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PHOTOGRAPHY FRAMING TASTER WORKSHOP
For pupils aged 6 to 13 years

TEACHERS RESOURCE PACK

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PHOTO TASTER SESSION - JOANNE COATES

Welcome to the photography taster!

Teachers learning pack

- Student Aims and Objectives
- The Activity
- Relation to the History of Photography
- Activity steps
- Exercise prompts
- Drawing what you see
- Further literacy exercises
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- Summary

STUDENT
AIMS AND OBJECTIVES

This is an introductory session that can be completed at home, without specialist equipment or use of a camera. A fun taster session to help young people think about framing a composition, how to make images and tell stories.

By the end of the session they will have:

- Produced creative work and explored ideas about image making.
- Become proficient at framing an image and learnt about composition.

✳ — 03

THE ACTIVITY

The taster photography session will:

- Show pupils how to frame, how to think visually, preparing them for further photography workshops, when they will put their new skills and techniques into practice.
- Encourage each participant to make a drawing of their image.
- Photographer Joanne Coates will provide a 5 minute explanation video, showing how to make and use a frame. Examples can be completed at home or outside whilst on a walk.

✳ — 04

THE ACTIVITY

This introductory workshop will maximise looking, talking, thinking and sharing amongst students, their families and teachers. It is designed to be entertaining as well as educational. Jo encourages each student to use their frame to discover what it is they're interested in looking at.

Photography emerged experimentally from the conjuncture of three factors:

i) concerns with amateur drawing and/or techniques for reproducing printed matter

ii) light-sensitive materials

iii) the use of the camera obscura.

This framing exercise builds on the first uses and historical context of photography. It supports students to *look* in a different way. They will be introduced through the video to the idea of still life, portrait, shadow and landscape and looking at how minor changes can make a whole new image.
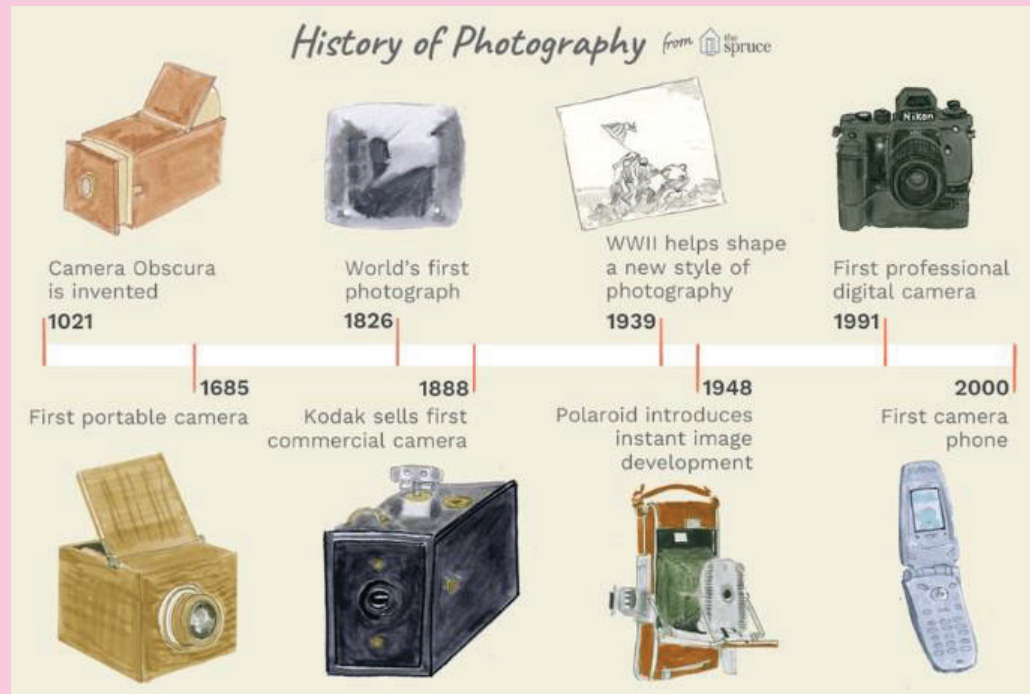
RELATION TO THE HISTORY OF PHOTOGRAPHY

All photography is the capturing of light (radiant energy) and includes images that are made without a camera or film. The digital revolution has prompted a renewed interest in the material qualities of a photograph. This includes the properties of the photographic print or digital image and the way it is presented to the viewer. The invention of photography is not synonymous with the invention of the camera. Cameraless images are an important part of the story.

