# Photography Genres
## UNIT 3 PLAN

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**UNIT NARRATIVE -** *What students will learn and do in this unit.*

Photography is more than capturing moments—it's a language of purpose, style, and emotion. In this unit, students step into four distinct worlds of photography: fine art, product, stock, and wedding. Each genre offers a unique lens through which photographers communicate—whether it's the introspective storytelling of fine art, the precision and branding behind product photography, the versatility of stock imagery, or the heartfelt documentation of weddings. These genres challenge students to think critically about audience, intention, and technique, while encouraging them to find their own creative voice.

As students move through this journey, they'll not only master technical skills like lighting, composition, and editing, but also explore the business and emotional dimensions of photography. Students will learn to balance creativity with problem solving and professionalism. By the end of the unit, they'll have added to their portfolio and gained insight into the many paths a photographer can take—each shaped by vision, preparation, and the stories they choose to tell.

# CONTENT STANDARDS

*Below are the standards **taught** and **assessed** in this unit. This section details the **progression** of key student expectations/standards in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students** for in the subsequent course.*

| UNIT STANDARDS | | |
| --- | --- | --- |
| **Principles of Arts, A/V – 9th Grade** | **Commercial Photography I – 10th Grade** | **Commercial Photography II– 11th Grade** |
| 130.82 C.<br>(3) (A) adapt a language structure and style for audience, purpose, situation, and intent;<br>(C) interpret and communicate information, data, and observations; (E) apply active listening skills to obtain and clarify information; (H) exhibit public relation skills to increase internal and external customer/client satisfaction.<br><br>(4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems.<br><br>(5) (A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for Arts, Audio/Video Technology, and Communications projects; and<br><br>(9) The student understands principles of video game design. The student is expected to: (A) demonstrate knowledge and appropriate use of computer operating systems; (B) demonstrate appropriate use of hardware components, software programs, and storage devices; (C) demonstrate knowledge of sound editing; (D) demonstrate knowledge of file formats and cross-platform compatibility; (E) acquire and exchange information in a variety of electronic file sharing formats; and (F) combine graphics, images, and sound.<br><br>(10) The student understands principles of graphic design and illustration. The student is expected to: (E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.<br><br>(11) The student understands principles of commercial photography. The student is expected to:(A) demonstrate knowledge of photographic composition and layout; and<br>(B) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills. | 130.98 C.<br>(3) (A) adapt language for audience, purpose, situation, and intent;<br>(C) interpret and communicate information, data, and observations;<br>(E) apply active listening skills;<br>(G) exhibit public relation skills<br><br>(4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems.<br><br>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.<br><br>(8) (D) employ mentoring skills.<br><br>(12) (D) analyze and apply the elements and principles of art to photographs;<br>(E) demonstrate knowledge of different types of cameras and lenses and their applications to photography;<br>(F) demonstrate knowledge of photographic composition and layout;<br>(G) demonstrate knowledge of different types of photographic media;<br>(H) demonstrate knowledge of the basics of digital photography; | 130.100 C.<br>(3) (A) adapt language for audience, purpose, situation, and intent; (B) organize oral and written information;<br>(C) interpret and communicate information, data, and observations<br>(E) apply active listening skills to obtain and clarify information;<br>(G) exhibit public relations skills to increase internal and external customer/client satisfaction.<br><br>(4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems.<br><br>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, ~~and spreadsheet or database~~ applications for commercial photography projects.<br><br>(12) (B) recognize the elements and principles of art as they apply to a variety of commercial photography projects;<br>(H) recognize the elements of professional quality photographs;<br>(G) understand the use of effective photographic lighting techniques, including three-point, ~~studio, portraiture,~~ and product;<br>(J) recognize appropriate solutions for mounting, matting, or framing photographs;<br>(12) (K) understand appropriate, current, and industry-standard production processes to produce photographs; |

