

Author: Silvana Giordani

Lesson plan Title: One second, one click, one photo

School	<input type="radio"/> Primary <input type="radio"/> Middle <input type="radio"/> High
Year / Class	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Subject :	Topic: History of photography
CLIL language	English
Teacher / Teaching team profile	Teacher's role: <input type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____ Subject taught: Art history
	Teacher's role: <input type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____ Subject taught: English
Student group profile (general)	CEFR Level: <input type="radio"/> A1 <input type="radio"/> A2 <input type="radio"/> C1 <input type="radio"/> B1 <input type="radio"/> B2 <input type="radio"/> C2
	<input type="radio"/> Experiences of CLIL <input type="radio"/> Migrant background <input type="radio"/> English mother tongue <input type="radio"/> Special Educational Needs : ____ <input type="radio"/> Other mother tongue <input type="radio"/> Other: _____
Timetable fit	<input type="radio"/> Module <input type="radio"/> Lesson
	Previous lessons: History of photography from the beginning <hr/> Future lessons: The relation between art and photography
Resources & tools	Documents, photographs, Excel Online resources (museum site, image database) Students mobile devices (smartphones, tablets) LIM, PC, printer
Students' prior knowledge, skills, competencies	Subject
	The students know: <ul style="list-style-type: none"> - what a camera is and how it works, - how to use a digital camera and a traditional one, - how to modify digital images through software
	Language
	The students know: <ul style="list-style-type: none"> - the essential technical language of photography - the most important events about the history of photography

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Learning Outcomes expected for this lesson	<p><i>Cognitive-linguistic competencies to develop. E.g. see the document “Critical thinking skills”.</i></p> <p><i>The students should be able to understand that</i></p> <ul style="list-style-type: none"><i>– we all live in a visual age where photos/videos are the most important language of communication</i><i>– the way we take pictures is different from the past</i><i>– the use we make of digital photos in daily life</i>
Methodology	<p><i>How the teacher in a particular lesson manages to integrate language and content</i></p> <p><i>In this lesson the teacher develops the issue of “Photography” the students learn at school as a practical activity. The students through the different tasks of the lesson should be able to think about and be aware of the use of photos.</i></p>

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Lesson Plan: ONE SECOND, ONE CLICK, ONE PHOTO							
Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
	<i>What is the purpose of this activity of the lesson.</i>	<i>What will happen during this stage of the lesson</i>	<i>Competencies developed</i>	<ul style="list-style-type: none"> ○ <i>Whole class</i> ○ <i>Group work</i> ○ <i>Pair work</i> ○ <i>Individual work</i> 	<i>What materials are used during the lesson? Flashcards, pictures, songs, PowerPoint, ICT tools, etc. All materials should be referenced clearly paying attention to the copyright rules</i>	<i>The timing of each activity should be as accurate as possible.</i>	<i>Assessment tools in relation to the learning outcomes of the lesson</i>
1	Introduce the subject of the CLIL lesson: One second, one click, one photo	The teacher explains to the class the subject of the lesson		<ul style="list-style-type: none"> ○ <i>Whole class</i> 	<i>Slides with the steps of the lesson (key words and the tools / devices we are going to use)</i>	10 minutes	

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2	How many photos we store in our smartphones	Collecting data The students work with their smartphones / tablets a) look for the photos they have stored b) count them c) classify the different subjects: selfie, selfie with friends, parents and relatives, portraits, landscapes, my home, food, pets, documents, other subjects d) order photos by year Use a spreadsheet to record the data Create a bar graph with all the data	Order and classify materials by subject	<ul style="list-style-type: none"> ○ Individual work 	<i>Digital photos that students have in their smartphones</i> <i>Spreadsheet to record the data of every students</i> <i>Create a bar graph with all the data</i>	20 minutes	<i>To know how to organise records</i>
3	Think about the huge amount of photos everyone has in his/her device	Collect the data of the whole class in a spreadsheet	Observe and record findings	<ul style="list-style-type: none"> ○ Whole class 	<i>Spreadsheet to record the data of every student</i> <i>Create a bar graph with all the data that shows the whole class's photos sorted by subjects</i>	15 minutes	<i>To observe and explain results</i>
4	What do you usually do or don't do with your digital photos?	Give information about the use of your photos	Understand the possibilities of technology	<ul style="list-style-type: none"> ○ Pair work 	<i>Write a short text using the following expression related to the digital photos</i>	15 minutes	<i>To give information</i>

