

Activity Sheet

Links to National Curriculum on p.3



Heck no. 5, by Joe Mawson, 2008, 90 x 60cm, digital Lambda print on dibond. © The Artist

What are your first reactions to the photograph? How does it make you feel?

What can you see in the photograph? Describe what you think has happened.

Do you think the scene is real? Discuss your reasons.

Explain to the group that artist Joe Mawson has recreated a photograph of the 2001 Selby Rail Crash using toy models. Refer to the *Information for Teachers* sheet.

Does it make you feel differently about the photograph knowing what happened and how it has been made? Why do you think the artist made his artwork in this way?

Suggested extension activities

A. Setting the Scene

1. Setting the scene - Collect or ask your group to collect photographs from newspapers and magazines showing scenes that could be recreated using a range of materials, e.g. toys, collage materials, rocks, twigs, plants. Ask your group to select materials which closely represent the people and the environment in the photograph.
2. Introduction to digital photography – Invite your group to take photographs of their recreated scenes using a digital camera. Show them how to save their photographs to a computer, manipulate and print the images.
3. Colours, textures, shapes and composition – Ask your students to present their photographs to the group, explaining why they chose the materials they did to represent the objects in the original scene.

B. Creative Writing

Cut out and laminate photographs from newspapers, removing any headlines or accompanying text.

Invite your group to choose a photograph and to write a newspaper article to accompany the image. As a starting point, advise your group to look closely at the photograph and to imagine the location of the scene and the emotions of the people in the photograph.

Review the stories as a group; then, discuss the differences and similarities to the real newspaper articles.

Links to National Curriculum:

Key stage 2

Information from www.curriculum.qca.org.uk

Art and design

Pupils should be taught to:

- a) question and make thoughtful observations about starting points and select ideas to use in their work
- b) collect visual and other information (for example, images, materials) to help them develop their ideas, including using a sketch book.
- c) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work
- d) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.
- e) Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a) exploring a range of starting points for practical work (for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments).
- b) working on their own, and collaborating with others, on projects in two and three dimensions and on different scales.
- c) using a range of materials and processes, including ICT (for example, painting, collage, print making, digital media, textiles, sculpture)
- d) investigate art, craft and design in the locality and in a variety of genres, styles and traditions (for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet).

Personal, social and health education and Citizenship

Pupils should be taught to:

- a) talk about their opinions, and explain their views, on issues that affect themselves and society.
- b) reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences

Geography

Pupils should be taught to identify and describe what places are like (for example, in terms of weather, jobs).

English

Writing

Composition, planning and drafting, punctuation, spelling, morphology, handwriting and presentation, standard English, language structure can be covered when writing the news article.

Reading

Understanding texts, non-fiction and non-literary texts can be covered when writing the news article.

Speaking and Listening

Speaking, listening, group discussion and interaction can be covered during the gallery visit and throughout the extension activities.