**UNPACKED STANDARDS** *Focus standards for this unit.*

| STANDARDS CLARIFICATION | |
|---|---|
| **Standards** | **Explanations** |
| **130.100 C.** (3) (A) adapt language for audience, purpose, situation, and intent; (B) organize oral and written information; (C) interpret and communicate information, data, and observations (E) apply active listening skills to obtain and clarify information;<br><br>(G) exhibit public relations skills to increase internal and external customer/client satisfaction.<br><br>(4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems.<br><br>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, ~~and spreadsheet or database~~ applications for commercial photography projects.<br><br>(12) (K) understand appropriate, current, and industry-standard production processes to produce photographs; | Lessons 2B-3B: Stages of Production (Pre, wedding, and post)<br><br>Unit 3B Lab: Wedding Photography Business. Students will create a business pitch to acquire new potential "Clients".<br><br>Unit 3A Photo Assignment: Stock photo critical-thinking and problem solving lighting and composition. |
| (12) (B) recognize the elements and principles of art as they apply to a variety of commercial photography projects; | Lesson 2A Fine Art Photography – Students should examine Fine Art photography and see how it overlaps with commercial photography with the use of the elements and principles |
| (12) (D) identify appropriate cameras and lenses;<br>(G) understand the use of effective photographic lighting techniques, including three-point, ~~studio, portraiture~~, and product;<br>(H) recognize the elements of professional quality photographs; | Unit 3A Photo Assignment: Students practice taking fine art photos using elements and principles of art/design based off a particular concept they get to choose. |
| (12) (J) recognize appropriate solutions for mounting, matting, or framing photographs | Lesson 3A: Presentation of Art Photography |

**UNDERSTANDINGS AND QUESTIONS** *Important big ideas and processes for the unit.*

| KEY TAKEAWAYS AND GUIDING INQUIRIES | |
|---|---|
| **Key Understandings** | **Key Questions** |
| **Photography genres serve different purposes and audiences**, influencing the photographer's creative and technical decisions. | How does understanding the purpose of a genre help photographers make creative and technical decisions? |
| **Fine art photography emphasizes personal expression and conceptual storytelling**, often intended for gallery or exhibition settings. | In what ways does fine art photography differ from commercial genres in terms of intent and presentation? |
| **Product and stock photography are driven by commercial needs**, requiring precision, branding awareness, and market relevance. | What techniques make product and stock photography effective for advertising and digital platforms? |
| **Wedding photography combines technical skill with emotional storytelling**, demanding preparation, adaptability, and client-focused communication. | What challenges do wedding photographers face, and how do they prepare to capture meaningful moments under pressure? |
| **Successful photographers understand both the artistic and business aspects** of their chosen genre, including licensing, client relations, and portfolio development. | How do photographers balance creativity with professionalism when working with clients or selling their work? |

**ROADMAP** *Suggested daily guide for instruction in this unit.*

| Unit 3:  Lesson 1A-3A – Fine Art Photography & Presentation | DAY(S): 1 to 2 Days |
|---|---|

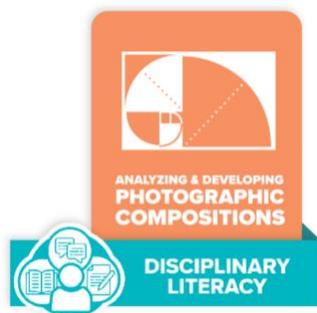| OBJECTIVE: | SWBAT explain similarities between fine art photography and commercial photography by listing the correct responses in various scenarios. |
|---|---|

| SE(S), PACING TIMES | INSTRUCTIONAL NOTES | PRINT RESOURCES & SUPPORTS |
|---|---|---|

**TEKS: 130.100 C.**
(12) (B) recognize the elements and principles of art as they apply to a variety of commercial photography projects;

| Pacing Times | |
|---|---|
| Lesson introduction | 5-10 min |
| Present daily Lesson(s)/Discussion | 45 min |
| Exit Ticket | 5 min |

**Teacher Pre-Work**
- ❑ Assign applicable Unit lessons/assignment/lab via Canvas dashboard
- ❑ Print copies for students if Canvas is unavailable (Located on the right column of this page under Print Resources & Supports)
- ❑ Ensure equipment is ready and expectations/procedures covered.
- ❑ Set up tether tool for any planned live demos, or set-up stations for students to practice quick challenges, activities, warm-up's, etc.

