

## NEBRASKA 4-H JUDGES TRAINING

# PHOTOGRAPHY

### JUDGE THE PHOTO, NOT THE CAMERA

For all levels and exhibits, youth may use any type of camera for their photography projects. This includes mobile/smart phones, tablets, computers, point-and-shoot, digital, film, or SLR. “Like a paintbrush or a pottery wheel, a camera is a tool used for creating art.” Your job is to judge the art, not the tool. Camera make and model information is required on data tags, and you may choose to make suggestions for alternative equipment to help youth improve their photos. However, it is important to remember that not all youth have access or means to acquire expensive equipment.

### PROJECT LEVELS

4-H projects are based on curriculum to ensure youth are receiving a positive and educational experience. Based on the [4-H Photography curriculum](#), Nebraska 4-H has three photography project levels:

- **Level 1: Photography Basics** - This is the beginning level for youth who are new to the art of photography. Keep in mind that youth may be using a camera for the first time! Youth should be exploring and practicing the basics of photography, including capturing photos that are not too dark or too light and holding the camera steady and straight.
- **Level 2: Next Level Photography** - This is the intermediate level for youth who are interested in studying photography beyond the basics. Level 2 exhibitors should be actively composing images and exploring the rule of thirds, the golden triangle, and the golden rectangle. Youth may be experimenting with lenses and filters, as well as using light effectively.
- **Level 3: Mastering Photography** - This is the advanced level for youth who are serious about studying photography in a more professional manner. Level 3 exhibitors must be exploring advanced techniques, skills, or equipment. This includes topics and equipment covered in the Level 3 project book. Youth may be using a smartphone camera app to make manual adjustments or making manual adjustments on an SLR camera. Photographers may be experimenting with freezing/blurring motion, low-light photography, studio portraits, still life photography, or artificial lighting. Youth might choose to explore astrophotography, underwater photography, or infrared photography.

### EXHIBITS

- **Portfolios** - A portfolio is a collection of a photographer’s best work. Portfolios may be presented in either print or digital formats. Printed portfolios should be in an 8.5”x11” three-ring binder or similar book format. Matting is not necessary. Digital portfolios may be presented online and must be exhibited with a single 8.5”x11” flyer that includes a link, URL, or QR code that takes users (judges and fairgoers) to the online portfolio. Each level has a specific number of required photos: Level 2 must have 5-7 images with at least 2 from the current year. Level 3 must have 9-11 images with at least 3 from the current year. The remaining images may be taken at any time during the member’s 4-H experience and may have been previously exhibited. Portfolios may include photos which are exhibited in other classes during the same year. Portfolios should not include data tags. Instead, portfolios must include the following supporting information:
  - 1-page maximum bio



- Table of contents
  - Year each photo was taken
  - Title for each image
  - Device make and model for each photo
  - Reflections for each photo including what new photography techniques or skills they were practicing when they took the photo, what makes the image successful, what could have been done to improve the image.
- **Displays** - Displays consist of three 4"x6" photos mounted on a single 11x14 black or white poster board. No foam core backing. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distract from the overall display. These numbers may be used to reference specific photos when completing the score sheet. No titles, captions, or stick-on numbers should be used. Photos may be vertical or horizontal. Three data tags are required; one for each image. Displays are encouraged for level 1 exhibitors. They are also accepted in Level 2 but not in Level 3.
  - **Prints** - Prints are 8"x10" photos mounted in an 11"x14" (outside size) mat with a sandwich backing. No foam core backing. Mat openings may be rectangular or oval. Photos may be horizontal or vertical. Prints require one data tag.
  - **Challenging Exhibits** - Challenging exhibits are intended to encourage creativity, problem-solving skills, and exploration of alternative applications and uses of photography. These exhibits require an intentional effort by youth with active planning and executing.
    - Level 2 Challenging Photo Exhibit – Pictures with a Purpose: Exhibit will include a series of three photos that show off a single product, organization, or event. Photo should be captured with the idea of being used in an advertisement or promotion. All three photos must capture the same product, organization or event. Exhibits will consist of three 4"x6" photos mounted on a single 11"x14" black or white poster or mat board. No foam core backing. Photos may be mounted vertically or horizontally. Three data tags are required; one for each image. Exhibit should be titled with the name of the product, organization, or event. Each photo should be numbered and captioned. Captions should provide context for the viewer – similar to photo captions you might see in a magazine or newspaper. Captions should be readable but not distracting.
    - Level 3 Challenging Photo Exhibit – Photo Joiner: Using Activity 13 as a guide, create a photo joiner. Joiners are created by photographing a single scene in small sections and then joining them all together, like solving a big puzzle. Photo joiners should include more than 15 separate photos. Recommended photo size is 3"x5" or 4"x6". Photos should be securely mounted to an appropriately sized poster or mat board (minimum: 11"x14"; maximum: 22"x28"). No foam core backing. A single data tag is required for the exhibit.





