

**Corgi Royal Endorsement:**

In 1989, Corgi was awarded a Royal Warrant by HRH The Prince of Wales. The company has a long-standing relationship with the Prince, having supplied him with its finest cashmere socks for a number of years. He has also visited the Corgi factory, located just a short distance from the Welsh home at Llwynywermod he shares with HRH The Duchess of Cornwall.

**Teacher Resources**

2

**Theme: UK Manufacturers**

2.4

Manufacturing Area:

**Wales**

**Magnum Photographer: David Hurn**

**Cultural Partner - University of South Wales**

**Short biography:**

Hurn is a self-taught photographer who began his career in 1955. In 1973, he set up the famous School of Documentary Photography in Newport, Wales and has a longstanding international reputation as one of Britain’s leading reportage photographers. He continues to live and work in Wales.

**Photographer’s Commission:**

David Hurn, based in Tintern, South Wales has captured the more eccentric angles of manufacturing, focusing on small to medium bespoke operations. Spending significant time with each company, Hurn has also been able to focus on social and community aspects of the workers including everything from Zumba dancing with members of Corgi Hosiery, to Flexicare Medical’s members of the Mountain Ash male voice choir. Within this commission, Hurn has featured millinery, theatre production, textiles and medical solutions.

**Photographer’s Approach:**

“My prime interest is in people or rather the way people react with people or to their environment. So far I have been dealing with three activities where everyone involved is highly skilled and therefore love their jobs - perhaps a happy workforce means quality goods.

All three: Alison Tod; Cardiff Theatrical Services; and Corgi are very successful businesses. I have mainly simply observed, but have included a few semi-posed portraits.”

**Manufacturer’s visited:**

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| --- |
| 1. Corgi Hosiery |
| 2. Alison Tod (milliner) |
| 3. Cardiff Theatrical Services |
| 4. Flexicare Medical Ltd (medical devices)  |
| 5. BCB (outdoor survival gear) |

Level of Engagement:

**Single Curriculum**

Activity Name:

**An Introduction to Photography**

Aim of Activity:

This is an activity that can support pupils to develop their photography skills for example the decisions a photographer might take when creating new work. It can be used as a starting point from which to go onto other activities or projects in the Open for Business resources. This example uses David Hurn’s images and experience in Wales as inspiration but you can focus on any of the Magnum Photographers or try techniques and styles from a range of photographers involved in Open for Business.



David Hurn, 2013. Wales. Corgi Hosiery Ltd. Socks coming off the production line in the automated steam press.

**An Introduction to Photography**

This activity ………….

Focuses on photography skills development – using David Hurn’s images as a starting point – they include a variety of style and subject matter.

Start by……….

Divide the class into groups or pairs, and ask pupils to choose a photograph from the exhibition and analyse it. Remind pupils that a photograph is a 2D image of a 3D scene. Analysing a photograph looks at different characteristics compared to how we analyse other 2D artwork.

Then……….
Ask pupils to make a note of the image that they are looking at: who is the Photographer, when was it created, does it have a title, what medium has been used to create it?

Next……….
Ask pupils to describe the photograph’s subject matter, is it a: Person, Place, Object, Thing or Idea? What do they see?

Does the image look realistic or abstract? Has there been any manipulation of the scene using camera techniques such as lighting, movement etc. Ask pupils to explain their answer.

Next ……….

Ask them to think about the perspective. The point of view determines what angle the photo was taken from therefore it alters perspective. Was the photo taken at eye level, from a bird’s eye view, from ground level, from the side etc? Encourage them to draw the angle with a ruler at which they think the photographer took this picture.

Label it: Top View (Bird’s Eye), High level, Eye level, Low level, Bottom View (worm’s eye).

Finally……….
Which camera shot has been used? Extreme close up (macro) / close up/ short / medium / long. Describe the use of depth of field (how blurry / sharp the foreground or background is) the photographer has used. Explain what effect it has on the photograph. Has the photograph been framed by using the camera or the objects in the scene?

What is the subject of the photograph?

Curriculum Links:

* thinking and decision making
* searching for deeper meaning and understanding
* making comparisons
* working with others and developing social skills
* developing questioning skills and exploring
* research skills

Art and design

* deeper understanding of contemporary photography as an artform and the ability to critically analyse it and to communicate ideas
* creating work for exhibition and making curatorial choices

Primarily this process can be used as a starting point to learn more about the composition and creation of photographs. Taking pupils through this process will extend their knowledge of photography, and can be used in Art and Design as a skills development tool, or in other subjects to incorporate photography into learning.

Extension Activities:

Now that pupils understand the decisions involved in creating a photograph, provide resources (cameras / mobile devices) to encourage them to try out different photographic techniques.

* Consider the composition of the photo
* Use symmetry to balance pictures
* Explore the use of lighting
* Examine the focal points and exposure in images