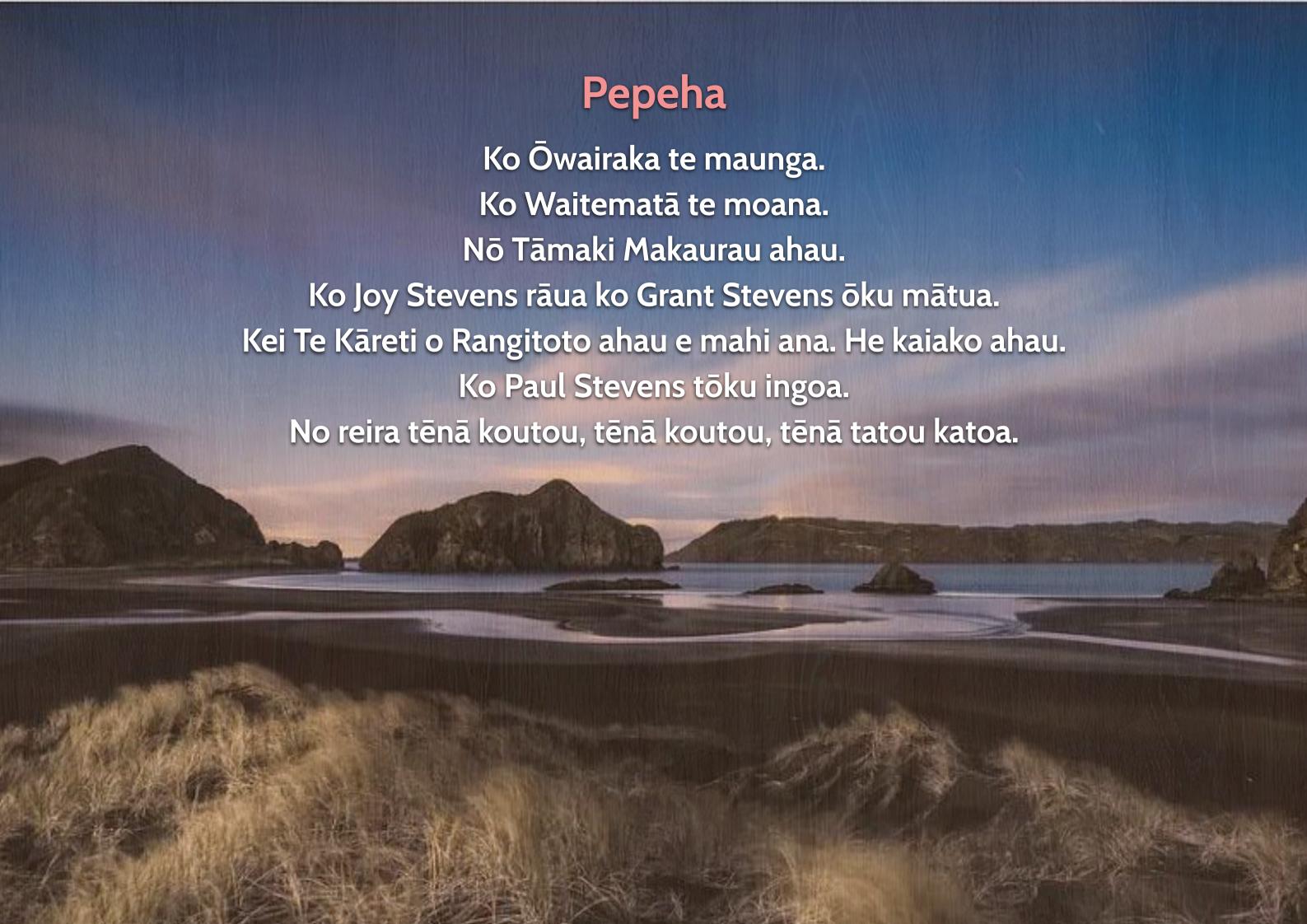
Teaching Senior Photography

Paul Stevens | Rangitoto College

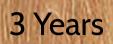
AHoD Art - Curriculum Leader Photography and Design | PLD Leader



















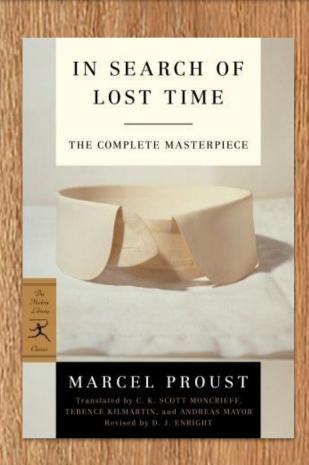


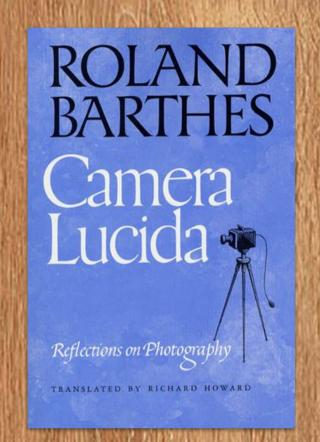


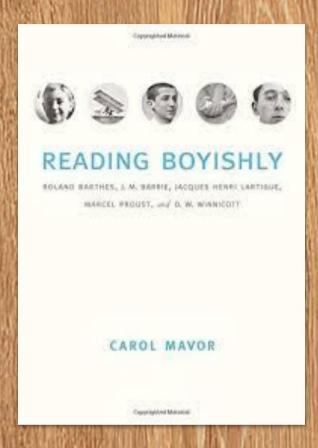
Our Department

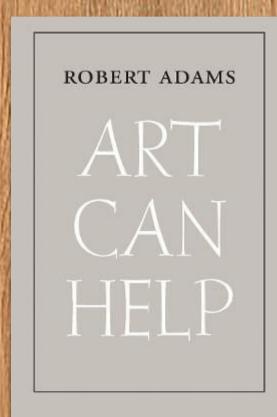


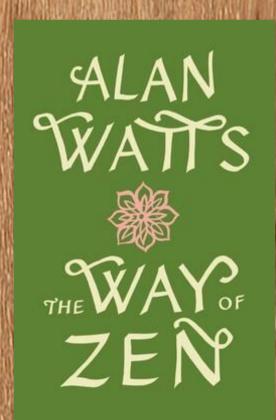
What informs my methodology?

