


# PHOTOPEDAGOGY A PHOTOGRAPHY LESSON OUTLINE\*

<b>SHARED BY:</b>	Louise Clazey
<b>TITLE / KEY THEME:</b>	 <i>or is it?</i> Exploring the role of the curator and importance of location.
<b>SUITABLE FOR:</b>	GCSE (or KS3)
<b>OVERVIEW / SUMMARY:</b>	<p>This is a one off introductory lesson for Y9 students who have opted to take GCSE Photography in Y10 – but has also been used as an introductory lesson to a new project. Students were challenged to explore the idea that the way we group, exhibit and curate images can change their meanings. In addition they question and consider the importance of location and setting, and how this can have a significant impact on how images may be perceived. Students have the opportunity to develop skills in collaborative practice and image analysis.</p>



Examples of completed exhibitions

## KEY OBJECTIVES:

- To explore how and why people interpret images in different ways
- To investigate connections and relationships between images
- To explore the importance of location and setting when curating and exhibiting a set of images

## OUTLINE OF ACTIVITIES / SEQUENCE OF LEARNING:

- In groups of 4, students discuss a single photo (provided by teacher) and ask questions about why it might have been taken and the possible meanings behind it.
- Provide students with a second image and ask them to make connections and links between the two. Discuss content, meaning, composition, colour etc. Has the meaning of the first image changed by the introduction of the second – and if so why? Discuss how and why we interpret group of images in different ways. How do our own experiences change what we 'see'?
- Each group of students are given a pack of 15 'random' photographs and a selection of 'random' words. They select 5 which they can make connections with.
- Write a brief analysis of each image and explain the reason why they have selected these 5 images
- Discuss settings within school and the message they are trying to convey with their images – consider appropriate locations and encourage students to be adventurous and creative in their approach.
- Students decide how they will curate/exhibit their set of images - generate a title and blurb to support them.
- Exhibit and curate images in locations on school grounds and photograph the final outcomes.
- Groups move round to various locations and present/discuss/analyse.

## KEY ARTISTS / REFERENCES / PROMPTS

Mari Mahr – 13 Clues to a Fictitious Crime

Annette Messenger – installations, locations and relationships between images

Paparazzi photography



Examples of curated images by Y9 students

## EXTENSION ACTIVITIES:

Students could also consider using their own images and exhibiting them in different locations and settings. They could investigate and explore how the meanings and interpretations change. Gather feedback from other students and staff.

What connotations does this have for images exhibited within a traditional gallery setting? Investigate alternative locations and possible reasons for them.