**Student Guidance**
- ❑ Open student course dashboard (via Clever/eDynamicLearning) and navigate to applicable lesson/assignment/activity/lab
- ❑ Follow along with instructor and participate in discussion/activities
- ❑ Answer 1A-3A Knowledge Check question(s)

**Teacher Notes**
- ❑ Present Lesson 1A – Introduce the main three types of photography: Fine art, Product, and Stock Photography.
- ❑ CFU during presentation – Have students discuss what they've seen and their definitions/interpretations.
- ❑ Present Lesson 2A – Have students discuss the differences and similarities between fine art photography and commercial photography
- ❑ Examine Adobe - Fine Art Photography module/page after lesson 2A with the focus on elements and principles and discuss with students (Tools, Post-processing, etc.)
- ❑ Present Lesson 3A – Have students discuss their preferences in photographic signature and framing/mounting/displaying.

Commercial Photography II
**Unit 3 Lesson 1A-3A**

**SUPPORT LINKS:**

**Diffit.me** – *EB/EL Support*
**Google doc translator**
**Sentence stems**
**Discourse Strategy Cheat Sheet**

**ROADMAP** *Suggested daily guide for instruction in this unit.*

| Unit 3: Lesson 4A - Product Photography | DAY(S): Approx. 1 to 2 |
|---|---|

| OBJECTIVE: | SWBAT describe the main types of light set-ups used by product photographers and their potential uses by experimenting with various lighting and product scenarios. |
|---|---|

| SE(S), PACING TIMES | INSTRUCTIONAL NOTES | PRINT RESOURCES & SUPPORTS |
|---|---|---|

**TEKS: 130.100 C.**
(12) (G) understand the use of effective photographic lighting techniques, including three-point lighting

| Pacing Times 1 to 2 days | |
|---|---|
| Lesson introduction | 5-10 min |
| Present daily Lesson(s)/Discussion | Flex. |
| Product lighting practice | Flex. |
| Exit Ticket (knowledge check) | 5 min |

**Teacher Pre-Work**
- ❑ Assign applicable Unit lessons/assignment/lab via Canvas dashboard
- ❑ Print copies for students if Canvas is unavailable (Located on the right column of this page under Print Resources & Supports)
- ❑ Ensure equipment is ready and expectations/procedures covered. *LIGHITNG SET-UPS/TETHER CHORD*
- ❑ Set up tether tool for any planned live demos, or set-up stations for students to practice quick challenges, activities, warm-up's, etc.

**Student Guidance**
- ❑ Open student course dashboard (via Clever/eDynamicLearning) and navigate to applicable lesson/assignment/activity/lab
- ❑ Follow along with instructor and participate in discussion/activities
- ❑ Practice with various product lighting set-ups
- ❑ Answer 4A Knowledge Check question(s)

**Teacher Notes**
- ❑ Present Lesson 4A
- ❑ CFU during presentation – Have students discuss what they've seen and their definitions/interpretations.
- ❑ Examine Adobe – Product Photography Module after lesson with the focus on lighting (Key, Fill, and Back Light)
- ❑ Have students practice with various lighting/product scenarios or model the various setups using Tether Chord/projector then have students practice.
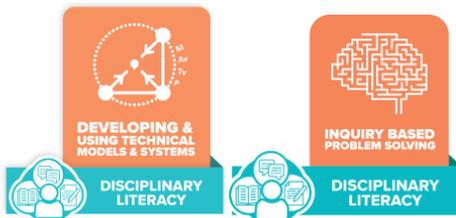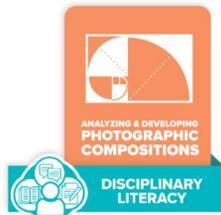
**Commercial Photography II**
**Unit 3 Lesson 4A**