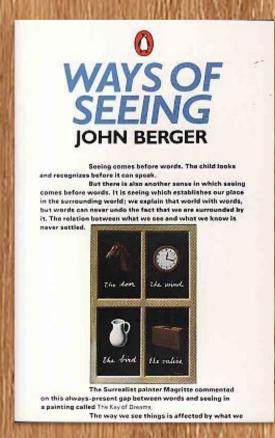


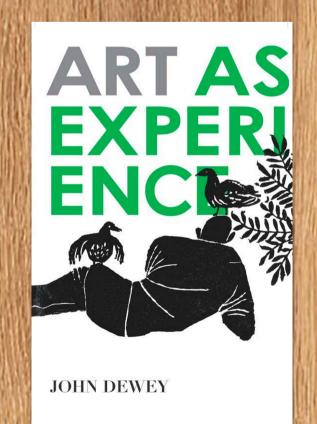


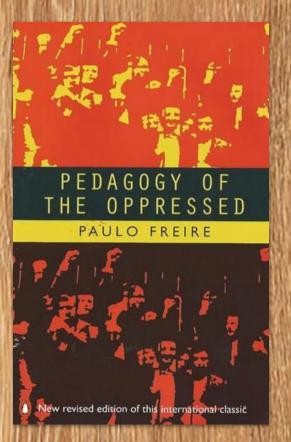




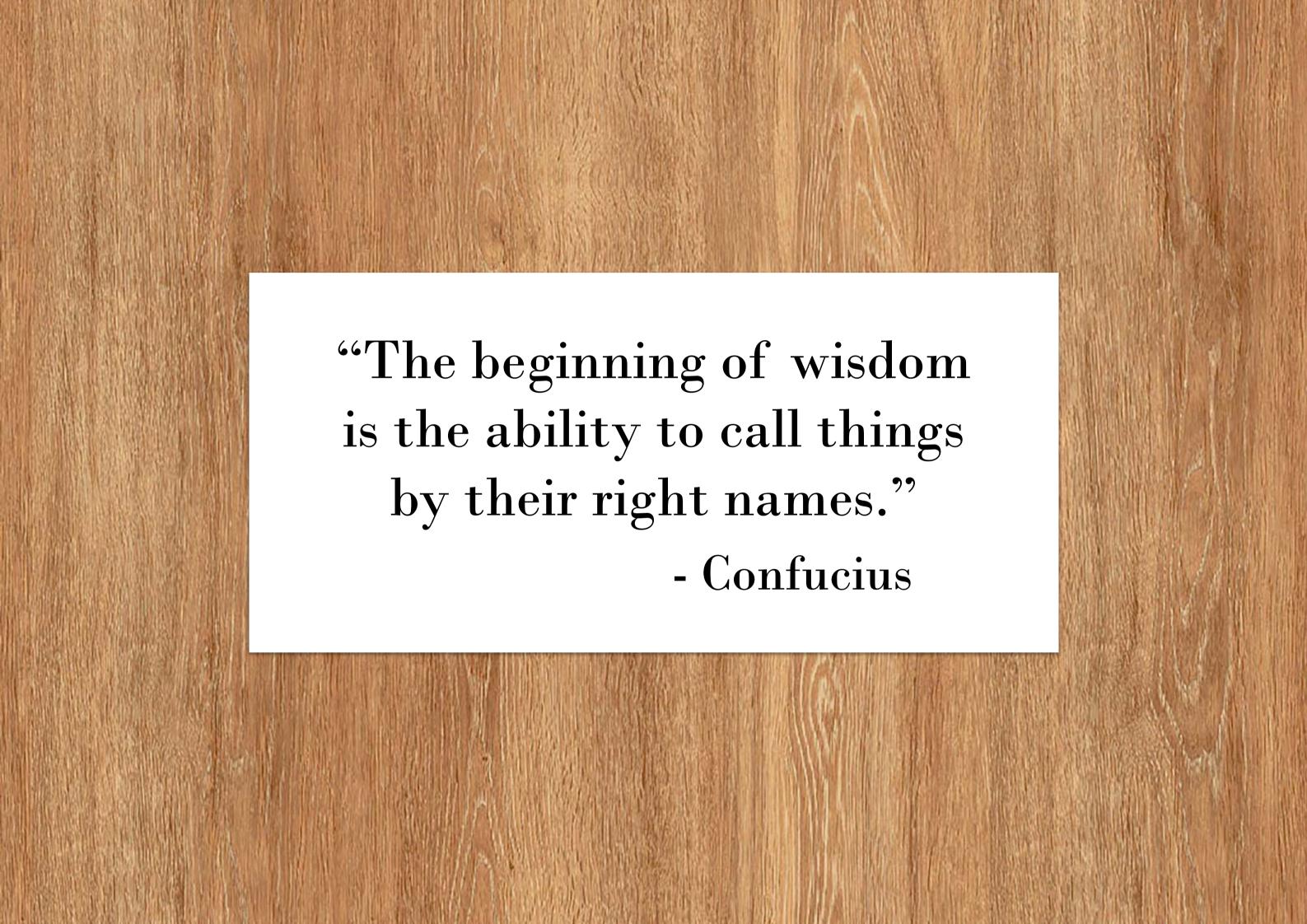








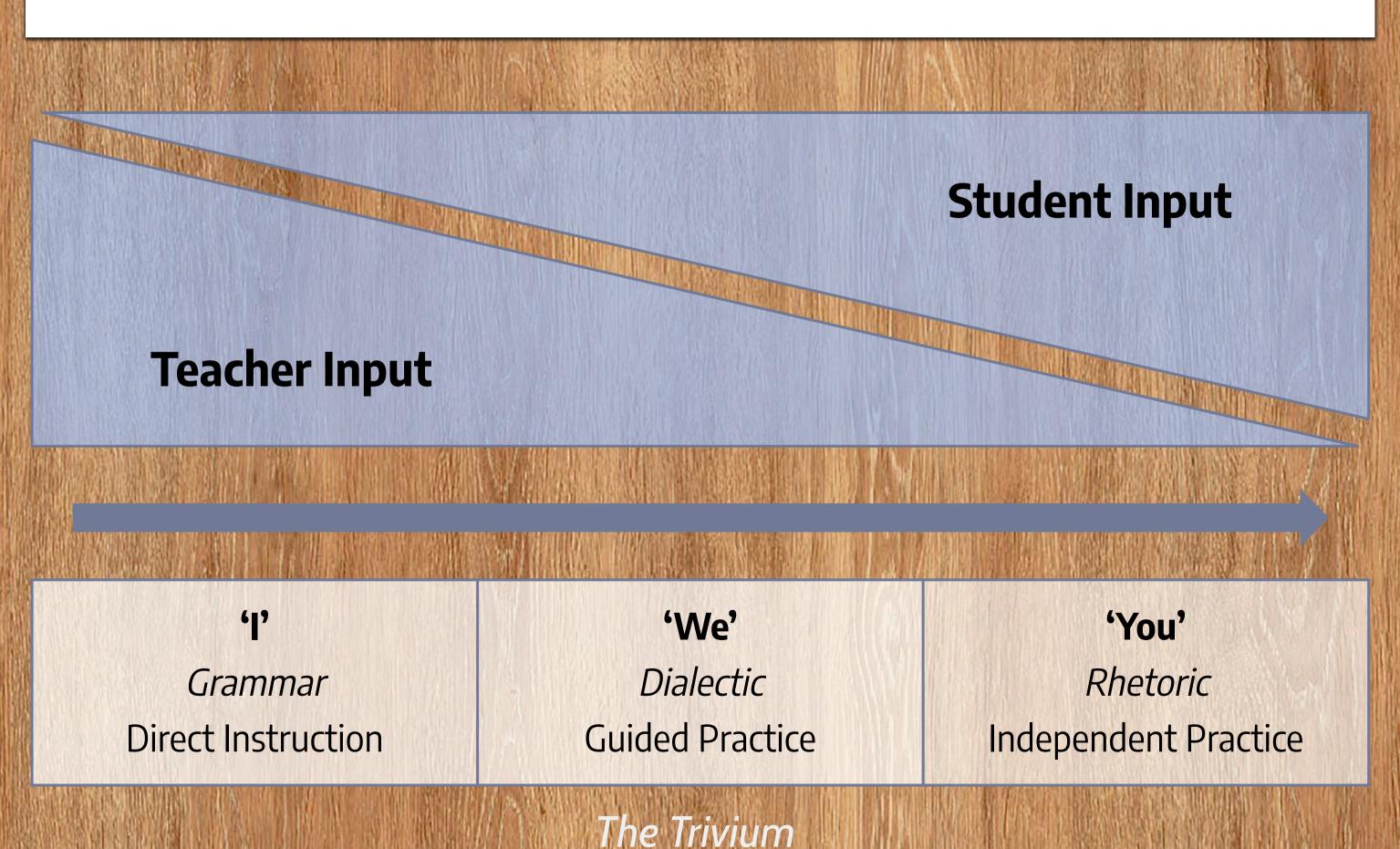




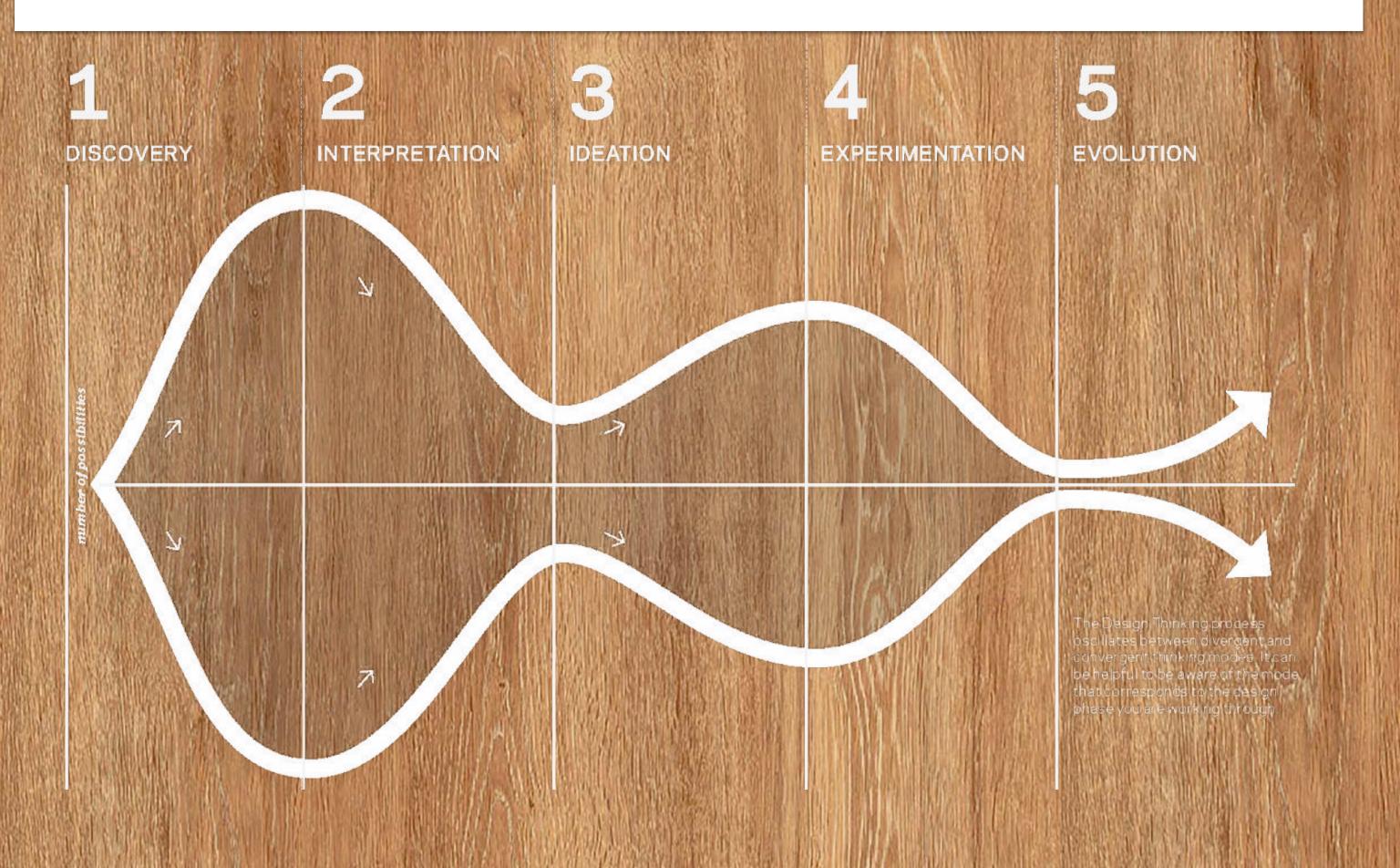
"To exist, humanly, is to name the world, to change it. Once named, the world in its turn reappears to the namers as a problem and requires of them a new naming. People are not built in silence, but in word, in work, in action-reflection."