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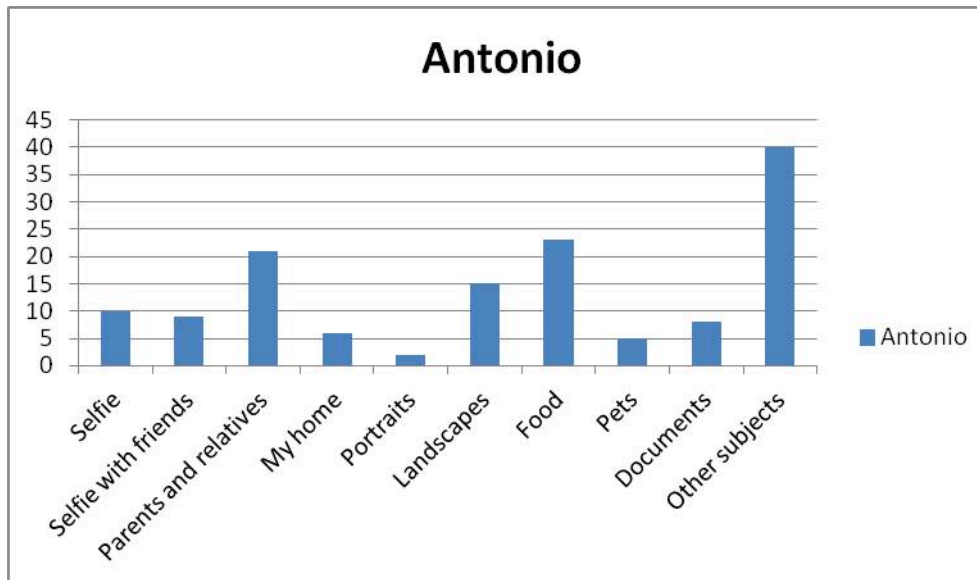
5	The reason why in our time it's so easy and quick to take photos	Think about the photos in the digital age	Work on the document on language and comprehension	○ <i>Individual</i>	<i>Reading</i> <i>Into the 21st century: the digital age</i> <i>Complete a Timeline</i>	15 minutes	<i>To understand the progress of technology</i>
6	Discover why taking a picture in the eighteenth century was not easy and quick, but complicated and slow	Learn about the photographers of the past and their discoveries	Work on the document with some technical aspects	○ <i>Individual</i>	<i>Reading</i> <i>Daguerre (1787-1851) and the Invention of Photography</i> <i>Comprehension</i> <i>True or False</i>	15 minutes	<i>To know the events of the past</i>
7	Compare and identify the differences between analogical and digital photos	Students use a T-chart to organize their knowledge about the subject	Think about what they learned in the previous activities	○ <i>Pair</i>	<i>T-Chart with Analogical and Digital photos to compare</i>	10 minutes	<i>To find differences and analogies about the subject</i>

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Activity 2

Student	Photos									
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	Selfie	Selfie with friends	Parents and relatives	My home	Portraits	Landscapes	Food	Pets	Documents	Other subjects	Total
Antonio	10	9	21	6	2	15	23	5	8	40	139



