

Designing Popular Activities: Photography

Photography can be used in almost any subject area and at any key stage, but you may find it particularly useful for exploring the built environment, local heritage and community – and pupils love it.

If you have access to cameras at school, digital or otherwise, you can devise lessons that give pupils the chance to take their own photographs. Alternatively, asking children to select photographs from family albums, books or the Internet can be a great starting point for many projects and discussions.

There is almost no limit to the number of ways you can incorporate photography into your teaching. This section only skims the surface of what is possible, but it will hopefully give you some useful ideas. Over the next few pages you will find:

- Ideas for relating photography to the QCA schemes of work for key stages 1 to 3
- Case studies of photographic projects
- A guide to starting a pinhole photography project with your pupils.
- An introduction to English Heritage's 'Images of England' online photographic resource.

PHOTOGRAPHY ACROSS THE CURRICULUM

KEY STAGES 1&2

DESIGN AND TECHNOLOGY, UNIT 1D: "HOMES"
Photography is an ideal way of helping pupils to identify different types of buildings and to focus on principles of construction. Photographs can also be used as a basis for pupils to develop their own designs and models.

TIP: Make sure that pupils make a back-up copy of the original photo before they experiment with editing software!

HISTORY, UNIT 2: "WHAT WERE HOMES LIKE A LONG TIME AGO?"

Pupils can take photographs of present-day homes and compare them to archive photographs of houses in the past. Features of buildings, household objects and stories about home life can be used to help pupils learn to distinguish old from new, and to learn about life at a time that predates their own memories.

ICT, UNIT 2B: "CREATING PICTURES"

Pupils' photographs can be used as the basis for exploring ICT graphics packages. Students can apply what they learn in this unit when creating work in design and technology, or art.

ICT, UNIT 3A: "COMBINING TEXT AND GRAPHICS"

Pupils can use their own photographs when learning how to combine graphics and text. Skills learnt in this unit can be applied by pupils when writing reports and producing multimedia presentations.

RE, UNIT 6F: "HOW DO PEOPLE EXPRESS THEIR FAITH THROUGH THE ARTS?"

Photos taken by pupils on visits to religious buildings can be used to stimulate discussions about the ways in which art and architecture are used to express aspects of faith.

KEY STAGE 3

CITIZENSHIP, UNIT 17, SECTION 2: "SCHOOL LINKING. HOW CAN WE COMMUNICATE WITH OUR PARTNER SCHOOL?"

Ask pupils to design a photo pack to illustrate life in the UK, or more locally. They could also devise a local trail, which could be used if pupils from the partner school visit, and



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illustrate the route with photographs. Class discussion: *'What impression would the images that we have chosen give to the pupils in our partner school?'*

GEOGRAPHY, UNIT 5, SECTION 2:
"EXPLORING ENGLAND, WHAT IMAGES DO WE HAVE OF ENGLAND?"

As an introductory homework activity, ask pupils to look through any photographs that they have access to and choose photographs that they think typify England. Ask them to draw a sketch of their chosen photograph in which they identify both natural and human features. In class, supplement the sketches with photographs/pictures of paintings and ask pupils to sort a selection of these into four categories – definitely in England, definitely not in England, probably in England, unlikely to be in England – and to justify their decisions. Class discussion *'What stereotypes/perceptions do we have of England?'*

See also the article on 'Images of England' in this section for more ideas.

HISTORY, UNIT 11, SECTION 1: "INDUSTRIAL CHANGES ACTION AND REACTION. WHAT INDUSTRIAL CHANGES HAPPENED IN THE LOCALITY AROUND THE SCHOOL?"

Use local maps so that pupils can identify changes in industrial growth and development. Maps can be supplemented by old and new photographs of the area. Class discussion *'What has changed, then and now, and what has stayed the same?'*

CASE STUDIES

STREETS AHEAD

A citizenship project run by Junction Arts in partnership with English Heritage saw pupils from Derbyshire schools use art and photography to help young people connect with their local heritage, environment and community.

Each class involved with the project chose a theme to research, while visual artist and photographer Val Carmen and the local history group assisted pupils with their research. The themes were 'occupation', 'architecture', 'Junction 28 of the M1' (the village is adjacent to this), and 'streetnames', all of which were explored through discussion, photography, artwork and writing. Pupils worked in the classroom and in the village and compared the present environment to that of the past.

