

Elementary

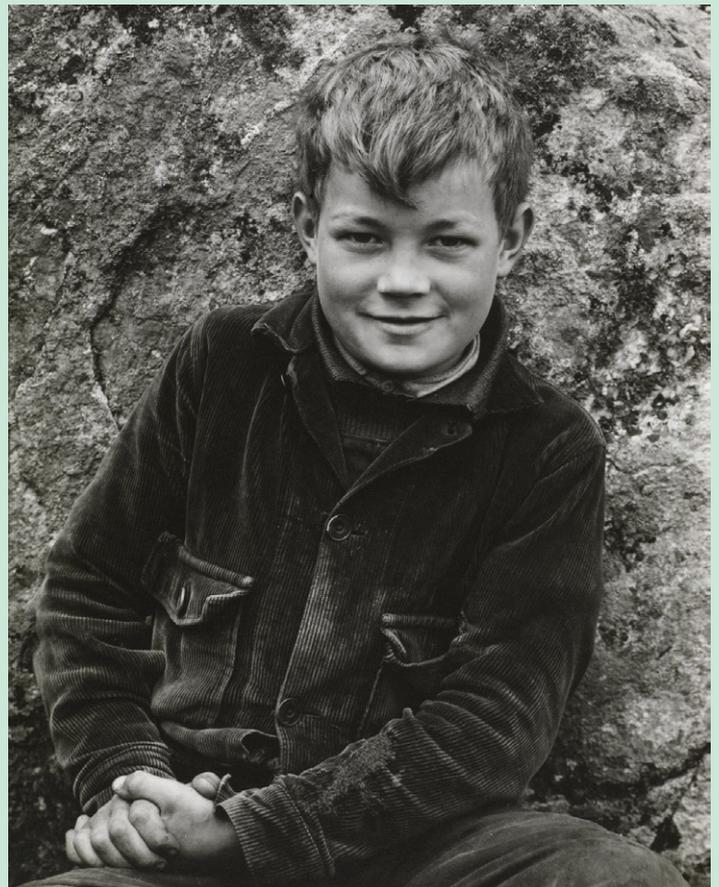
When Photography becomes Art

Introduction to Photography through
Fundación MAPFRE's Collection

Teacher's guide



Barcelona Photo Center



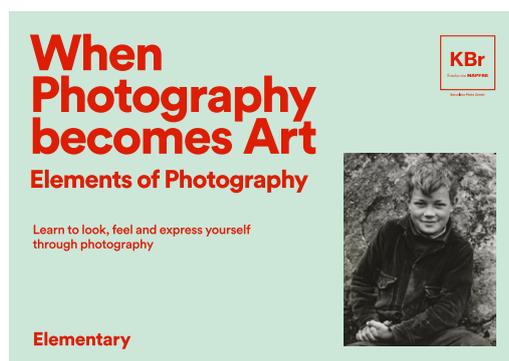
Visual Comprehension

We are surrounded by images. Photography is present in all aspects of our daily lives. Moreover, most of us capture and produce photographs constantly through the cameras on our mobile phones. But... What do we know about visual language? Do we know how to read and interpret these photographs?

As an introduction to art and the practice of photography, we propose that children learn simple concepts and how to interpret key aspects of this form of artistic expression, as well as the emotions they experience, through a selection of works from Fundación MAPFRE's Collection of Photography. In helping them to observe these works through "different eyes", we intend to achieve a nexus between the affective and mental links they create with the people, places and objects in their daily lives.

We hope this document will serve as a guide for introducing photography, its language, basic techniques and key figures into the curricular programs for students in elementary school, first ESO cycle and special needs groups. For this purpose, we present you with the objectives, the curricular competencies (the framework that structures the activities) and a methodological proposal aimed at learning and having fun through photography.

Download the visual comprehension activity proposal we have developed [here](#).



You can also click on the image to download the document.

Index of Activity Proposal

1. Elements of Photography

1.1. Light

1.1.1. Definition

1.1.2. Classification

1.1.3. Activity: Creating a Story

1.2. Framing

1.2.1. Definition

1.2.2. Classification

1.3. Point of View

1.3.1. Definition

1.3.2. Classification

1.3.3. Activity: Our Hands Can Be Our Camera!

1.4. Black and White – Color

1.4.1. Definition

1.4.2. Reflection Exercise and Visual Activity

1.4.3. Activity: Imagining Colors

2. Artistic Activity: The *Photocollage* of Emotions

2.1. Phases of the Artistic Group Activity

2.2. Suggested Duration and Materials

2.3. Appendix: Images of Works for the *Photocollage*

Objectives

Second and Third Cycle
Elementary School and 1st
and 2nd Level ESO

- Initiating visual comprehension through photographic language.
- Discovering photography as an artistic medium, including its different techniques, styles and procedures.
- Fostering creativity through expression and the practice of photography.
- Educating students' sensibilities toward artistic photography and history.
- Increasing expressive capabilities through the observation of works.

Objectives

Special Needs Groups

- Fostering visual alphabetization through the language of photography.
- Favoring/enriching communication among the group and their creative abilities.
- Fostering self esteem through artistic activities.
- Granting the students more autonomy in their creative work through experimentation with the materials provided for the activities and the photocollage.
- Facilitating active cooperation and collaboration. Learning from classmates during the creative activities.

Activity Learning Skills

- **Linguistic communication**: we will encourage a form of communication in which the student will be able to express him or herself freely. Teachers will be the key factor in detecting optimal situations for communication. Thus, we will foster individual and group expression, etc., through questions and other communication strategies.
- **Awareness and cultural expressions**: we will foster the appreciation of art and history as fundamental parts of modern society. We will work on appreciating and tolerating all forms of expression.
- **Learning how to learn**: we will develop activities that will allow participants to learn how to take full advantage of the activity.
- **Initiative and entrepreneurial spirit**: we will stimulate behaviors that will allow students to take initiative and will reinforce this behavior as an essential trait for the activities. Teachers must detect and foster inclusive activities based on tolerance and solidarity.

Methodology

- **Questions** will always be the starting point. By opening with a question, teachers will establish a dialogue with students about the image being observed. Through discussion, the group will go on to discover different fundamental aspects of the photographic language.
- **Debating** the value of photography in order to generate a range of points of view. There is no single vision or correct interpretation of a photograph; interpretations are infinite, they are frequently far removed from the author's intention. Joint reflection turns participants into protagonists, taking on an active role in thoughts that may lead to different conclusions.
- **Practicing**: we will propose several challenges that will incorporate the basic terms of visual language, translating the theoretical proposal into practice through games.
- **Sharing**: it is important to create a space of trust and respect in which to share personal or collective experiences with the rest of the class, this will allow students to learn and reinforce empathy and communication.

*Suggested duration:

Exercises related to visual language concepts (45 minutes)

Artistic activity, The *Photocollage* of Emotions (45 minutes)

Let us know!

To the teacher: we want to know if you have enjoyed the educational activities developed for Fundación MAPFRE's Collection of Photography.

We encourage you to let us know through our social media networks:

Twitter, Instagram and Facebook.