## DATA TAGS

Data Tags are required on all displays, prints, and challenging exhibits. Displays must have a data tag for each photo. Prints must have a single data tag. Level 2 challenging exhibits must have 3 data tags. Level 3 challenging exhibits must have one data tag. All data tags must be securely attached to the back of the exhibit. Data tags must be fully completed. Each level has a unique set of required information:

### Level 1 Data Tag

Name: \_\_\_\_\_ Age: \_\_\_\_\_ County: \_\_\_\_\_  
 Years in Photography: \_\_\_\_\_ Years in the Current Level: \_\_\_\_\_  
 Camera: \_\_\_\_\_ (brand make & model) \_\_\_\_\_ (digital or film)  
 Tell us about this photo (special equipment, techniques, subject, location, goals, etc.).  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Describe any edits or changes made to the picture using digital software.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Level 2 Data Tag

Name: \_\_\_\_\_ Age: \_\_\_\_\_ County: \_\_\_\_\_  
 Years in Photography: \_\_\_\_\_ Years in the Current Level: \_\_\_\_\_  
 Camera: \_\_\_\_\_ (brand make & model) \_\_\_\_\_ (digital or film)  
 Focal Length: \_\_\_\_\_  
 Type/Source of light: \_\_\_\_\_  
 Tell us about this photo. Include any special equipment or techniques used.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Describe any edits or changes made to the picture using digital software.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Level 3 Data Tag

Name: \_\_\_\_\_ Age: \_\_\_\_\_ County: \_\_\_\_\_  
 Years in Photography: \_\_\_\_\_ Years in the Current Level: \_\_\_\_\_  
 Camera: \_\_\_\_\_ (brand make & model) \_\_\_\_\_ (digital or film)  
 Focal Length: \_\_\_\_\_ Shutter Speed: \_\_\_\_\_ F Stop: \_\_\_\_\_ ISO: \_\_\_\_\_  
 Type/Source of light: \_\_\_\_\_  
 Identify advanced equipment, techniques, or manual adjustments used to capture this image.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Tell us about this photo.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Describe any edits or changes made to the picture using computer software.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## JUDGING

Score sheets will guide you through the judging process and ensure exhibits are judged consistently.

- **Presentation** - Ensure the exhibit is appropriately mounted and presented based on the class description and exhibit rules. Evaluate the exhibit’s professionalism by looking for excess glue, pencil marks, and overall tidiness. Check to make sure the exhibit has the appropriate supporting information (portfolios) and correct version, level, and number of data tags. Check that data tags are fully completed.
- **Appropriateness** - Determine if the photo is appropriate for the level and class. For portfolios, make sure they have the appropriate number of photos for the specific level.
- **Portfolio Contents** (portfolios only) - Evaluate the photo selection to determine if the portfolio illustrates the strengths and skills of the photographer. Portfolios should include the photographers best work. Also evaluate if the photo selection creates a cohesive and interesting portfolio. This is also where you will evaluate the quality of the bio and reflections. Make sure reflections cover the topics outlined in the class descriptions, including what techniques youth were practicing when they took the photo, what makes the photo successful, and what could have been done to improve the photo.
- **Technical Quality** – Now, evaluate the exhibit based on the technical qualities of photography. Look for appropriate lighting, composition, focus, exposure, and color balance.
- **Creativity & Expression** - Look for the exhibit’s ability to effectively convey an idea, message, or thought. Evaluate the overall impact of the image and the exhibit’s ability to evoke imagination or emotion. Look for originality in fresh ideas, subjects, expression, execution, or technique.
- **Comments** - Always leave constructive feedback in the comments space. Do not leave this area blank. This is often where youth can learn the most, especially if they do not have the opportunity for interview judging. Start with a positive comment followed by constructive feedback. Offer suggestions for how the photographer might improve their skills moving forward. Be sure to note any significant issues with the exhibit that may have resulted in a lower ribbon placing. End with another positive comment.