At the end of the project digital artist Paula Moss selected elements of the children's work to create four large-scale banners, one

for each theme. The banners formed part of a temporary exhibition of all of the work produced by pupils during the project. For more information see:

www.english-heritage.org.uk/server/show/nav.001003004005009

HERITAGE IN FOCUS

In Autumn 2005, the Heritage Open Days team ran a competition for schools called Heritage in Focus. Pupils were encouraged to take photographs that reflected the way in which heritage can draw people together. The first prize was won by Ryan Baxendale from Wakefield, whose photograph of Wakefield Castle (below) draws the eye of the viewer through the ancient ruins of the castle to the modern city below. Ryan's fellow pupils were so impressed that they immediately began to talk about setting up a camera club.

For more information about the competition, a gallery of Ryan's work and a range of links and project ideas, visit www.heritageopendays.org/photos/



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TEN TOP TIPS FOR PIN-HOLE PHOTOGRAPHY

1. Try to be as exact as possible with measurements when drawing templates from instructions
2. Don't add too much extra thickness to templates – use thinnish but sturdy card
3. Using ready-made boxes may be best if you are short of time or teaching younger children
4. Light leaks are a common problem – make sure that cameras are completely sealed
5. Black electrical tape is ideal for blocking any gaps
6. Pinholes in metal/foil will give a sharper image than pinholes in paper/card
7. The foil from takeaway boxes is ideal for piercing to make crisp pinholes
8. Ensure that pinholes don't become blocked
9. Remember that the photographer will need to stand closer to their subject than with a lens camera
10. Don't worry too much about calculations – half the fun is experimenting and learning from your 'mistakes'



PROJECT

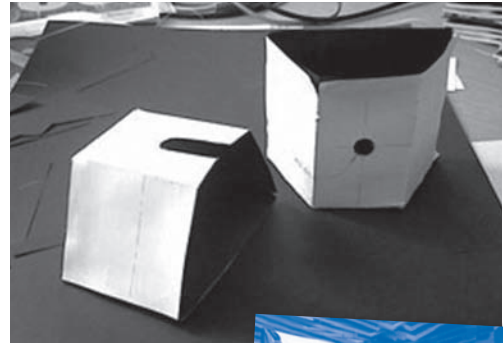
Over recent years digital cameras have become more and more popular and are increasingly used in schools. However, if you want to be a little more adventurous, pupils can learn a huge amount by going back to the basic technique of pinhole photography.

Pinhole photography is a great way to introduce pupils to optics and making images, and once they have constructed their own cameras they can be used in a wide range of creative projects.

All that's needed to make a pinhole camera is a light-tight container, with a tiny hole at one end (no lens is used) and film or photographic paper at the other. Coffee tins, Pringles® containers or aluminium oatmeal tins are all ideal, or you can make your own. If you do use a ready made container, make sure that it is sturdy, has a light-tight lid and that you either paint the inside black or line it with black paper. Should you prefer to make your own camera from card or similar material, there are plenty of templates available in books and on the web, which range from the relatively simple to the very complicated. See the list of resources in this section for further information.

Pinhole cameras can either be loaded with film or photographic paper. Simple cameras using photographic paper are best for school projects, especially as the paper can be easily cut to fit the exact size of any camera.

The two things that most people worry about when making pinhole photographs for the first time are how long they should expose the paper or film, and how to make the finished prints.



The question of exposure times for pinhole photography is addressed on various websites. For a rough guide, visit the Pinhole Gallery website or, if you want to get deeper into the subject, Larry Fratkin has created a site that goes into some detail about designing pinhole cameras and how to work out exposure times.

Printing photographs need not be as daunting as it might sound. As long as you can create a place where white light is excluded but "safelight" (red or orange) is present, the equipment you will need is minimal. For an easy to follow guide to printing photographs see Jim Shull's *The Beginner's Guide to Pinhole Photography* or online instructions by Stewart Woodruff on his Oatmeal Box pinhole site.

If you aren't familiar with techniques used in pinhole camera, it's a good idea – and great fun – to try them out yourself before using them in a school project. The following books and resources should get you started successfully.



