writing on pages 20 and 21 in your manual, please answer the following “Talking it Over” questions on this page based on photos taken for Activities 1 and 2:

**Share:** What did you learn about zooming in or using a special effect with your camera?

**Reflect:** What surprises did you create with your knowledge about zooming in or using filters?

**Generalize:** How can you enhance our photos with your new knowledge about zooming and using filters?

**Apply:** What are some of the situations and careers where using these new skills would be necessary to get great photos?



## Activity 3 – Lighting the Mood

Choose four different subjects. Choose from the following: landscape, buildings, monuments, people, still life, close ups for details. Use lighting to create a mood or communicate a feeling about each of your subjects. Choose 4 photos and attach to pages behind this page.

- Photos 1 & 2: Take 2 photos using hard light (example: direct sunlight or direct studio light)
- Photos 3 & 4: Take 2 photos using soft/diffused light (example: pre-dawn light or a cloudy day)

Please answer the following activity question:

1. Compare the series of photos. Which ones created the mood that you were trying to achieve?

## Activity 4 – Reflections

Take your camera outside and find reflective surfaces to create creative images. Use sources including polished metal, mirrors, windows, lakes, and puddles. Choose 2 photos and attach to pages behind this page.

- Photo 1 & 2: Choose your two best reflection photos that have good composition.

Please answer the following activity question:

1. What was your favorite part of taking photos with using reflections?



## Talking it Over

Instead of writing on pages 34 and 35 in your manual, please answer the following “Talking it Over” questions on this page based on photos taken for Activities 3-5:

**Share:** How did you use light to impact your photo? (no flash, reflections, “mood” lighting)

**Reflect:** Which lighting technique was your favorite and why?

**Generalize:** Lighting can communicate a mood. What else can you use in your photos to communicate a mood?

**Apply:** How do other artists communicate a mood in their works? For instance, a music composer? A dancer? A painter?



## Activity 7 – The Golden Photos

The Golden Triangle and the Golden Rectangle will help draw the viewer's eyes into the composition of the photo. Choose 2 photos and attach to pages behind this page.

- Photo 1: Photo demonstrating the Golden Triangle using transparent template
- Photo 2: Photo demonstrating the Golden Rectangle using transparent template

Please answer the following activity questions:

1. Which Golden rule was easier for you to work with? Why?

## Activity 8 – Different Viewpoints

Take photos of several subjects using at least three angles or viewpoints on each of them. Choose 3 photos and attach to pages behind this page.

- Photo 1-3: Photos that are of different subjects shooting from different angles or viewpoints

Please answer the following activity questions:

1. After taking several photos, which angles or viewpoints are typically your favorites and why?
  - a. Vertical or horizontal?
  - b. Standing up, crouching down, or getting up high?
  - c. Far away or close up?
  - d. Rule of Thirds, Golden Triangle, Golden Rectangle?
  - e. Clutter?
  - f. Perspective? Using something to show the real size of the subject?

## Activity 9 – The Space Tells a Story

In a picture, the positive space is the subject. The negative space is the empty or “unimportant” space. Choose 2 photos using composition elements and space in the photo to tell the story and attach to pages behind this page.

- Photo 1 & 2: 2 Photos using composition elements and negative space to tell the story

Please answer the following activity question:

Look at the photos and tell what the story was for each and whether your picture accomplished telling it without need for a caption.

Photo 1:

Photo 2:





## Talking it Over

Instead of writing on pages 56 and 57 in your manual, please answer the following “Talking it Over” questions on this page based on photos taken for Activities 6-10:

**Share:** Choose one photo and share the following as appropriate: the focal point, the rule you were trying to use, your use of positive/negative space, and/or the point of view.

**Reflect:** Choose your favorite photo and explain why it is a good example of using one of the Rules of Photography (the Rule of Thirds, the Golden Triangle, the Golden Rectangle).

**Generalize:** Create two of your own “Rules of Photography.” Why are these good rules to use?

**Apply:** Photographers take lots of photos to get a good one. What are some other activities or jobs that require patience and practice?



## Activity 12 – Panorama

Learn how to use your camera to capture a wide angle, panorama photo. Choose 1 photo and attach to the page behind this page.

- Photo 1: A panorama photo

Please answer the following activity question:

1. How did using the panorama style enhance your picture?

## Activity 13 – Expression Through Color

Color is one of the most important elements in a photo. Practice using monochromatic, contrasting, and complementary colors in your photos. Choose 2 photos and attach to pages behind this page.