N EXTENSION

REV 9/19 **PHOTOGRAPHY: PRINTS OR DISPLAYS** SF87

SCORESHEET

Name \_\_\_\_\_ County \_\_\_\_\_

Exhibitor ID \_\_\_\_\_ Class ID \_\_\_\_\_

|  | Excellent | Very Good | Average | Needs Improvement |
|--|-----------|-----------|---------|-------------------|
| <b>Presentation</b>  |           |           |         |                   |
| Appropriately and professionally mounted                               |           |           |         |                   |
| Data tag and supporting information                                    |           |           |         |                   |
| <b>Appropriateness</b>   |           |           |         |                   |
| Effectively executes intent of class                                   |           |           |         |                   |
| Appropriate for level  |           |           |         |                   |
| <b>Technical Quality</b>   |           |           |         |                   |
| Lighting   |           |           |         |                   |
| Composition  |           |           |         |                   |
| Focus  |           |           |         |                   |
| Exposure   |           |           |         |                   |
| Color Balance  |           |           |         |                   |
| <b>Creativity &amp; Expression</b>                                     |           |           |         |                   |
| Story Telling – ability to convey an idea, message, or thought         |           |           |         |                   |
| Impact – ability to evoke imagination or emotion                       |           |           |         |                   |
| Originality – fresh idea, subject, expression, execution, or technique |           |           |         |                   |

RIBBON PLACING    P    B    R    W

Comments: \_\_\_\_\_

Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska–Lincoln cooperating with the Counties and the United States Department of Agriculture. The 4-H Youth Development program abides with the nondiscrimination policies of the University of Nebraska–Lincoln and the United States Department of Agriculture.

N EXTENSION

REV 9/19 **PHOTOGRAPHY: PORTFOLIOS** SF88

SCORESHEET

Name \_\_\_\_\_ County \_\_\_\_\_

Exhibitor ID \_\_\_\_\_ Class ID \_\_\_\_\_

|  | Excellent | Very Good | Average | Needs Improvement |
|--|-----------|-----------|---------|-------------------|
| <b>Presentation</b>  |           |           |         |                   |
| Appropriately and professionally presented                               |           |           |         |                   |
| Supporting information   |           |           |         |                   |
| <b>Appropriateness</b>   |           |           |         |                   |
| Effectively executes intent of class                                     |           |           |         |                   |
| Appropriate for level  |           |           |         |                   |
| <b>Portfolio Components</b>  |           |           |         |                   |
| Photo selection illustrates the strengths and skills of the photographer |           |           |         |                   |
| Photo selection creates a cohesive and interesting portfolio             |           |           |         |                   |
| Thoughtful, concise bio  |           |           |         |                   |
| Thoughtful, concise reflections  |           |           |         |                   |
| <b>Overall Technical Quality</b>   |           |           |         |                   |
| Lighting   |           |           |         |                   |
| Composition  |           |           |         |                   |
| Focus  |           |           |         |                   |
| Exposure   |           |           |         |                   |
| Color Balance  |           |           |         |                   |
| <b>Overall Creativity &amp; Expression</b>                               |           |           |         |                   |
| Story Telling – ability to convey an idea, message, or thought           |           |           |         |                   |
| Impact – ability to evoke imagination or emotion                         |           |           |         |                   |
| Originality – fresh idea, subject, expression, execution, or technique   |           |           |         |                   |

RIBBON PLACING    P    B    R    W

Comments: \_\_\_\_\_

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