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BOOKS

Shull, J (1999) This is a book from US publisher Amherst Media, but is available from www.amazon.co.uk. Second hand copies are sometimes offered by booksellers at www.abebooks.co.uk

WEBSITES

GENERAL PINHOLE RESOURCES

Oatmeal Box Pinhole Photography
<http://users.rcn.com/stewoody/>

Nick Dvoracek's site has resources about pinhole photography, including a guide written for teachers, and links to historical articles on pinhole photography.
<http://idea.uwosh.edu/nick/pinholephoto.htm>

Jon Grepstad's site provides a good background to pinhole photography and lots of references and links.
www.home.online.no/~gjon/pinhole.htm

Wanda Scott's site shows just how varied pinhole cameras can be as well, as providing instructions for making pinhole cameras and developing photographs.
<http://wandascott.com>

CAMERA CONSTRUCTION

Kodak's guide to making a pinhole camera
www.kodak.com/global/en/consumer/education/lessonPlans/pinholeCamera/

If you're feeling adventurous, why not try your hand at making the Dirkon pinhole camera, originally published in 1979 in the Czechoslovakian magazine "An ABC of Young Technicians and Natural Scientists".
www.pinhole.cz/en/pinholecameras/dirkon_01.html

NEWS AND EVENTS

The Worldwide Pinhole Photography Day site has galleries of pinhole photographs taken all over the world by all sorts of people.
www.pinholeday.org

Pinhole Visions has news and events relating to the art of pinhole photography around the world. It also has lots of links to other pinhole photography sites and sites of pinhole photographers.
www.pinhole.com

PROJECTS

The Pinhole Spy Camera site is an attractive site that introduces pinhole photography as a spy surveillance strategy! It provides blueprints for agents to make their own spy camera along with some background about how it all works.
www.pinholespy.com

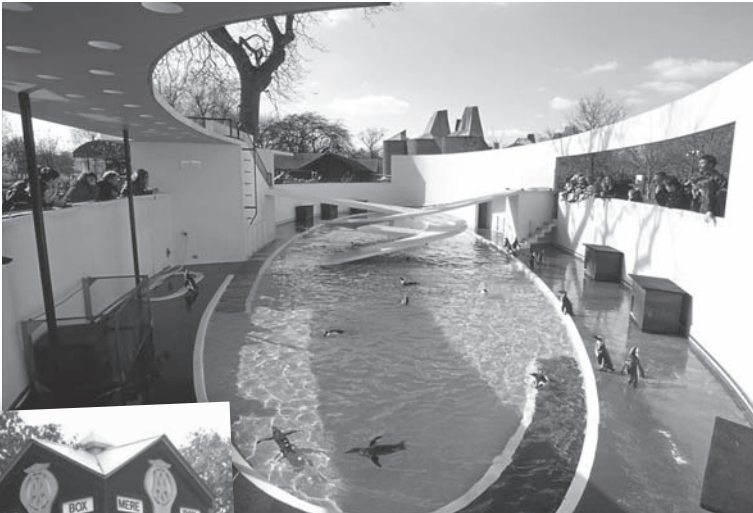
The Heritage Open Days team constructed and took photographs with a pinhole camera. To see how they did it, visit the HODs website.
www.heritageopendays.org/photos/tips/pinhole.html

Designing Popular Activities:**The Big Picture - A fabulous and free online resource. Go on - give it a click!****By Mary Mills**

Imagine a web resource that hosts thousands upon thousands of superb curriculum-themed pictures, all available for your lesson planning at the click of a button. You don't have to - it's a reality! The Images of England Learning Zone is a comprehensive teaching resource that provides a definitive guide to England's listed buildings. It's easy to use and is designed to help lesson planning on the subject of the built environment, bringing this subject to life. Covering history, geography and citizenship for Key Stages 1, 2 and 3 of the National Curriculum, this site should definitely be at the top of your 'favourites'. Access to the site, including all downloads, is completely free of charge for educational users.

Images of England is one of the largest free digital photo libraries of its kind, offering a point in time record of England's listed heritage. The site currently features over 200,000 photographs and 370,000 statutory list descriptions, covering everything from telephone and post boxes, to fishponds, milestones and houses - even the penguin house at London Zoo!

The project is a groundbreaking heritage initiative run by the National Monuments Record, the public archive of English Heritage, with funding from the Heritage Lottery Fund. It has been running since 1999 and, to date, over 3,000 volunteers have been involved in taking photographs all over England.



The Learning Zone project was developed in consultation with teachers and forms an indispensable teaching aid. By basing studies on buildings in the local area, and sourcing photographs and information about those buildings from the zone, teachers can set online research projects, stimulate discussions about the use of buildings and help encourage students' interest in their local surroundings and heritage. The online resources range from case studies and schemes of work to image albums, architectural timelines and curriculum links for KS1, 2 and 3.

So what are you waiting for? Get online, get clicking and get inspired!

For further information, please contact Mary Mills, Education Officer, National Monuments Record, on 01793 414892, or visit the website www.imagesofengland.org.uk/education

English Heritage welcomes all and any feedback on the resource.

Article reproduced with permission from Heritage Learning, English Heritage's magazine for teachers and other educators, Issue 31, Autumn 2005.