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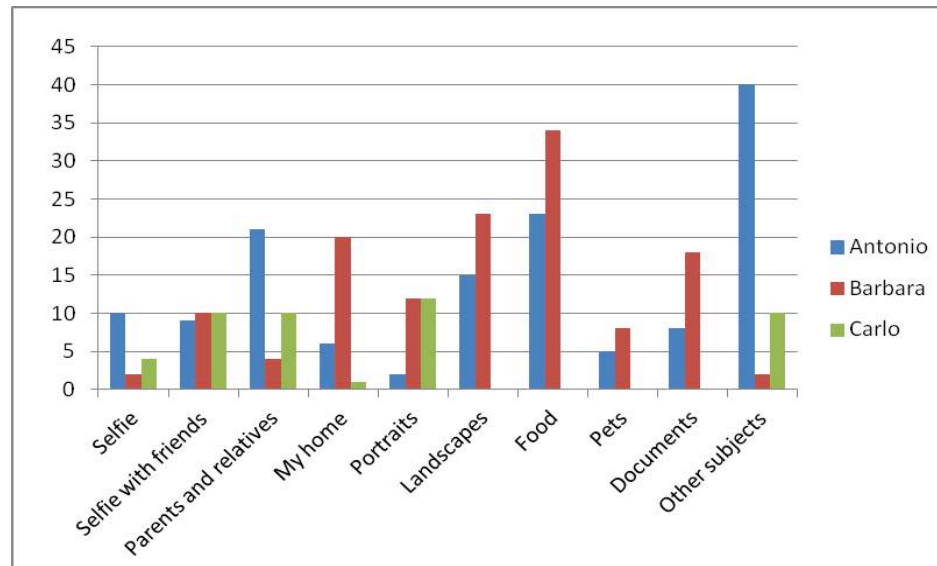
Students

Photos

Activity 3

	Selfie	Selfie with friends	Parents and relatives	My home	Portraits	Landscapes	Food	Pets	Documents	Other subjects	Total
Antonio	10	9	21	6	2	15	23	5	8	40	139
Barbara	2	10	4	20	12	23	34	8	18	2	133
Carlo	4	10	10	1	12					10	47
Diana	5	11	11	1						11	34
Elisabetta	6	12	12	1						12	43
Franco	7	13	13	23						13	69
Giulia	8	14	14	8						14	58
Iris	9	15	15	4						15	58
Lucia	10	16	16	16						16	74
Massimo	11	17	17	37						17	99
Nicoletta	12	18	18	12						18	78
Oliviero	13	19	19	13						19	83
Patrizia	14	20	20	14						20	88
	111	184	190	156	26	38	57	13	18	207	1003

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Activity 3

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Activity 4

Work on language

Write a short text using the following expressions:

- a) Share or post on social media
- b) Organising an album on my smartphone
- c) Send by email
- d) Print photos and paste them on my diary
- e) Manipulating and adjusting digital image files

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Activity 5

Into the 21st century: the digital age

The transformation of photography from an analogue medium relying on chemically developed light-sensitive emulsions to one using digital technologies for image capture and storage began in 1981 with the introduction of the first consumer digital cameras and in 1990 the first version of Adobe Photoshop, a program for adjusting and manipulating digital image files.

Whereas photojournalists and documentarians reacted with caution to what came to be called digital imaging, other types of photographers were generally enthusiastic about its possibilities.

Arguably the most-profound impact of digital photography has been the proliferation of picture taking and picture sharing. Since 2007, the year Apple introduced its first iPhone, so-called smartphones have become ubiquitous, as have picture-sharing applications like Facebook (2006), Twitter (2007), and Instagram (2010) that enable users to upload pictures from phones to Internet in a matter of seconds. One result has been an almost endless archive of images of everyday events and places, a virtual map of the world that finds its commercial equivalent in Google Earth, which incorporates both satellite views and Google Street View, an assemblage of ground-level pictures of human habitation.

In addition, the convergence of still digital photographs and moving video images and the popularity of Web design tools that allow for animation, motion control, and audio editing have produced a creative arena in which photography is but one tool in the production of multimedia experiences. In the 21st century, photography has been absorbed into both the contemporary art world and that of online digital communication.

