PHOTOGRAPHY

PURPOSE
To evaluate each contestant’s preparation for employment and to recognize outstanding students for excellence and professionalism in the field of (still) photography.

First, refer to General Regulations, Page 9.

CLOTHING REQUIREMENT
For men: Official SkillsUSA white polo shirt with black dress slacks, black socks and black leather shoes.
For women: Official SkillsUSA white polo shirt with black dress slacks or knee-length skirt, black socks or black or skin-tone seamless hose and black leather dress shoes.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

ELIGIBILITY
Open to active SkillsUSA members enrolled in programs with photography as the occupational objective.

EQUIPMENT AND MATERIALS
This is a minimum required equipment list. Any additional accessories are acceptable and up to the discretion of the student (e.g., on-camera flash, reflector, additional lenses, etc.). The technical committee supplies systems for Printing, Portrait Studio, Troubleshooting, Color Correction and Job Interview sections. Remember that all equipment brought on the “field assignment” must be carried by the student and fit in shared bus seating (in essence, one medium to large camera bag).

1. Digital SLR with lens (ZLRs or compacts not accepted!)
2. Minimum: two batteries with charger
3. Minimum: two 4GB memory cards
4. USB card reader or camera USB cable
5. Jump drive (minimum 4GB)
6. Computer with USB drive (laptop recommended but not mandatory)
7. Computer loaded with Adobe Photoshop (version CS4 or higher)
8. Hand-held light meter
9. Two images for Print Competition (see guidelines in “Scope of Contest”)
10. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website: www.skillsusa.org/compete/updates.shtml

SCOPE OF THE CONTEST
The contest is defined by industry standards. The contest is divided into two parts: a written exam testing overall photographic knowledge and a skill performance.

Knowledge Performance
The contest will include a written knowledge exam that assesses the overall photographic knowledge through a series of multiple-choice questions.

Skill Performance
The contest will include a series of hands-on performance activities assessing overall photographic mechanics and techniques.

Contest Guidelines
The performance portion of the contest includes:
1. Field assignment that will require the skills to produce a contact sheet for judging
2. Conceptual assignment to evaluate artistic ability
3. Standard studio setup to evaluate understanding of artificial lighting
4. Digital editing session to evaluate the knowledge of manipulative techniques
5. Correction of color-shifted images for uniformity
6. Troubleshooting section to assess recognition of problems associated with digital imaging
7. Print competition of two submitted prints that follow the criteria listed in the standards and competencies section
8. Job interview to assess job preparedness

**Print Competition**

1. Each student will submit two photographs to be judged and displayed at the competition. Requirements for prints are as follows:
   a. Print size MUST be an 11"x14".
   b. All prints MUST be mounted to a 16"x20" black board with a 16"x20" black over matt.
   c. The total thickness of the finished piece may be no thinner than 1/8" and no thicker than 1/2".
   e. All prints must have a label placed on the back upper middle portion that includes the following information:
      1. Maker's name
      2. Instructor's name
      3. School name and address
      4. High school or college designation
      5. Maker's cell phone
2. These prints must be brought to the Tuesday meeting during the week of the contest. Prints received after this time will not be accepted.

**Standards and Competencies**

**P 1.0 — Apply and implement overall photographic knowledge through a multiple-choice written test**

1.1 Identify advancements in photographic history
1.2 Define a variety of camera functions
1.3 Explain studio lighting patterns and settings
1.4 Define a variety of digital photographic terms and terminologies

**P 2.0 — Apply the knowledge and skill needed to conduct a photographic field assignment and produce a contact sheet for judging (Digital SLR required)**

2.1 Demonstrate technical proficiency in the areas of proper exposure and focus
2.2 Demonstrate artistic ability through use of standard rules of art and design in the areas of rule of thirds, leading lines, texture and use of positive-negative space
2.3 Demonstrate an ability to follow a theme (e.g., “Life in Thirds,” “Leading Lines Go to Work,” etc.)
2.4 Choose correct paper and printer profiles when producing a contact sheet
2.5 Implement the skills needed to demonstrate an ability to follow guidelines and present an acceptable body of work

