



Frame It

Time required

(mins)



with
variation

Key Stage 2

Learning outcomes

- ✓ I can explore perspective, observation and identity
- ✓ I can think about how everyone can see the same thing differently

Preparation time

None if Frame It 1 has been done

Resources needed

- Moving and/or fixed apertures, made by pupils or provided by teacher as per Frame It 1
- Pencil and paper

Frame It 4

Like the other Frame It activities, this is a quick and easy activity that can help connect pupils to the photographic ideas at the heart of the Tate Year 3 Project. It can be done on its own, or all Frame It activities can be grouped together to create a deeper exploration of how each of us 'sees' the world around us. Without the variation (see next page), this activity will take 20-30 minutes.

What happens

1. In groups of 3-4, pupils create a short scene that involves each person in the group. Scenes should be silent, i.e. without words or sounds. If time is limited, the following scenarios could be used:

Scenario 1: A passenger is on a bus reading a book; a second passenger sits next to them and gradually falls asleep, almost resting their head on the first person's shoulder. The bus lurches forward and another passenger drops all their shopping, causing the sleepy passenger to wake up suddenly.

Scenario 2: Someone is walking a dog and someone else walks past in the opposite direction eating something delicious. The dog smells the food and suddenly lurches backwards to try and snatch it, causing the person eating it to leap away and for the dog owner to get pulled backwards.

Scenario 3: A pupil in a class has been kept in at lunchtime to finish work. They are sitting at a desk but are looking out of the window at their friends playing outside. Every so often another child peeps up to the window and pulls a funny face causing the pupil in the classroom to giggle, and then causing the teacher to look up. The teacher never sees the child outside and can't work out why the pupil in class keeps laughing.

2. Pair the groups, with each taking turns to silently act out their scene for the other group.
3. Make sure every pupil has a moving or fixed aperture (as per Frame It 1).
4. At least twice during the scene acting, someone in the observing group asks the group to freeze. You might want to decide in advance who this will be. The group uses their apertures to 'frame' part of the frozen scene.
5. Each group tries to guess what scene the other group was performing.

Reflection questions

- *How does a scene or image capture emotion? In other words, how do we know what someone is feeling or thinking when we see an image? (try and be specific about what we notice in different facial expressions, gestures, etc)*
- *What does the framed image tell us about what is actually happening in the wider picture? For example if we only frame the face of one character how does that affect the story as a whole?*
- *If we didn't easily guess what a scene was meant to convey, what might have made it more easy to understand? Consider movement, expression, and pace, i.e. how quickly things happen in the scene.*

Variation with Literacy focus (20-30 minutes)

- When each scene 'freezes', pupils write down what they are seeing through their apertures.
- Once both groups have done their scenes, pupils work in their groups to share their framed descriptions and put them in an order that so that they tell the story of the other group's scene in a slightly different way.

This activity works well with

- Emotional Muscles (Snapshots)
- Crossing the River (Snapshots)