Andy Grundberg

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Adapted from
history of photography. 2016. *Encyclopædia Britannica Online*. Retrieved 16 maggio, 2016, from
<http://www.britannica.com/technology/photography/Contemporary-photography-c-1945-present>

Activity 5

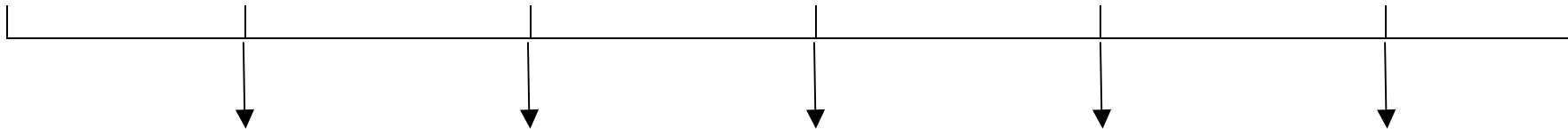
After reading the text complete the timeline with the most important events about the history of the digital photography:
write the years in the upper part and the corresponding events below

Years

1950

2016

Events



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Activity 6

Daguerre (1787-1851) and the Invention of Photography

On January 7, 1839, members of the French Académie des Sciences were shown products of an invention that would forever change the nature of visual representation: photography. The astonishingly precise pictures they saw were the work of Louis-Jacques-Mandé Daguerre (1787–1851), a French Romantic painter and printmaker.

Daguerre had been searching since the mid-1820s for a means to capture the fleeting images he saw in his camera obscura, a wood box with a lens at one end that threw an image onto a sheet of glass at the other. In 1829, he had formed a partnership with Nicéphore Niépce, who had been working on the same problem of how to make a permanent image using light and chemistry.

On August 19th, 1839, the revolutionary process was explained, step by step, before a joint session of the Académie des Sciences and the Académie des Beaux-Arts, with an eager crowd of spectators.

The process revealed on that day seemed magical. Each daguerreotype is very detailed, one-of-a-kind photographic image on a highly polished, silver-plated sheet of copper, sensitized with iodine vapours, exposed in a large box camera, developed in mercury fumes, and stabilized (or fixed) with salt water.

From the moment of its birth, photography had a dual character - as a medium of artistic expression and as a powerful scientific tool - and Daguerre promoted his invention on both fronts. Several of his earliest plates were still-life compositions of plaster casts of antique sculpture - an ideal subject since the white casts reflected light well - were immobile during long exposures. But he also photographed an arrangement of shells and fossils with the same care for composition, and used the medium for other scientific purposes as well.

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Louis Daguerre - Société française de photographie, Pubblico dominio,
<https://commons.wikimedia.org/w/index.php?curid=330674>

The wooden camera, 1839

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Comphension

Are these statements true or false?

- | | T | F |
|--|--------------------------|--------------------------|
| a. In 1839 Nicéphore Niépce presented his invention, the photograph, to the Académie des Sciences and the Académie des Beaux-Art. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The daguerreotype is a very detailed one-of-a-kind photographic image. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The ideal subjects of the first daguerrotypes were plaster casts and fossils. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Daguerre, a French Romantic painter, and Niépce formed a partnership to study how to make a permanent image using light and chemistry. | <input type="checkbox"/> | <input type="checkbox"/> |

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Activity 7

Comprehension

Complete the table with the words and subjects related to the different types of photography (some of them could fit in both subjects):

Facebook, Twitter and Instagram; Daguerre; chemical process; Adobe Photoshop; immobile subjects; pictures sharing; multiple copies; black and white photos; one-of-a-kind photographic image; wooden box with lens; digital printing; conventional darkroom; colour photos; to make a permanent image using light and chemistry; Niépce; daguerrotype.

Analogical or traditional photography	Digital photography