Historical Perspective
The Photogenic Drawing process was born in the same year that Louis Daguerre announced the invention of his own photographic method which he named after himself. Anna Atkins' British Algae: Cyanotype Impressions of 1843 is the first use of photographic images to illustrate a book. Neither of these techniques used a camera.

For older pupils you can take the discussion further by talking about the lesson's key concepts and its corresponding definitions.

RELATION TO THE HISTORY OF PHOTOGRAPHY

History of Photography from the spruce

Camera Obscura is invented
1021

World's first photograph
1826

WWII helps shape a new style of photography
1939

First professional digital camera
1991

1685
First portable camera

1888
Kodak sells first commercial camera

1948
Polaroid introduces instant image development

2000
First camera phone

HOW TO –
ACTIVITY STEPS

01 — Step 1

Make your viewfinder (see video and / or student booklet for the steps).

02 — Step 2

Use your viewfinder to look around at different views. Choose the one you want to work with.
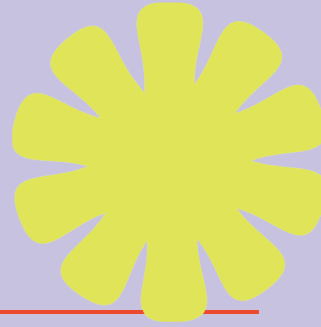Hold your viewfinder at arm's length, keeping your elbow straight.

03 — Step 3

Spend a little time looking at different views before you make your decision about the one you want to work with. Think about the way different views look to you when you look at them this way. Are some views more effective than others? Why?

ACTIVITY PROMPTS

1. Who do you see?

2. When are you seeing this? Morning, night, afternoon?

3. What are you seeing? Describe it!

DRAWING WHAT YOU SEE

Activity - Step 4

Students can use the Polaroid template in the student pack or make their own to draw what they see through their viewfinder. Then they will write one sentence using the prompts above to describe their drawing.

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FURTHER LITERACY ACTIVITES

This activity can be enhanced by asking students to write stories or poems about their chosen image. Below are some examples:

Question A

Write a story around what you have drawn in your frame.

Question B

Write about why it was important to choose that single view from your finder.

Question C

Create a poem based on what you have seen.

WATCH THE VIDEO

Photographer Jo Coates has made a short video explaining the exercise for students.

Video: https://youtu.be/TVkYu3TGKSM

The Student Photography Taster Pack can be used without watching the video if internet access is not available.
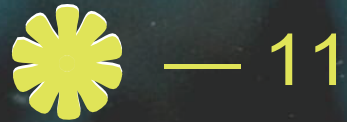
ADDITIONAL RESOURCES

If you or students would like to learn more about the history of photography. Please see the helpful links below:

Videos

History of Photography
https://www.youtube.com/watch?v=XaGUL8B-BrE&feature=emb_logo

Web Link

Science and Media Museum, has an entire timeline detailing the history of photography
https://www.scienceandmediamuseum.org.uk/objects-and-stories/history-photography

SUMMARY

RECAP 01

Framing as a vital part of photography

RECAP 02

Historical element: cameraless photography goes back to the start of the medium.

RECAP 03

Drawing activity: new ways of looking and seeing.

RECAP 04

How did the students find the exercise?

— 12

—13

This resource was created by photographer Joanne Coates.
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These online photography workshops and resource pack have
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exhibition at The Granary Gallery, Berwick-upon-Tweed and were
supported by Northumberland Arts Development.

Berwick Visual Arts is an initiative of The Maltings (Berwick) Trust.
Email: BVAlearning@maltingsberwick.co.uk

You can share student's drawings with us on social media using the
hashtag #PhotoCentreBerwick