ANTARCTIC PHOTOGRAPHY

INVESTIGATING THE USE OF CAMERAS IN THE ANTARCTIC

POLAR LIFE KS1 KS2

Curriculum mapping:

Computing:

Purpose of study: Ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology

Aims: are responsible, competent, confident and creative users of information and communication technology

KS2: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Introduction activity

Look at the 'photo taken from Robert Scott's camera' on page 15 of the Encyclopaedia of Artefacts: http://polar.lgfl.org.uk/encyclopaedia_of_artefacts.html#book/17

Ask the class to tell you what this photo shows and to explain the mood of the image, especially as it is a black and white image.

Do they think the photograph would be better in colour? What do they think the explorers in that photograph are thinking/saying?

Show the image of the camera that took this photograph which is on the same page.

Ask the class if they think this looks like the type of cameras we use today? What is the same, what is different?

Main part of lesson

Watch the 'Robert Scott's camera' video on page 14:
http://polar.lgfl.org.uk/encyclopaedia_of_artefacts.html#book/17

Explain that we have all the photos taken from this camera from the Terra Nova expedition, because as it explains in the video, Scott sent the camera back to base camp whilst he continued to the South Pole. His photographs survived but he didn't.

Explain that on the expedition, Captain Scott had brought along an official photographer called Herbert Ponting; Herbert recorded the Terra Nova expedition through 1,700 photographs.

Explain that Ponting pioneered early Antarctic photography. As well as photographing the men, he was the first to comprehensively record the continent's wildlife. Ponting set the standard for modern photography, and it was decades before other Antarctic photographers matched his quality.

Discuss how modern i-phone cameras usually have around 8 megapixels, whereas this old camera of Herbert Ponting's has the modern equivalent of 54 megapixels, making the pictures he took such a long time ago very clear and sharp today.

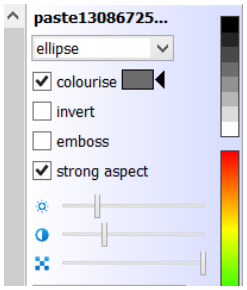
Explain that in this lesson, the class are going to use j2e5 to manipulate and change a modern photo from Antarctica to make it look like an old photo.

Demonstrate how to copy and paste one of Peter Clarkson's images from Polar stories into j2e5.

Pupils could copy the image from the 'Peter Clarkson photo image' resource to make it easier to access.

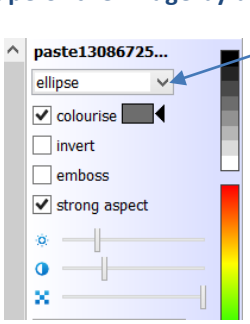
Paste the image into j2e5 twice.

Explain to the class that when an image is highlighted in j2e5, these tools appear on the right hand side.

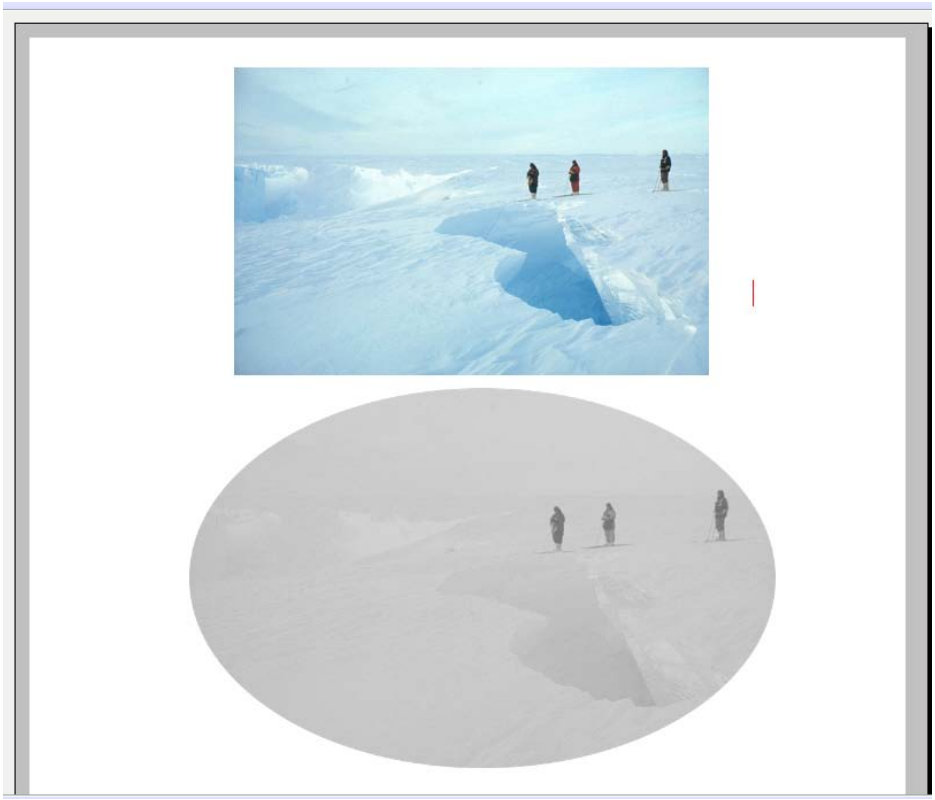


Demonstrate how to use the colourise tool to change how the image looks and which colour to choose to get the old photo feel (grey).

Pupils can also experiment with changing the shape of the image by using the 'set picture shape' drop down tool.



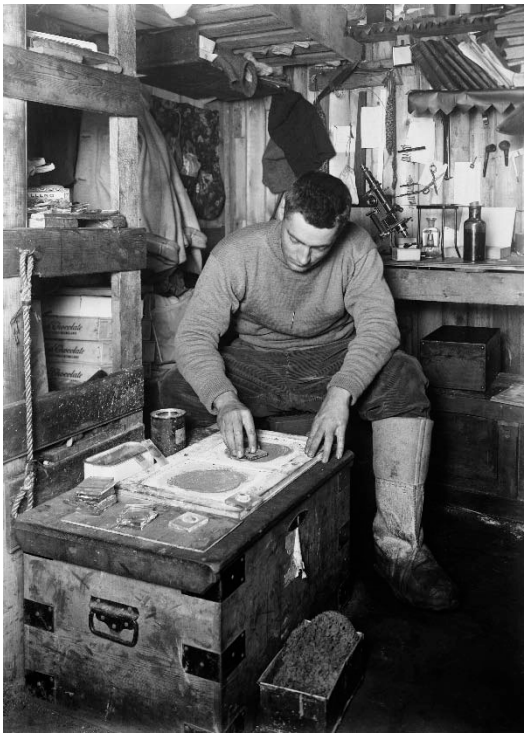
As the class had pasted 2 images into j2e5, they can manipulate one and leave the other to show the different effects and how the photograph has been changed.



Plenary

Look together at the 'explorers getting dressed' image on page 21 of the Encyclopaedia of Artefacts: http://polar.lgfl.org.uk/encyclopaedia_of_artefacts.html#book/23

And the 'studying a fossil' image on page 57: http://polar.lgfl.org.uk/encyclopaedia_of_artefacts.html#book/59



Discuss how these images really do give us an insight into life and conditions on polar explorations and how if Herbert Ponting did not go on the expedition as an official photographer, we would not have such evidence of the expedition. Discuss the importance of these photographs.