**P 3.0 — Apply the artistic techniques to manipulate multiple images in a free-form conceptual assignment**

3.1 Demonstrate the ability to use standard rules of art and design
3.2 Show an ability to conceptualize the relationship between multiple images to produce a single digital art piece
3.3 Show an understanding of digital editing software to achieve the desired results

**P 4.0 — Apply the knowledge and skill needed to create a standard studio portrait or commercial image**

4.1 Show an understanding of proper lighting patterns on a subject’s face in a head-and-shoulder portrait (e.g., Split, Rembrandt, Loop, Butterfly, etc.)
4.2 Demonstrate the ability to keep proper perspective on a commercial image
4.3 Demonstrate correct placement of main and fill lights
4.4 Demonstrate correct setting of main and fill lights (i.e., main light = f/8 and fill light = f/4)
4.5 Demonstrate understanding of correct camera settings (e.g., aperture, shutter speed, ISO, white balance, etc.)
4.6 Demonstrate the ability to correctly crop the image in-camera (e.g., head-and-shoulder cropping)
4.7 Demonstrate the ability to professionally pose a portrait subject
Demonstrate the ability to use creative compositional techniques in creating a commercial image

**P 5.0 — Demonstrate the ability to use a variety of manipulative tools in Adobe Photoshop to correct common imaging problems in digital photography**

5.1 Apply the knowledge of manipulating a digital image through several techniques including:
   5.1.1 Change orientation of an image
   5.1.2 Change size of an image
   5.1.3 Make tonal adjustments on image
   5.1.4 Reconstruct image
   5.1.5 Crop image
   5.1.6 Utilize layer masks
   5.1.7 Utilize modes
   5.1.8 Utilize profiles
   5.1.9 Save and name image

**P 6.0 — Apply and implement the knowledge and skill needed to balance a color-shifted image**

6.1 Manipulate a digital “test image” using various methods in Adobe Photoshop to match the RGB (red, green, blue) channels of the “target image”

**P 7.0 — Show the ability to identify common problems in the processing and printing of digital images**

7.1 Apply knowledge of troubleshooting digital images by distinguishing between a series of images:
   7.1.1 Identify over-exposure
   7.1.2 Identify blooming
   7.1.3 Identify aliasing
   7.1.4 Identify JPEG artifacts
   7.1.5 Identify noise
   7.1.6 Identify improper white balance
   7.1.7 Identify over-sharpening
   7.1.8 Identify color-fringing
   7.1.9 Identify posterization
   7.1.10 Identify under-exposure

**P 8.0 — Apply the knowledge and skill to submit two portfolio prints that are consistent with the following criteria:**

8.1 Meet required image size of 11”x14” (minimum) up to 16”x20” (maximum)
8.2 Show ability to present all prints mounted to a black 16”x20” foam core board
8.3 Show ability to use black over matt on each print.

Demonstrate technical proficiency through proper exposure, focus, etc.

Demonstrate artistic ability through use of standard rules of art and design such as rule of thirds, leading lines, texture and use of positive-negative space

**P 9.0 — Demonstrate the knowledge skills necessary for a job interview**

9.1 Present a résumé for the interview
9.2 Present a digital or print portfolio of photographic work
9.3 Demonstrate an ability to communicate knowledge of the field of photography
9.4 Demonstrate soft skills necessary for the workplace

**Committee Identified Academic Skills**

The technical committee has identified that the following academic skills are embedded in this contest.

**Math Skills**

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Use scientific notation
- Solve practical problems involving percents
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- Make predictions using knowledge of probability
- Make comparisons, predictions and inferences using graphs and charts
- Solve problems using proportions, formulas and functions

**Science Skills**

- Use knowledge of heat, light and sound energy
- Use knowledge of the nature and technological applications of light

**Language Arts Skills**

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
• Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information

**Connections to National Standards**
State-level academic curriculum specialists identified the following connections to national academic standards.

**Math Standards**
• Numbers and operations
• Geometry
• Measurement
• Problem solving
• Communication
• Connections
• Representation


**Science Standards**
• Understands the structure and properties of matter
• Understands the sources and properties of energy
• Understands the nature of scientific inquiry

*Source:* McREL compendium of national science standards. To view and search the compendium, visit: www.mcrel.org/standards-benchmarks.

**Language Arts Standards**
• Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
• Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
• Students use spoken, written and visual language to accomplish their own purposes

*Source:* IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.