

**How many jobs does Airbus create?**

Around 100,000 jobs are generated in the UK by Airbus wing work, both directly as well as indirectly through an extended supply chain of over 400 companies.

At Filton, over 4,000 people are employed in the design office and in business support roles such as procurement, finance and customer service. Core activities at Filton include the design, engineering and support for Airbus wings, fuel systems and landing gear integration. Teams also work on systems, structures, and aerodynamics research, development and test facilities.

**Teacher Resources**

1

**Theme: Magnum Photographers**

1.5

Photographer – Background Information:

[Martin Parr, UK](http://www.magnumphotos.com/C.aspx?VP3=CMS3&VF=MAGO31_10_VForm&ERID=24KL5357TF)

[Parr was born in Epsom, Surrey in 1952. His grandfather encouraged his youthful interest in photography and Parr went on to study at Manchester Polytechnic. He has since worked on numerous photographic projects that flaunt his provocative style; one humorously defined by the moral atrophy and preposterousness of modern times.](http://www.magnumphotos.com/C.aspx?VP3=CMS3&VF=MAGO31_10_VForm&ERID=24KL5357TF)

(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

Martin Parr on working on Open for Business:

When you are confronted with the challenge of converting a work place in a set of photos, you have to think very fast. The first job is to actually record what is going on, and then secondly trying to make this into an interesting photograph.

I have two cameras, one wide, and the other a ring flash and Macro lens, where I can come in close. I try both and follow what approach best serves interpreting that factory, the most effectively.  Sometimes, if the workplace is a bit dull, I will use portraits as another way of best showing the subject, and if I establish this approach will do many in the same place to make this into a more resolved set of images. Having established a basic approach, I then try and fine-tune this and build up a set of images, sometimes with a mixture of solutions, sometimes just one.

Frames of Reference



Martin Parr 2013

GB. England. Bristol. Airbus. Open for Business. 2013.Find out more about Martin Parr Link /Manufacturers

Aim of Activity:

This can be used as a starting point for developing a short project in class say over 4 – 6 lessons that can help pupils to start to understand more about photography, manufacturing, particularly in developing meaning in photographs, starting to see the bigger picture, and understanding that first impressions are not always right! This activity could be designed around a specific curriculum area and you can extend the source material to include relevant images for your subject.

**Frames of Reference**

This activity is ………….
an opportunity to create dialogue about perspective and interpretation of an image from *Open for Business*. It allows pupils to explore different questioning techniques and to explore and build group consensus and ideas about what is seen and not seen. It allows pupils to develop their understanding of key photographic terms.

Before the lesson……….
select a range of images from *Open for Business* which are interesting and varied these can be from either the Magnum photographers or the images taken by their assistants. Take a heavy piece of paper with a square cut in which should expose an interesting exert from the image. Place in a plastic folder to keep it tidy.

Start by……….
placing the students in groups of 4 or 5.

From each group ask one representative (The Framer) to come forward to examine one whole image. Tell them they should only show the small exert to their group.

Next……….
the remaining participants in each group examine the excerpt and discuss what they think the entire image is. The Framer is silent.

The group are then allowed to ask The Framer 10 questions, each of which should be written down along with the answer. Encourage the pupils to think about different types of questions – open, closed, etc.

Next ……….
the group have to reach a consensus about what they think the whole picture will reveal. The Framer then reveals the entire image.

Finally……….
groups then discuss the following questions:
- was the image what you expected?
- what questions revealed the most information?

The whole class share what they learnt from the exercise.

Options for Delivery / Timescale:

This activity can be completed in one or two lessons and can also be 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.

Set this up as a whole class activity and plan which tasks you will give for each lesson, and over how many weeks you want to focus on *Open for Business.*

Curriculum Links:

This can be used as a general introduction to a project, or more specifically to a specific subject learning aim, to explore depth of understanding across levels.

Learning outcomes and curriculum links………

* thinking and decision making
* investigating and imagining
* interpreting information
* working with others and developing social skills
* valuing others opinions
* discipline
* developing questioning skills and exploring how they can be used to elicit important information
* research skills

Art and design

* deeper understanding of contemporary photography as an art form and the ability to critically analyse it and to communicate ideas
* using own ideas and making decisions to create photographs for a purpose

English

* questioning
* group discussion
* speaking and listening
* recording information

Geography

* investigating the local area and how manufacturing has influenced it.

Extension Activities:

Explore what could be outside the frame of the image and the decisions the photographer might have taken in deciding what to include in the frame. Encourage pupils to research key photography terms and their meaning. Ask pupils to take or find photographs which are in turn made into new Frames of Reference. This could include finding interesting images which illustrate different types of local manufacturing.

* You could ask for pupils to gather information from parents or other family members such as stories or insights into manufacturing processes that they may have used in their working life.
* You could visit a local manufacturer or ask a representative to come into school to talk about the process they use, their supply chain, the different roles and jobs in their site and the skills they look for in employees.
* Get the class to create their own simple production line during a lesson – they could be as simple as creating and packaging a sandwich, a gift wrapping service or producing and mailing a school newsletter or some promotional material.