- Paulo Freire

Teacher-Led to Student-Led

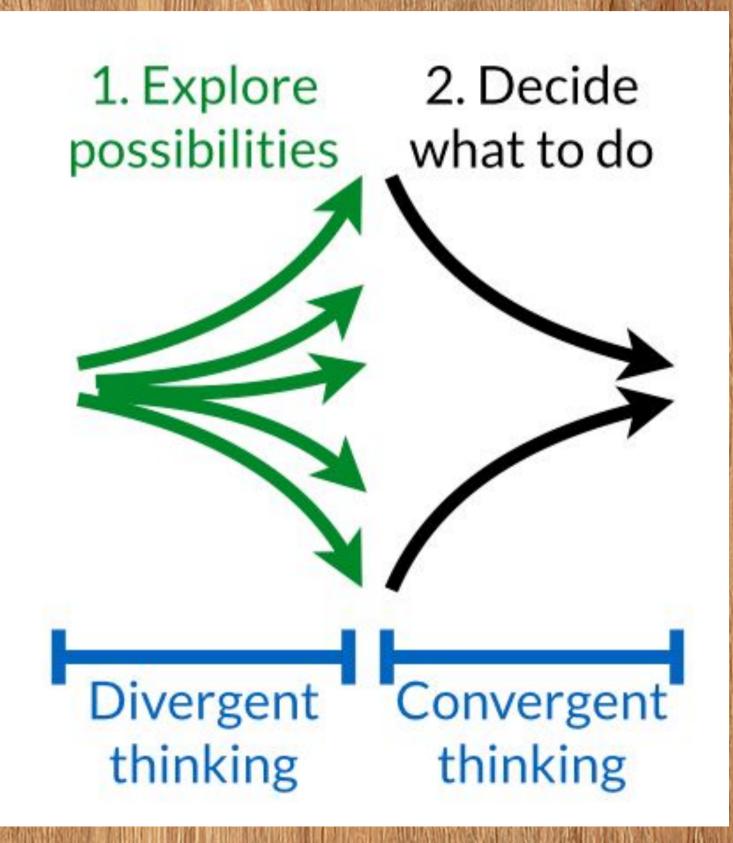


Design Thinking



Thinking Modes

- Divergent thinking is to be open to a range of possibilities.
- Convergent thinking is to make decisions based on these possibilities.
- These are key aspects of working with *enabling* constraints.





Plan, Shoot, Develop, Regenerate









Each shoot requires in your workbook...













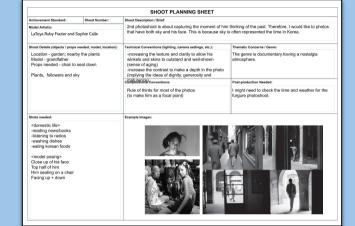
Signs: What imagery is significant in their work?

What context does this artist work in?

- **Methods:** What conventions does this artist utilise?
- How could I use this work as a starting point for my work?



A Shoot Planning Sheet >











< Contact **Sheets**

AFTER YOUR



How did your shoot go?

BEFORE YOUR

SHOOTI

- What worked well?
- What didn't work so well?
- Where to next?

