

# Photography Mysteries

## *Photography Techniques with Hannah Maynard*

Educator Jenny Arnold

### **Rationale:**

Twenty-first-century technology has helped artists reach their full creative potential. With so many effects and easy-to-use tools at your fingertips, it may be hard to imagine photo editing without them. Hannah Maynard was a pioneer in experimenting with photography techniques long before the computer was invented. Look through Hannah Maynard's photos and investigate how these quirky images were created. What modern techniques might produce the same effects?

### Curriculum Connections:

#### **Grade 9 Arts Education and Visual Arts**

*Big ideas:* Identity is explored, expressed and impacted through visual arts experiences; the arts provide opportunities to gain insight into perspectives and experiences of people from a variety of times, places and cultures.

*Curricular Competencies:* Demonstrate an understanding and appreciation of personal, social, cultural, historical and environmental contexts; describe, interpret and evaluate how artists use technologies, processes, materials and environments to create and communicate ideas; reflect on works of art and creative processes to make connections to personal learning and experiences

*Content:* Arts elements, principles and image design strategies to create mood and convey ideas; contributions of innovative artists from a variety of styles, genres, contexts and movements

#### **Grade 10 Media Arts**

*Content:* Common vocabulary used in media arts; a range of materials, processes and techniques; local, national, global and inter-cultural media artists

## **Grade 10 Visual Arts and Media Arts**

*Big ideas:* Growth as an artist requires time, patience and reflection; the creation of media art relies on the interplay of the mind and body; media arts offer unique ways of exploring our identity and sense of belonging.

*Curricular Competencies:* Describe and analyze how artists use materials, technologies, processes, and environments in media arts; document, share and appreciate media artworks in a variety of contexts; explore artistic possibilities and take creative risks

*Content:* Image development strategies; standards-compliant technology

## **Grade 10 Photography**

*Big ideas:* The creation of photographs relies on the interplay of mind and body; photography offers unique ways of exploring our identity and sense of belonging.

*Curricular Competencies:* Express meaning, intent and emotion through photography; recognize and evaluate design choices in photographic works; photographic images.

*Content:* History of photography

## **Grade 11 Photography**

*Curricular Competencies:* Develop and refine photographic skills and techniques related to a range of styles and genres

*Content:* Symbols and metaphors in photography

## **Grade 12 Photography**

*Big ideas:* Photography is a unique art form that captures images for a variety of purposes; photography is an essential element of culture and reveals insights into the human experience; refining photographic expression requires perseverance, resilience and risk taking; purposeful artistic choices by the photographer enhance the impact of a photograph.

*Curricular Competencies:* Intentionally select and combine materials, processes and image-making technologies to convey ideas and justify choices; demonstrate innovation in creating photographic images and resolving creative challenges; Interpret and evaluate, using discipline-specific language, how photographers use materials, technologies, processes and environments in art.

## **Grade 10–12 Photography**

*Content:* Elements of visual art; image development strategies materials, processes, techniques and image-making technologies; creative processes; ways of sensing light.

## **Grade 10 and 11 Photography**

*Big ideas:* Photography is a unique art form that captures images for artistic expression; growth as a photographer requires time, patience and reflection; describe and analyze how photographers use materials, technologies, processes and environments in art

*Curricular Competencies:* Explore photographic possibilities and take creative risks; document, share and appreciate

*Estimated time required: 60 minutes*

## **Lesson Activities**

1. Introduce the students to the use of photographic tricks.
  - a. Photographers have explored different techniques in order to express themselves and the world around them.
  - b. Ask the group to try and generate some examples of this. Some examples of this are multiple exposures, use of colour and drawing on film.
2. Go to the [Photography Mysteries](#) playlist on the Royal BC Museum Learning Portal. Either print out the photos for the students to look at or project the site for step 3–6.
3. Look at image one. Discuss as a group how this photograph may have been created.
  - a. Have the students do a think-pair-share about how they think it was created or what the artist was trying to express.
  - b. Pick a few pairs to share
  - c. If not mentioned yet, mention Photoshop. Photoshop was created in 1990 and provided artists with tools in creating inventive images.

4. Look at image two. This photo was created by Hannah Maynard in 1895, almost a century before Photoshop was invented and before the personal computer. How was this created?
  - a. Generate ideas in pairs and then share in a group.
  - b. Point out that the multiple figures are interacting with each other by holding a flower chain. How was this created?
5. Look at image three. Capturing movement can still be difficult today, but it can create interesting perspectives.
  - a. How is this created? Does this image accurately provide the feeling of movement?
6. Look at image four. This Hannah Maynard photo was created in 1895, when capturing movement was nearly impossible. It could take several minutes for an image to be captured.
  - a. How was this photo created?
  - b. Can you spot any manipulation of this image? (Someone has erased and drawn in the tree on the right by hand.)
7. Explain to the class that even without modern technology photographers like Hannah Maynard were able to create these sophisticated images.
8. Print out the last four images and place them in different places around the room in six stations. Depending on the size of the class, you may want to print two copies of each image.
  - a. Photo Sculptures
  - b. Objects
  - c. Gems of BC
  - d. Self-Portrait
9. In small groups, students should investigate each image and write down ideas of how they think the photo was created. Give the students five minutes per image to discuss. Remind students to think about what was available in the late 1880s.
10. Come together as groups to share hypotheses. You are welcome to provide answers to how the images were created, ask the students to suggest answers of their own or leave it as a mystery.
  - a. **Photo Sculptures:** This is a photo of a person. The subject would be covered in white powder and the parts of the body that were to be hidden, like the arms, would be covered in black cloth.
  - b. **Object:** This is a print of one of the annual *Gems of British Columbia* composite works by Hannah Maynard. All of the faces were cut out and glued onto a photo of a plant located in the Maynard's house.

- c. **Gems of BC:** Hannah Maynard would manually cut and glue hundreds, even thousands, of portraits of children from that year to create a *Gems of British Columbia*. The flags in this photo feature the gems from the last two years.
  - d. **Self-Portrait:** This required an expert skill level using multiple exposures. Hannah Maynard's technique involved covering pieces of the camera lens so only part of the glass plate is exposed to light at a time. This style allows multiple images of the same object to be in one frame.
11. Modern technology can help you experiment with new techniques and explore your artistic personality, but it is important to be innovative and try things you have not done before. By learning about photography in the past, you can discover new ways to create today.

## Extensions

1. Search through the Hannah Maynard content on the Learning Portal to explore more about nineteenth-century photography.
2. In four groups, create an image using one of Hannah Maynard's techniques. Create one using traditional nineteenth-century effects and one using modern technology. Each group will have a different technique they will research and create:
  - a. Multiple Exposures
  - b. Movement
  - c. Photo Sculptures
  - d. Composite (collage of photos)
3. Inspired by Hannah Maynard's *Gems of British Columbia*, create a composite image based around a yearly theme. Some possible themes could be plants, photos of friends, cars, movies, or makeup.

Fully immerse yourself in the Royal BC Museum Learning Portal by making a [playlist](#)!