**SUPPORT LINKS:**

**Diffit.me** – *EB/EL Support*
**Google doc translator**
**Sentence stems**
**Discourse Strategy Cheat Sheet**

**ROADMAP** *Suggested daily guide for instruction in this unit.*

| Unit 3: Lesson 5A – Stock Photography | DAY(S): Approx. 1 |
|---|---|

**OBJECTIVE:** SWBAT identify the appropriate and industry standard production/business processes involving stock photography by listing the correct responses in various professional scenarios.
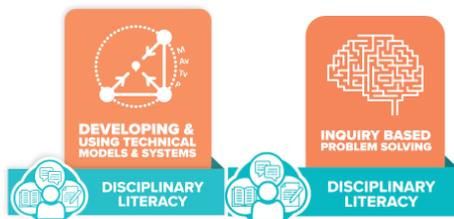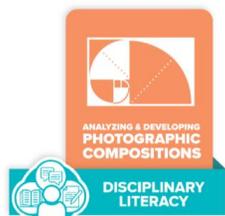
| SE(S), PACING TIMES | INSTRUCTIONAL NOTES | PRINT RESOURCES & SUPPORTS |
|---|---|---|

**TEKS: 130.100 C.**
(12) (K) understand appropriate, current, and industry-standard production processes to produce photographs;

| Pacing Times | |
|---|---|
| Lesson introduction | 5-10 min |
| Present daily Lesson(s)/Discussion | 25 min |
| Stock Photo Scavenger Hunt | 25 min |
| Exit Ticket | 5 min |

**Teacher Pre-Work**
- ❑ Assign applicable Unit lessons/assignment/lab via Canvas dashboard
- ❑ Print copies for students if Canvas is unavailable (Located on the right column of this page under Print Resources & Supports)
- ❑ Ensure equipment is ready and expectations/procedures covered.
- ❑ Set up tether tool for any planned live demos, or set-up stations for students to practice quick challenges, activities, warm-up's, etc.

**Student Guidance**
- ❑ Open student course dashboard (via Clever/eDynamicLearning) and navigate to applicable lesson/assignment/activity/lab
- ❑ Follow along with instructor/participate in any discussion and/or activities (Optional/supplemental – Stock Photo Scavenger Hunt)
- ❑ Answer 5A Knowledge Check question(s) and can begin Unit 3A Critical Thinking Questions

**Teacher Notes**
- ❑ Present Lesson 4A
- ❑ CFU during presentation – Have students discuss what they've seen and their definitions/interpretations.
- ❑ Examine Adobe – Stock Photography Module after lesson with the focus on the key aspects of stock photography.
- ❑ Have students work on Critical Thinking Questions and as an option, students can also work on Stock Photo Scavenger Hunt

**Commercial Photography II
Unit 3 Lesson 5A**

**SUPPORT LINKS:**

**Diffit.me** – *EB/EL Support*
**Google doc translator**
**Sentence stems**
**Discourse Strategy Cheat Sheet**

| Unit 3A – Photo Assignment: The Big Three | Day(s): Approx 5 |
|---|---|

| **OBJECTIVE:** | SWBAT recognize the elements and principles of art by composing photos in various genres (fine art, product, and stock photography) |
|---|---|

| SE(S), PACING TIMES | INSTRUCTIONAL NOTES | PRINT RESOURCES & SUPPORTS |
|---|---|---|

**TEKS: 130.100 C.**
(12) (B) recognize the elements and principles of art as they apply to a variety of commercial photography projects; (G) understand the use of effective photographic lighting techniques, including three-point lighting

