

No Memory is Ever A



Photography Lesson Plan
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SD#35

This lesson was inspired by the work of Catherine Panebianco, and her series *No Memory Is Alone*, in which she reimagined family moments using her dad's old slides. Her work shows how memories can connect to our present experience.

It is intended for photography classes but could be adapted to other courses, using devices that have cameras.

Materials & Technologies

old family photos from home cameras

Resources/References



thisiscolossal.com



No Memory is Ever Alone

Process

1. Prepare a slideshow for your students on Catherine Panebianco's *No Memory is Ever Alone* series or share her website and the article on thisiscolossal.com with them.
2. Discuss Panebianco's intentions behind the work and why she chose to incorporate old family slides into a present day context.
3. Explain what is meant by "context", how it connects to photographic artworks, and the relationship between artist and audience in exploring various contexts.
4. Discuss a selection of pieces, exploring the impact of the specific images Panebianco chose and how she juxtaposed it.
5. For this assignment, students will be finding 10 photos that they may have around the home, from a photo book from years ago or from a distant relative. Give them some advance notice that they will need to dig them out, track them down, make selections.
6. Instruct them to find an image that is a memory to them or one that they were not a part of but have heard about.
7. Instruct them to try to align this as best as they can to juxtapose against a present-day background. Explain that the idea of juxtaposition works with two different images, being brought together to create a new image. There may be decades between an image connecting the two.
8. Obviously there won't be decades between the 2 images if they are using photos from their own histories, but you could have them explore contrast of time, with the original image separated by one season.

Get your students to consider the following:

- Allow images to complement each other through colour choice.
- Connect horizon lines, streets, cars, pets, etc.
- Work to closely match up their images as much as possible.
- Balance the images, there should be harmony between their images, and complementing colours help to create balance and harmony.
- Align the images using rule of thirds.

Big Ideas

- Photography is a unique art form that captures images in a variety of contexts.
- Photography reflects the interconnectedness of the individual, community, history, and society.
- Artistic expression is an artist's physical and cognitive articulation of our humanity.

Competencies

- Demonstrate active engagement in creating photographic images and resolving creative challenges
- Demonstrate awareness of self, others, and place through photography
- Create photographs that reflect personal, cultural, social, environmental, and historical contexts

Content

- principles of composition and image development strategies (juxtaposition, balance, alignment, rule of thirds, horizon lines, harmony, colour complements)
- photographic materials, technologies, and processes (could be digital, darkroom, or alternative)

First Peoples Principle of Learning

- Learning is embedded in memory, history, and story.

Reflection:

Once students have completed the project, have them reflect on the process.

- What was it like to connect two images - one that perhaps they were not a part of but recall seeing or hearing about, and the other being one they photographed?
- How did this make them feel?
- What thoughts and connections were made between the two images?
- What was it like to photograph with a second image? Was this challenging? What was the most challenging part?
- Are there any other thoughts they may have?



These images were created by Brad's former students, and they have been used with their permission.

