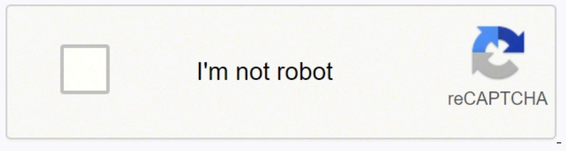

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Negative scale factor enlargement questions

Home Visual Arts Photography technology of photography, equipment, techniques, and processes used in the production of photographs.The most widely used photographic process is the black-and-white negative–positive system (Figure 1). In the camera the lens projects an image of the scene being photographed onto a film coated with light-sensitive silver salts, such as silver bromide. A shutter built into the lens admits light reflected from the scene for a given time to produce an invisible but developable image in the sensitized layer, thus exposing the film.During development (in a darkroom) the silver salt crystals that have been struck by the light are converted into metallic silver, forming a visible deposit or density. The more light that reaches a given area of the film, the more silver salt is rendered developable and the denser the silver deposit that is formed there. An image of various brightness levels thus yields a picture in which these brightnesses are tonally reversed—a negative. Bright subject details record as dark or dense areas in the developed film; dark parts of the subject record as areas of low density; i.e., they have little silver. After development the film is treated with a fixing bath that dissolves away all undeveloped silver salt and so prevents subsequent darkening of such unexposed areas. Finally, a wash removes all soluble salts from the film emulsion, leaving a permanent negative silver image within the gelatin layer.A positive picture is obtained by repeating this process. The usual procedure is enlargement: the negative is projected onto a sensitive paper carrying a silver halide emulsion similar to that used for the film. Exposure by the enlarger light source again yields a latent image of the negative. After a development and processing sequence the paper then bears a positive silver image. In contact printing the negative film and the paper are placed face to face in intimate contact and exposed by diffused light shining through the negative. The dense (black) portions of the negative image result in little exposure of the paper and, so, yield light image areas; thin portions of the negative let through more light and yield dark areas in the print, thus re-creating the light values of the original scene. In its simplest form, the camera is a light-tight container carrying a lens, a shutter, a diaphragm, a device for holding (and changing) the film in the correct image plane, and a viewfinder to allow the camera to be aimed at the desired scene. The lens projects an inverted image of the scene in front of the camera onto the film in the image plane. The image is sharp only if the film is located at a specific distance behind the lens. This distance depends on the focal length of the lens (see below Characteristics and parameters of lenses) and the distance of the object in front of the lens. To photograph near and far subjects, all but the simplest cameras have a focusing adjustment that alters the distance between the lens and the film plane to make objects at the selected distance produce a sharp image on the film. In some cameras focusing adjustment is achieved by moving only the front element or internal elements of the lens, in effect modifying the focal length. The shutter consists of a set of metallic leaves mounted in or behind the lens or a system of blinds positioned in front of the film. It can be made to open for a predetermined time to expose the film to the image formed by the lens. The time of this exposure is one of the two factors controlling the amount of light reaching the film. The other factor is the lens diaphragm, or aperture, an opening with an adjustable diameter. The combination of the diaphragm opening and exposure time is the photographic exposure. To obtain a film image that faithfully records all the tone gradation of the object, this exposure must be matched to the brightness (luminance) of the subject and to the sensitivity or speed of the film. Light meters built into most modern cameras measure the subject luminance and set the shutter or the lens diaphragm to yield a correctly exposed image. The simplest camera type, much used by casual amateurs, has most of the features listed in the previous section—lens, shutter, viewfinder, and film-holding system. The light-tight container traditionally had a box shape. Present-day equivalents are pocket cameras taking easy-load film cartridges or film disks. Typically, a fixed shutter setting gives about 1/50-second exposure; the lens is permanently set to record sharply all objects more than about five feet (1.5 metres) from the camera. Provision for a flash may be built in. Though simple to handle, such cameras are in daylight restricted to pictures of stationary or slow-moving subjects. Example Video Questions Lesson Share to Google Classroom Example Video Questions Lesson Share to Google Classroom Translating the triangle 4 right and 1 down means to move the whole triangle 4 squares right and 1 square down.First mark the corners of the shape.Move all of the corners 4 squares to the right one corner at a time.Mark each corner after we have moved it 4 squares right.We then move each of the three corners 1 square down.We join the corners together to make our final shape.The triangle that has moved 4 right and 1 down is called the image. Translating Shapes Worksheets and Answers Translating a shape means to move it without rotating it or changing its size. All points in the shape move by exactly the same distance in the same direction. The original shape is called the object and the shape that has been translated is called the image. For example, translating a shape 3 right means to move it 3 squares right. We can move the rectangle 3 squares to the right by sliding it right one square at a time. When teaching translations it is important to emphasise that we move each corner of the shape. We can see that each corner of the translated shape is 3 squares to the right of where it started. A common mistake is to believe that the translated shape and the original shape should be separated by the amount we are translating the shape by. We can see that although we have translated this shape by 3 squares to the right, there is only 1 square separating the original object and the translated image. It is important that we move each corner separately. We can see that each corner has been moved 3 squares to the right. Here is another example of translating a square 5 left. This means that we will move every point on the square 5 squares left. We can see that every point inside the shape has moved 5 squares left. Every point in the shape has moved the same distance in the same direction. Rather than moving each point inside the shape, we can just move the corners of the shape and then join them together to form the outside of the shape. How to Translate Shapes To translate a shape follow these steps: Mark all the corners of the shape. Move each corner to its new position by the amount given. Join these corners together to draw the shape in its new position. Here is an example of translating a triangle 2 up. The first step is to mark the three corners of the triangle. We then move each corner of the triangle 2 squares up. We can move the three corners one by one. We can see that the final image and the original object are the same size and shape. The shape did not rotate and remained in the same orientation. Here is an example of translating a rectangle 4 down. This means that we will move all of the corners of the rectangle 4 squares down. We can move the bottom left corner of the shape 4 squares down. We know that the bottom right corner will be in line with the bottom left corner. We know that when a shape is translated it does not change size. The original object was 2 squares long and so, the image will also be 2 squares long. We can count up two squares from the bottom corners of the image to find the top corners. We can see that with simple shapes, we can just move one corner and then draw the rest of the shape in because the image will be the same size as the original object. This can be quicker than moving every corner one by one. In school questions in both primary and secondary school, the translations we are asked to make will involve horizontal and vertical movements. It is rare that we will be asked to translate a shape diagonally. Here is an example of translating a shape both vertically and horizontally. We will translate this square 3 right and 2 down. When asked to translate a shape both horizontally and vertically, complete the horizontal translation first and then move these points in the vertical direction separately. We first move each of the corners of the square 3 squares to the right. We mark the position of the corners after they have been translated 3 squares right. We then move these corners 2 squares down to their final position. We connect the corners to create the final image. Here is an example of translating a rectangle 2 left and 6 up. We mark all of the corners and move them all 2 squares left first. We can mark these points on our grid and then translate them 6 up. We can then join these points to get our final image. We can erase the points that we drew to help us. In this example of translating shapes on a grid, we are asked to translate this triangle 4 right and 1 down. We first move the corners of the triangle 4 squares right and mark their new positions. We can then move these points 1 down to obtain the final image position. Now try our lesson on Classifying Angles where we learn how to describe an angle as acute, obtuse or reflex. Classifying Angles

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