| Pacing Times | |
|---|---|
| Recap Unit 3A and intro Photo Assignment | 15 min |
| Work Time | Days 1-4 |
| Students Present Work | Day 5 |
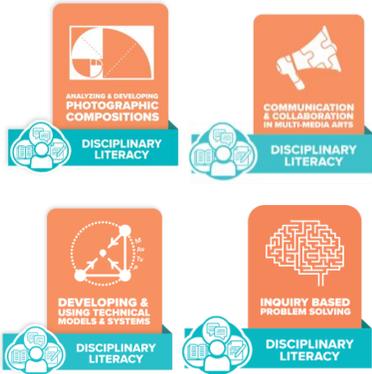
### Teacher Pre-Work
- ❏ Assign applicable Unit lessons/assignment/lab via Canvas dashboard
- ❏ Print copies for students if Canvas is unavailable (Located on the right column of this page under Print Resources & Supports)
- ❏ Ensure equipment is ready and expectations/procedures covered. *Photo badges and/or in-the-field checklist*
- ❏ Set up tether tool for any planned live demos, or set-up stations for students to practice quick challenges, activities, warm-up's, etc.

### Student Guidance
- ❏ Open student course dashboard (via Clever/eDynamicLearning) and navigate to applicable lesson/assignment/activity/lab
- ❏ Follow along with instructor and participate in discussion/activities
- ❏ Begin Unit 3A Photo Assignment: The Big Three

### Teacher Notes
- ❏ Recap Unit 3A and introduce Unit 3A Photo Assignment
- ❏ CFU during instructions – Have students discuss ideas and concept ideas
- ❏ Allow students photo assignment worktime.

**Commercial Photography II**
**Unit 3A Photo Assignment**

**SUPPORT LINKS:**

**Diffit.me** – *EB/EL Support*
**Google doc translator**
**Sentence stems**
**Discourse Strategy Cheat Sheet**

**ROADMAP** *Suggested daily guide for instruction in this unit.*

| Unit 3:  Lesson 1B-4B: Wedding Photography | DAY(S): Approx 3 Days |
|---|---|

| OBJECTIVE: | SWBAT explain the difference between traditional and wedding photojournalism and the various stages of production by listing the correct responses in various professional scenarios. |
|---|---|

| SE(S), PACING TIMES | INSTRUCTIONAL NOTES | PRINT RESOURCES & SUPPORTS |
|---|---|---|

**TEKS: 130.100 C.**

(12) (K) understand appropriate, current, and industry-standard production processes to produce photographs;

| Pacing Times | |
|---|---|
| Introduce Unit 3B | 5 min |
| Present daily Lesson(s)/Discussion | Days 1-3 |
| Students recap and begin Lab | Day 3 |

**Teacher Pre-Work**
- ❑ Assign applicable Unit lessons/assignment/lab via Canvas dashboard
- ❑ Print copies for students if Canvas is unavailable (Located on the right column of this page under Print Resources & Supports)
- ❑ Ensure equipment is ready and expectations/procedures covered.
- ❑ Set up tether tool for any planned live demos, or set-up stations for students to practice quick challenges, activities, warm-up's, etc.

**Student Guidance**
- ❑ Open student course dashboard (via Clever/eDynamicLearning) and navigate to applicable lesson/assignment/activity/lab
- ❑ Follow along with instructor and participate in discussion/activities
- ❑ Answer Unit 3B Questions
- ❑ Begin Unit 3B Lab: Wedding Photography Business

**Teacher Notes**
- ❑ Present Lesson 4A
- ❑ CFU during presentation – Have students discuss what they've seen and their definitions/interpretations.
- ❑ Have students work on Unit 3B Questions
- ❑ Present Unit 3B Lab instructions. Allow students to start working

**Commercial Photography II**
**Unit 3 Lesson 1B - 4B**

**Commercial Photography II**
**Unit 3B Critical Thinking Suggested Answers Teacher Resource**

**SUPPORT LINKS:**

**Diffit.me** – *EB/EL Support*
**Google doc translator**
**Sentence stems**
**Discourse Strategy Cheat Sheet**

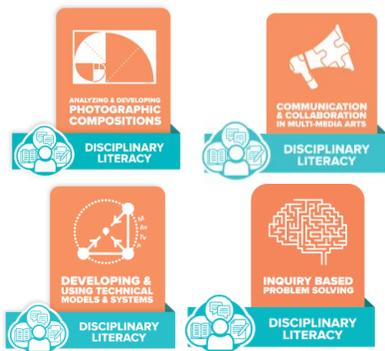| Unit 3B – Lab: **Wedding Photography Business** | Day(s): Approx 5 |
|---|---|