Final Images > with comments



REGENERATE!

- Where to next?
- How can I expand on my approach?
- 3. How can I regenerate my ideas?



< and Final Images on your Google Drawing for assessment submission



Our Level 2 Photography Course

- 2.2 Photo: An induction into a range of themes and approaches.
- 2.3 into 2.4: Folio board based on a starting point using the best work from 2.2.
- Focused on each student developing a rigorous but personal approach to their practice.



Figure & Nature / Tūrangawaewae: Body & Nature















Bill Brandt

Herbert List

Arno Rafael Minkkinen

Herb Ritts

Maisie Cousins

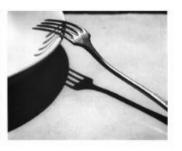
Ryan McGinley

Wynn Bullock

Object & Family / Whakapapa: Still Life















Fiona Pardington

Abelardo Morell

André Kertész

Carl Chiarenza

Irving Penn

Jan Groover

Joachim Froese

Space & Identity / Tuakiri: Psychological Figure in Space















Francesca Woodman

Arthur Tress

Christian Hopkins

Diane Arbus

Duane Michals

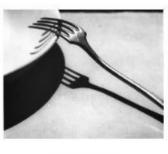
Keith Carter

Ralph Eugene Meatyard

Abstraction & City / Taone: Urban Abstraction















Paul Strand

Aaron Siskind

André Kertész

Mario Giacomelli

Marten Elder

Ray Metzker

Rut Blees Luxemburg

Constructed Realities & Story / Pakiwaitara: Conceptual Surrealism















Lisa Reihana

Alex Stoddard

Kyle Thompson

Taylor Marie Mccormick

Xin Li

Our Level 3 Photography Course

3.2 Conventions



3.3 Ideas

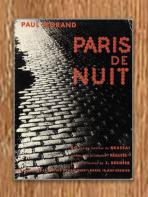
3.4 Folio Board

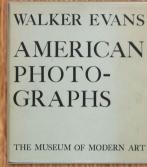
Schol Scholarship

The Photobook

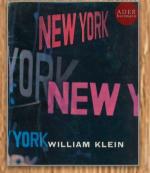


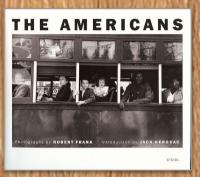


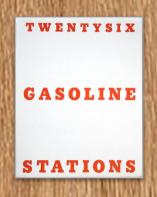






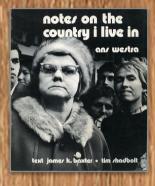


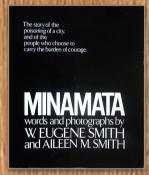


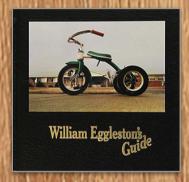






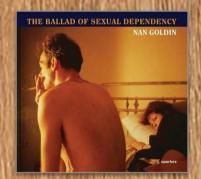








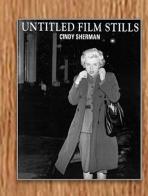






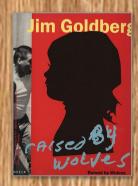


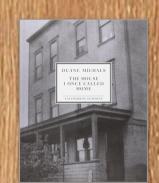




















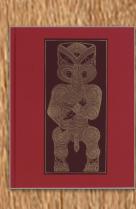




Elle s'est appelée successivement Rachel, Monique, Szyndler, Calle, Pagliero, Gonthier, Sindler. Ma mère aimait qu'on parle d'elle.