- Photo 1: Photo that shows warm colors
- Photo 2: Photo that shows cool colors

Please answer the following activity questions:

1. Study the photos that you have taken. Which is your favorite photo? Why?
  
2. It is easier to see colors in an object if you know what to look for. Define these color related words:
  - a. Monochromatic:
  
  - b. Contrasting:
  
  - c. Complementary:
  
  - d. Warm colors:
  
  - e. Cool colors:
  
  - f. Primary colors:
  
  - g. Tertiary colors:
  
  - h. Neutral colors:
  
  - i. Value:
  
  - j. Hue
  
  - k. Saturation:

## Activity 14 – Pictures with a Purpose

Each photo in this activity should have a specific purpose behind it. They can be used to sell a product or promote an organization or event. Be sure to use the skills and techniques learned so far during your units to take quality photo for this activity. Choose 4 photos and attach to pages behind this page.

- Photo 1 - 4: Photos with a specific purpose

Tell the purpose and how your photo accomplishes the purpose for each of your four photos:

1. Photo 1:

2. Photo 2:

3. Photo 3:

4. Photo 4:

## Talking it Over

Instead of writing on pages 74 and 75 in your manual, please answer the following “Talking it Over” questions on this page based on photos taken for Activities 11-14:

**Share:** Choose your favorite photo and discuss how your new skills made it special. (Use of color? Bits and pieces? Panorama? Photo with a purpose?)

**Reflect:** Which of these skills was the most difficult to master? Why? (Use of color? Bits and pieces? Panorama? Photo with a purpose?)

**Generalize:** Which of your “Skill Building” photos would you describe as art? Why?

**Apply:** You have been practicing focusing in on the details of your photos. What are some other things that you do when it is important to focus in on the details?

# Display Photo

Matting adds dimension to compliment and accent the photo. Matting will help focus attention on the photos and add visual interest and balance to a layout.

Matting a photo means to put a border around it. Choose a color that brings out another color in the photo but that is different than the background color. Light matte colors will help lighten a dark photo and a dark mat color will make the colors look deeper and richer.

For your display for county and state fair, please select a photo that is either a 4" x 6" or 5" x 7" in size that is one of the photo techniques you are using within your unit. The maximum size for the matted photo will be 8" x 10".

These photos will be hung for display. Please attach string or some type of hanging mechanism for the photo to hang. Please do not put the photo in a frame.

Please attach to the back of your photo the following information:

- Member name
- Member county
- Subject
- Date photo taken
- Notes



## Goal Evaluation - How Did You Do?

Look back at the goals you listed on page two at the beginning of the year. How did you do? Did you meet the goals that you set for yourself on page two? List your goals below. Using a scale from 5 to 1, rate how you feel you did on each goal. Also, give a short explanation of why you think you deserve the rating you gave yourself. If you created more than three goals, insert additional copies of this page. **\*Remember to use complete sentences.**

### “How Did You Do?” Rating Scale

Extremely Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Extremely Dissatisfied
5	4	3	2	1

Goal 1:
Rate how you did (Circle):    5    4    3    2    1
Explanation:

Goal 2:
Rate how you did (Circle):    5    4    3    2    1
Explanation:

Goal 3:
Rate how you did (Circle):    5    4    3    2    1
Explanation:

## Photographs From Your 4-H Project

*A minimum of four pictures with a descriptive caption for each is required. Additional photos can be added. Pictures must be project specific. (These are photos of you working on your project, not the activity photos included above.)*

## 4-H Story

### Length and Format Guidelines

*You can type or hand-write your story. If you hand-write the story, use pencil or ink on lined white notebook paper.*

*If a computer is used to write the story, use plain white paper with no smaller than 12- point font.*

*Leave wide enough margins so the story can be read if inserted into a report cover.*

*Limit your story to a maximum of two (2) pages.*

*Story can be single or double-spaced as long as it does not exceed two pages.*

*Younger members may want to double-space their story so you can see what you are writing.*

*Be sure to use proper grammar and sentence structure.*

*Edit your story when finished. Check your spelling.*

*Have someone else read your story.*

The following questions may help you in composing a story specifically related to your project:

Why did you choose this project?

What would you do differently if you were to try it again?

What skills have you learned in the program?

Have your projects grown in size and scope?

Were any adults or other 4-H members especially helpful to you? How?

Has 4-H helped you become a better leader and citizen?

What has being a 4-H member meant to you?