| **OBJECTIVE:** | SWBAT explain and identify the various components of the business side of photography by researching and creating a presentation that would be used to help acquire and pitch to new potential clients and help them understand what type of photographer you are. |
|---|---|

| SE(S), PACING TIMES | INSTRUCTIONAL NOTES | PRINT RESOURCES & SUPPORTS |
|---|---|---|
| **TEKS: 130.100 C.**<br>(3) (A) adapt language for audience, purpose, situation, and intent; (B) organize oral and written information; (C) interpret and communicate information, data, and observations<br>(E) apply active listening skills to obtain and clarify information; (G) exhibit public relations skills to increase internal and external customer/client satisfaction.<br>(4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems. | **Teacher Pre-Work**<br>❑ Assign applicable Unit lessons/assignment/lab via Canvas dashboard<br>❑ Print copies for students if Canvas is unavailable (Located on the right column of this page under Print Resources & Supports)<br>❑ Ensure equipment is ready and expectations/procedures covered.<br>❑ Set up tether tool for any planned live demos, or set-up stations for students to practice quick challenges, activities, warm-up's, etc.<br><br>**Student Guidance**<br>❑ Open student course dashboard (via Clever/eDynamicLearning) and navigate to applicable lesson/assignment/activity/lab.<br>❑ Begin/Continue Unit 3B Lab: Wedding Photography Business<br><br>**Teacher Notes**<br>❑ Recap Lab instructions and monitor/facilitate student work | **Commercial Photography II (Hard Copy)**<br>**Unit 3B - Lab**<br><br><br>**SUPPORT LINKS:**<br><br>**Diffit.me** – *EB/EL Support*<br>**Google doc translator**<br>**Sentence stems**<br>**Discourse Strategy Cheat Sheet** |

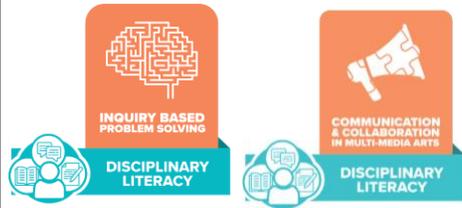| Pacing Times | |
|---|---|
| Recap Lab Instructions | 5 min |
| Work Time | Days 1-4 |
| Students Present Work | Day 5 |

| Lesson: Flex Day | Day(s): 1 |
|---|---|

**OBJECTIVE:** SWBAT prepare for the unit exam by reviewing and discussing unit 3 materials.

| SE(S), PACING TIMES | INSTRUCTIONAL NOTES | PRINT RESOURCES & SUPPORTS |
|---|---|---|
| | **Teacher Pre-Work**<br>❑ Create a unit review covering key terms and key understandings.<br><br>**Student Guidance**<br>❑ Complete any pending Unit 3 work.<br>❑ Review Unit 3 to prepare for unit exam. | |

| Unit 3 Exam | S & S Day(s): 22 |
|---|---|

# Adobe Photoshop

has been considered the industry standard for image editing for many years

# Annie Leibovitz

Famous for her portraits of modern celebrities.

# Ansel Adams

Best known for his black and white photographs of the western United States, particularly national parks such as Yosemite National Park.

# Close-up shots

these photographs can add a great deal of drama to the story-telling and serve as a nice complement to the overview and medium range shots

# Color adjustments

allow you to adjust color hue or brightness

# Commercial photographers

Take photographs of models, buildings, products, equipment, landscapes, and many other subjects for use by companies and businesses.

# Contact print

A print of all of your negatives or one strip of your negatives onto a sheet of photography paper, allowing you to see what the photograph looks like.

# Copyright

The right to copy a photograph.

# Cropping

Creates a new image by selecting a particular portion of the original photograph.

# Dorothea Lange

Sought to photograph the hard times of the Depression era and reveal the social difficulties that individuals and families faced.