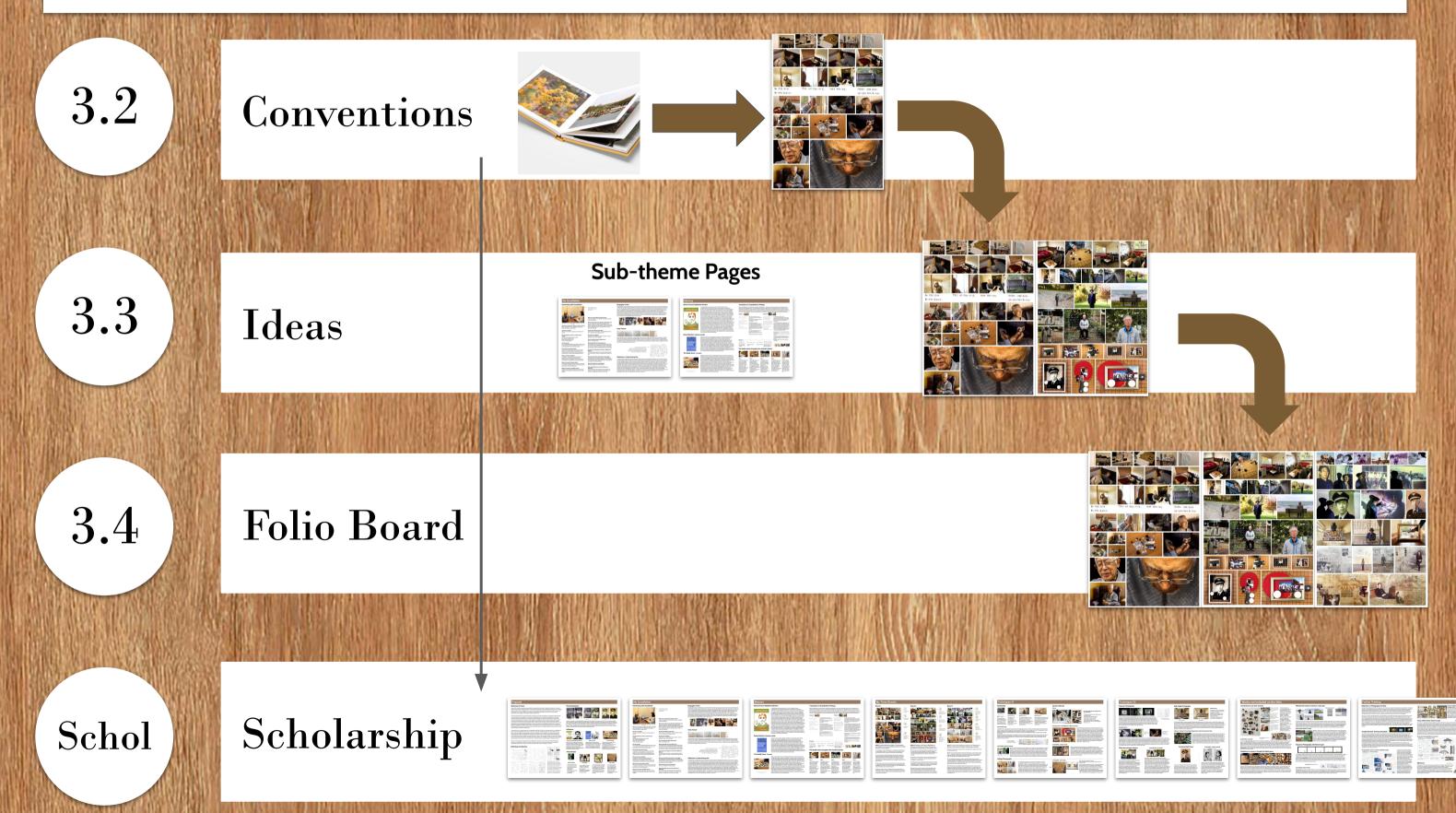








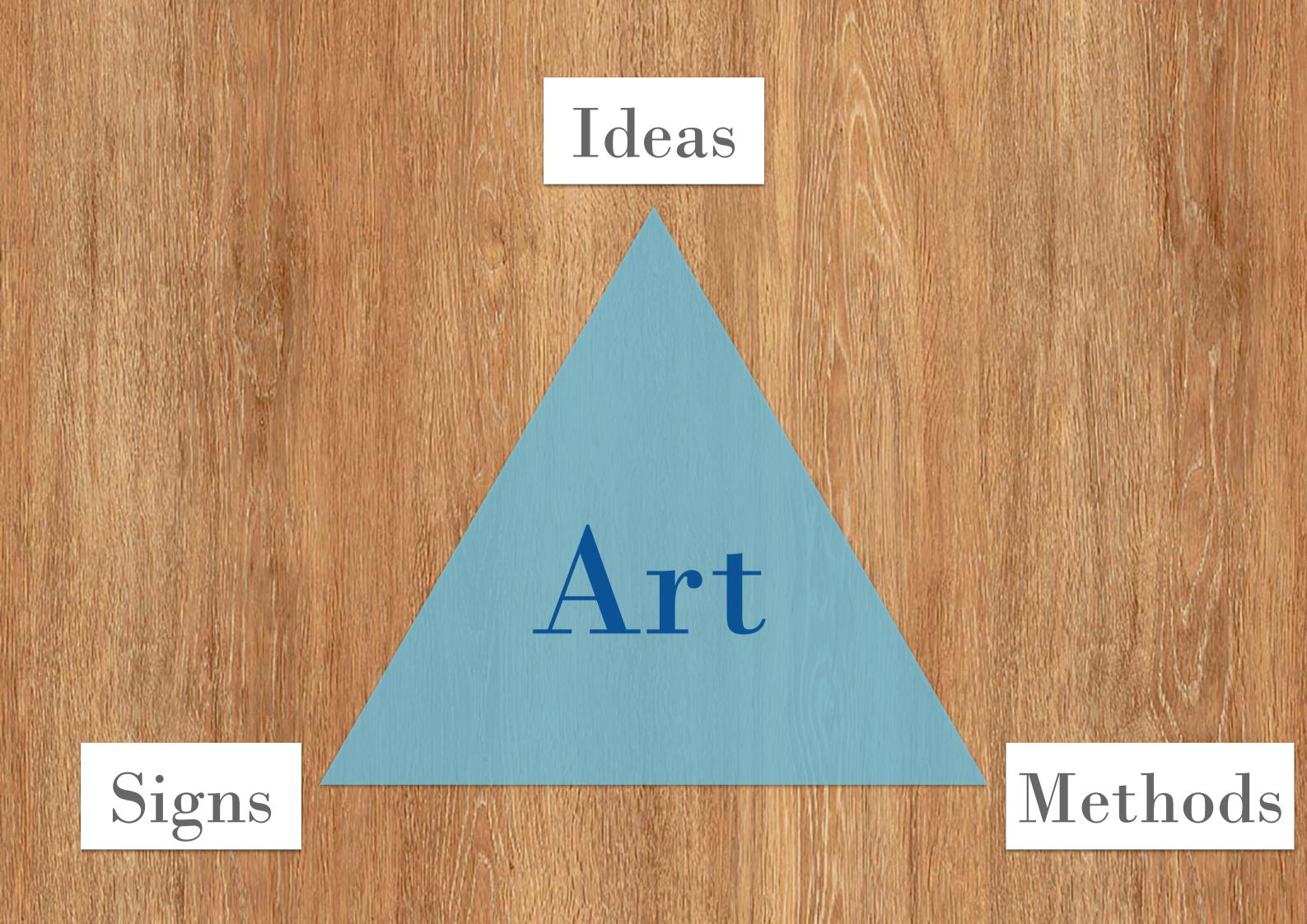
Our Level 3 Photography Course

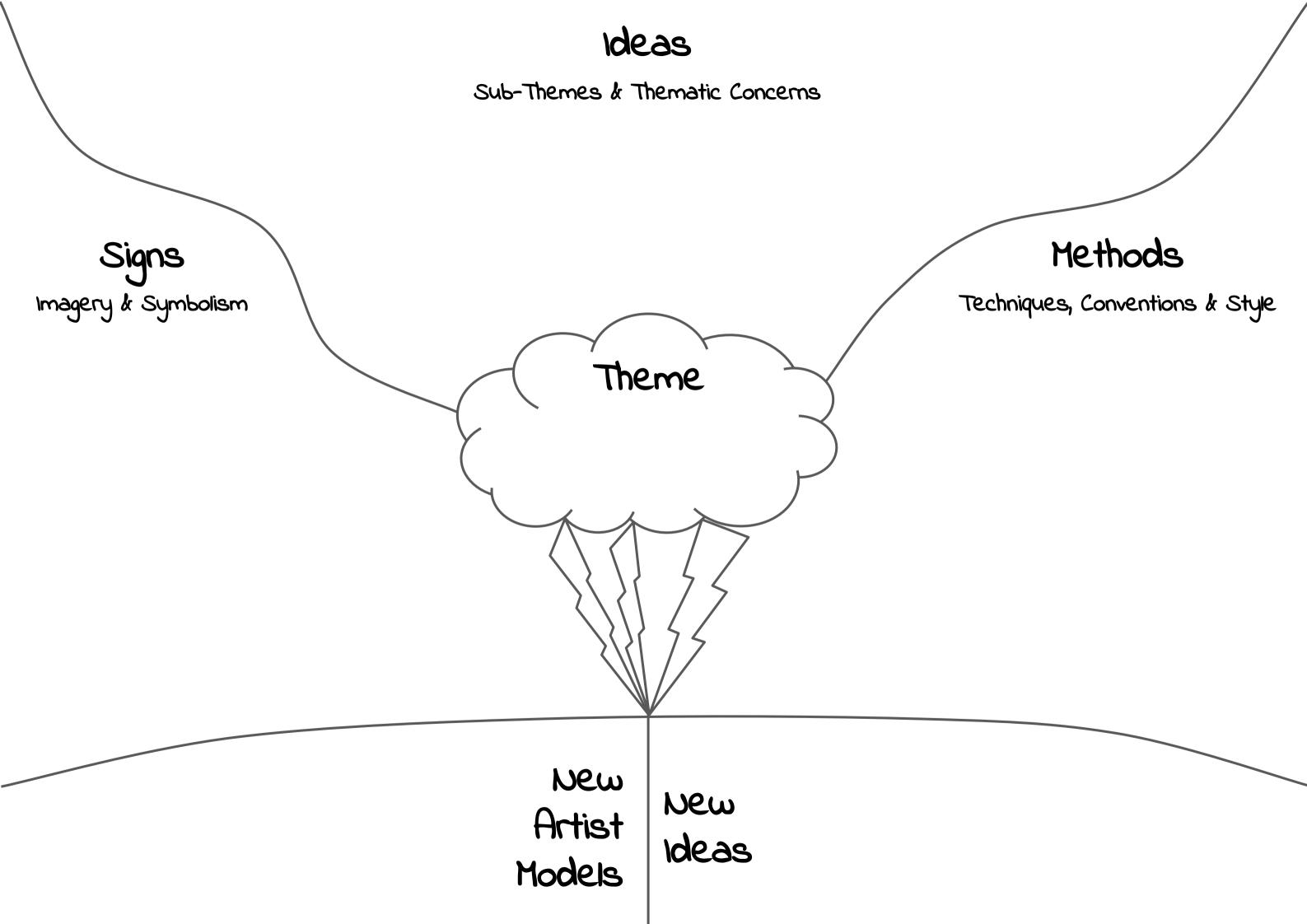


2019: 5 2020: 7 2021: 9

Strategies for Tackling Scholarship Photography

- Start Scholarship gradually, when you start the folio.
- ☐ Start 3.3 with a renewed proposal page and sub-theme pages.
- ☐ Be strict on the folio, particularly early on, not to allow the inclusion of work extraneous to a successful investigation.
- ☐ Teach the Art History of their developing methodology to each student. Teach their best work back to them as they go.
- Return with them again and again to a renewal of the central premise of their investigation. Feel for the need to change it. It may be better to start over, even as late as Term 3.
- ☐ For each new development look again at what is really happening in the work: Ideas, Signs, Methods.





Ideas

Sub-Themes & Thematic Concerns

- What thematic concerns / sub-themes are relevant to your theme?
- What thematic concerns are being communicated?
- What sub-themes are missing?
- Are there similar themes you could also reference?

Signs

Imagery & Symbolism

- What symbolism, imagery and subject matter can we see?
- Are any elements being repeated yet?
- Are any symbols being under-utilised?
- What symbolism relevant to your theme is missing here?

Theme

What is your working title for your artistic project?

Methods

Techniques, Conventions & Style

- What techniques / conventions are being used?
- Are any technques being under-utilised?
- What techniques are missing?
- How can you combine techniques?

- Are there any artists I have seen but not used properly yet?
- Where can I find new and different artists?

