

Emergence of BRIC economies and the ‘Next-11’:

BRIC economies (Brazil, Russia, India and China) are likely to become larger than the US by 2015 and the G7 by 2032. In addition, the ‘N-11’ economies are likely to become larger than the US and almost twice the size of the Euro area by 2050. By value, UK is low down the global list of exporters to China (24th) and India (21st). The UK is the world’s 10th largest goods exporter, with a 2.9% share of global manufacturing exports in 2012.

(Source: Government Office for Science)

**Teacher Resources**

1

**Theme: Magnum Photographers**

1.4

Photographer – Background Information:

[Chris Steele-Perkins, UK](http://www.magnumphotos.com/C.aspx?VP3=CMS3&VF=MAGO31_10_VForm&ERID=24KL53Z6VT)

[Steele-Perkins has been working internationally since the early 70s and, since joining Magnum in 1979, he has worked extensively in the developing world with a number of highly acclaimed reportages. His recent book ENGLAND, MY ENGLAND offers his very personal retrospective of work shot in England over the last 40 years.](http://www.magnumphotos.com/C.aspx?VP3=CMS3&VF=MAGO31_10_VForm&ERID=24KL53Z6VT)

(click the link above to take you to the Magnum Photos site for further information on the photographer’s career)

Level of Engagement:

Single Curriculum

**Look Again**



Chris Steele-Perkins 2013

G.B. ENGLAND. Newton Abbot. Westaway Sausages.

Chris Steele-Perkins on working on Open for Business:

I have been photographing England; the people, the culture, the landscape, the ups and the downs, as a central part of my working life. So, to be commissioned to work around a topic in England that I had done little about in the past: manufacture, in an area: Plymouth, I had spent little time in, was welcome.

I wanted to look at a variety of manufacturing, and in the time-frame of 10 days I thought that one day per company, regardless of size, would be a good distribution of effort and each company should be refreshingly different. So far that has been the case. My approach is fairly simple. I don't take batteries or lights with me, use some small flash guns, and generally I don't interfere too much, though I do ask people to perhaps repeat something they have done, or to move in order to change the dynamic of the picture, and while it is primarily about people, I photograph the things that interest me on different levels including details that I notice, fragments of the visual world that the photographer's eye teases out of the mass of "stuff" and is elevated in significance.

The exception where I really do interfere is by making posed, small-group portraits. Factories are collective enterprises, teams have to work together. I make a few of these group portraits depending on the place and how I feel. They are pictures that are out of context at one level as they are constructed groupings, but all still within the wider context of their work-place and along with the photographs of process and of details, work together to allow some insight into these factories.

Aim of Activity:

This activity could be a starting point for developing a short project in class, over say 4 – 6 lessons. It can help pupils to start to understand more about photography and manufacturing and in particular the people involved and how they work in teams to carry out intensive manufacturing processes. This activity should be designed around a curriculum area that you want to focus on, and you can extend the source material to include relevant images related to the subject being explored.

**What do you see?**

This activity is ………….   
focused on seeing and thinking about an image and asking questions which focus on its qualities. It encourages a conscious response to the image and the development of opinion about it. Having reflected on an image pupils are asked to use the work as inspiration to create their own photographs. Start by……….  
asking pupils to look closely at Chris Steele-Perkins’s Photograph X for 60 seconds.

Then remove the image from view.

Workings in pairs ask the pupils to write down as many details as they can about the photograph in 60 seconds.

Then……….  
show the image again and ask each pair to come up with 5 more details in 30 seconds.

Share and discuss the observations as a whole group and agree on the image’s most important qualities.

Next……….  
in small groups ask the pupils to use the qualities they identified and discuss what questions they would like to ask Chris Steele-Perkins as a result. Each group should decide on the three most important questions which are then swapped with another group. The groups have to imagine they are Chris and answer the questions. Remind the pupils that there are no wrong questions or answers.

Finally ……….  
share some of the questions and answers as a whole group.

Develop this further by ……….  
Using their mobile phones (or cameras, iPads, etc.) ask the pupils to create their own image using Chris’s perspective on *Open for Business* and his image as inspiration.

Encourage the pupils to think carefully about how to construct their image. You might ask them to consider creating a posed group portrait of the class.

Ask pupils to write a short narrative about their image.

Display the photographs produced and their narratives in school alongside information about the work of Chris Steele-Perkins.

What is the subject of the photograph?

Options for Delivery / timescale:

This activity can be completed in one or two lessons or extended for completion over 4 – 6 lessons. You could set up the first lesson by giving a 15 minute introduction to *Open for Business*, information about the photographer and showing some images from the exhibition.

Use this exercise as a curriculum focus in whichever area you are covering with KS3 pupils – above are examples of links to certain subjects but you can adapt as necessary to give the learning a different focus.

Curriculum Links:

This can be used as a general introduction to a project, or more specifically to a specific subject learning aim, to provide an understanding of analysing images and developing new skills in visual literacy.

Potential learning outcomes and 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

English

* exploring and analysing meaning in an image and in text
* group discussion
* constructing writing for expression and effect
* speaking and listening

History

* exploring historical and contemporary manufacturing and industrialization in Britain
* chronology

Geography

* investigating the local area
* exploring human geography

Extension Activities:

Research / find old school portraits or old group portraits from local manufacturing sites. Encourage pupils to bring in photographs from home from parents, carers and grandparents. Allow pupils to compare the images – what similarities and differences are there? When were the photographs taken and what clues do the images provide? What surprises can we see? Does this allow us to place the images in chronological order?