# Edward Weston

Often emphasized the beauty of natural form, whether it was a seashell or a vegetable.

# Extended or enhanced licenses

gives the buyer more rights to an image than the original license (often royalty free) offered

# Fair use

Permits the copying of a work in certain circumstances, generally private, educational, research, or editorial use.

# Filters

Create different effects in the photographs; you can usually control the degree that it will change the photograph.

# Fine art

Includes "those artworks that are created primarily for aesthetic reasons ('art for art's sake') rather than for commercial or functional use."

# Fine art photographers

Take photographs that are sold as art.

# Fine art photography

Photography created especially for the expression of beauty, contemplation, or commentary.

# First amendment

Gives the freedom of speech in the United States.

# Forensic photographers

Work in criminal justice settings to help record crime scenes and evidence.

# Gimp

A free open source photo editing program that is often compared to Photoshop.

# Group f/64

Formed with Ansel Adams, Edward Weston, M. H. de Young fuseum, and Imogen Cunningham, the group was committed to "straight" photography rather than artistic renditions of a scene

# Image scaling

The process of resizing an image, making it either smaller or larger in size.

# Johann Heinrich Schulze

A German scientist who discovered that exposing silver nitrate to light made it turn purple.

# Layers

A feature in some software programs that separates various elements in an image.

# light boxes or tents

essentially three-sided boxes with a top and a bottom, leaving one side open—the inside is often a uniform white color, which will reflect the light and help reduce harsh shadows on the product being photographed

# Lightroom

Created to help professionals manage and speed up the processing of RAW photographs.

# Lightzone

Similar to Adobe's Lightroom in both operation and cost. It is designed to handle RAW image files.

## Medium range shots

These are the photographs that will "tell the story." and will focus on more specific action or people, while still providing some context about the event or scene.

## Microstock agencies

Typically exclusively online, use a wider range of photographers, and have lower resolution images for much lower rates than traditional stock agencies.

## Noise

Essentially the presence of color specks in areas where there should be none.

## Noise reduction

Reduces speckling, dust particles, scratches, and minute light disturbances in an image.

## overall or overview shot

this shot seeks to give the viewer an overall impression of an event or situation

## Paintshop Pro

Like Adobe Photoshop, PaintShop Pro is considered one of the more premier image editing programs.

## Perspective control

Makes all lines vertical that are vertical in reality.

## photo editing software programs

allows a photographer to edit or manipulate photographs that were taken by a digital camera (or that were taken with a film camera and scanned into the computer)

## photojournalism

the reporting of visual information

## photojournalists

take photographs of events and settings of social issues

## Photoshop Elements

Although the software does not have some of the higher-end features, it does have the core set of tools and features that have made Adobe Photoshop so popular over the years.

## Portfolio

A collection of examples of your work that you will share with prospective clients or employers in order to show them that you have the talent and ability to do the work that they need done.

## Portrait photographers

Take photographs of individuals or groups of people.

## pre-wedding consultation

where the photographer gets an idea before the wedding takes place about the types of photographs that the couple wants

# Product photography

Involves taking photographs of various products to be used for advertising purposes.

# Professional photographers

Photographers who receive the majority of their income from photography.

# Rights-managed license

the buyer is given an exclusive right to use an image for a particular amount of time and for a particular use

# Royalty free

When people purchase an image, they may use the image for as long as they want to and as many times as they want without having to pay any other fees on the image.

# Scientific photographers

Use photographs to capture and record medical and scientific information.

# Stock photography

A set of photographs that have licenses for specific commercial purposes.

# The Berne convention

Adopted into law in the United States in 1989, automatically transfers the copyright to the photographer or producer of the work, with some exceptions, even if the symbol is not present on a piece of work.

## The zone system

A way of adjusting the exposure in a photograph to make the most of the shadows and highlights.

## Traditional wedding photography

Generally consists of posed portraits. The photographs are often pre-arranged by the photographer and the couple before the wedding.

## Wedding photojournalism

seeks to document the events of the wedding day with little interference from the photographer