New Artist Models

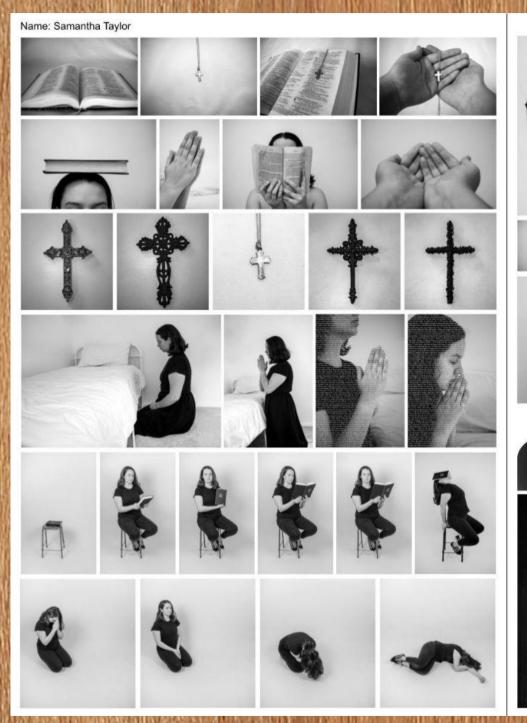
New Ideas

- Where could I go next?
- What new ways of working should I focus on?
- What have I missed so far?
- How could I think more outside the box?

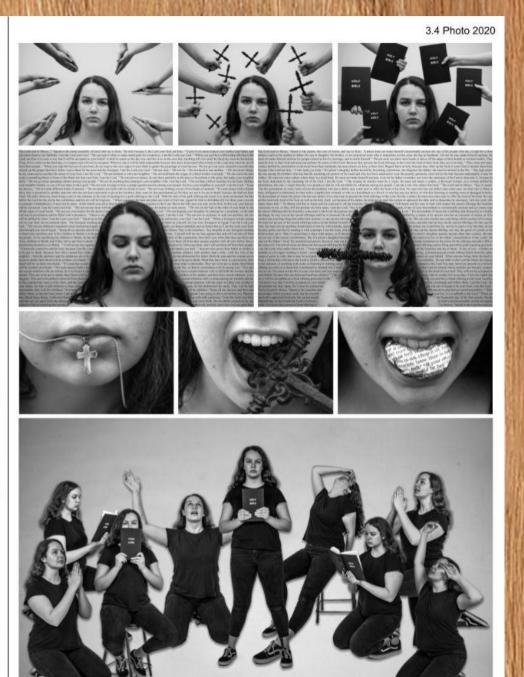
Sub-Themes & Thematic Concerns Family Mother The Photograph Techniques, agery & Nostalgia Conventions & Style Symbolism Found imagery Theme Collage The Photograph More images y Sage Sohier Jerry Takigawa New Text? New Artist ideas Interview mum? Models







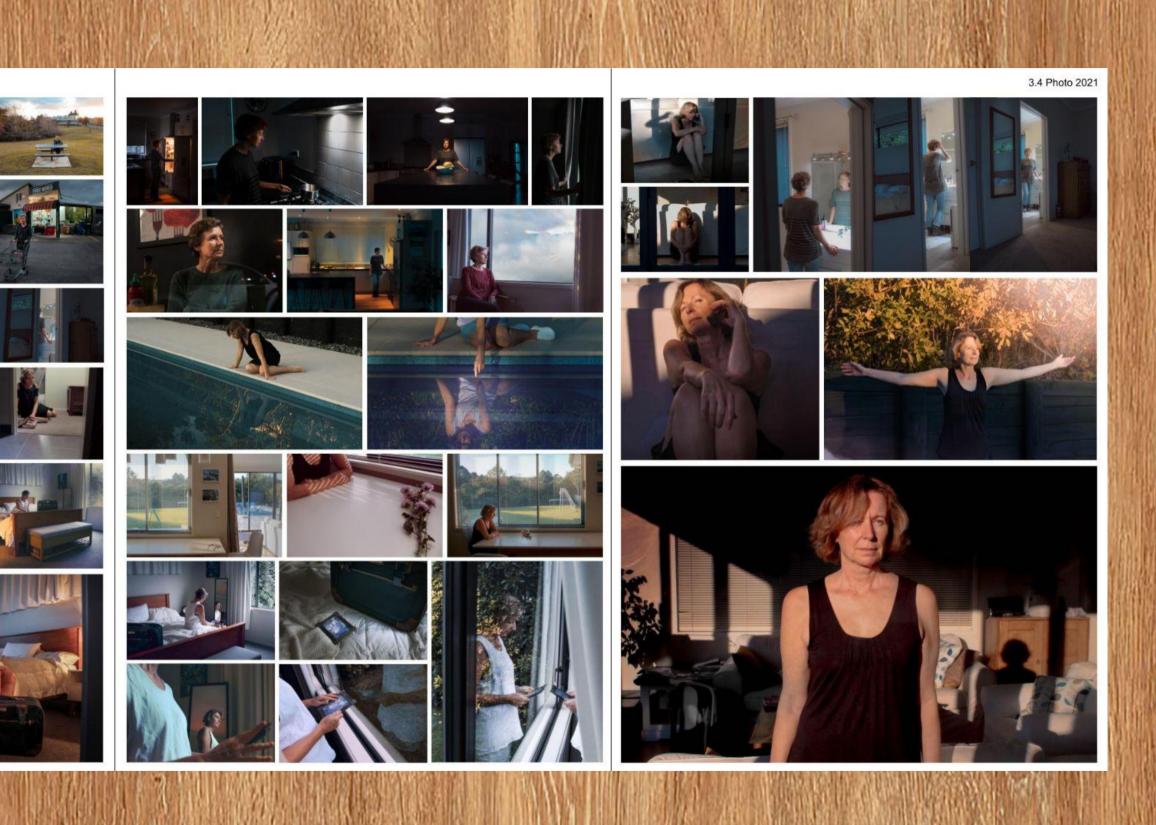












Name: Abigail Miller

