

SO Hing-keung

Senior Primary suggested class activities

Artist: SO Hing-keung

Level: Senior Primary

Theme: The World of SO Hing-keung's Photography

Suggested length: 3.5 hours

Teaching concept:

In the present digital age, we can take photographs at any time and place with smartphones or digital cameras. It is so easy to take a photograph that it has become a daily activity for many of us. SO Hing-keung approaches photography from an artistic angle, using it to express his personal thoughts and emotions. He emphasises detailed observation of everyday objects and careful arrangement of light and background for his photographic compositions.

This course uses SO's still-life photography to help students experience the joy of photography and enhance their artistic interpretation of everyday life, starting with observation. The students learn to uncover the possibilities and aesthetics of photography, and create photographic works with their own personal characteristics.

Required background knowledge:

1. Students should have an understanding of the principles of perspective.
2. They should have learned the basic techniques of photographic composition.
3. They should have basic knowledge of how to use a camera.

Teaching goals:

1. Learn about and appreciate SO's photographic techniques and themes through his video.
2. Learn about the techniques of photographic composition using supporting objects and central subject placement.
3. Learn how to use angle, light and colour filters to create different photographic effects.
4. Master the functions of depth of field and focus.
5. Use photography as a medium to explore everyday objects and to convey the photographer's thoughts.

Suggested class activities:

1. **Introduce SO Hing-keung and his artistic style (Suggested length: 15 mins)**

Show the **“Artist Introduction ppt” pp1-4**

Born in Hong Kong in 1959, SO Hing-keung obtained his Bachelor of Arts degree (First Class Honours) in Photographic Design from the Hong Kong Polytechnic University in 1994, and later taught at the Hong Kong Polytechnic University and the Hong Kong Art School. He is now a professional photographer and a lecturer in the Department of Fine Arts at The Chinese University of Hong Kong and the Hong Kong Design Institute. He has held solo exhibitions worldwide and participated in numerous group exhibitions. In 1995, he was awarded a fellowship from the Asian Cultural Council to further his studies in the United States. He received the Fellowship for Artistic Development from the Hong Kong Arts Development Council in 1998 and an award at the Hong Kong Art Biennial in 2001.

SO employs photography as an artistic medium for creative expression. He adopts diverse photographic techniques, including straight photography, postproduction photography, and night photography, which emphasises the interplay of light and shadows. His portraits bring the idea of humanity to the fore, and in his landscape photography, he explores issues of life and death.

2. Video viewing (Suggested length: 25 mins)

- **Play the “Artist Video mp4” and Q&A**

Select parts of the video, depending on your chosen area of focus, pausing as needed to explain the content or ask questions.

Suggested Q&A:

- According to SO, what is the most important preparation when taking artistic photos? (Think about what to photograph and the message you want to convey before taking a photo.)
- What has he learned from photography? (He understands the world and himself better.)
- What techniques does SO use in his works? (Double exposure, and creating effects with chemicals, collages and scratching the film.)

- **Introduce the importance of taking photos with underlying stories or messages**
Replay “Artist Video mp4”, 09:00 – 09:45, where SO explains the meaning of a photograph.

Suggested Q&A:

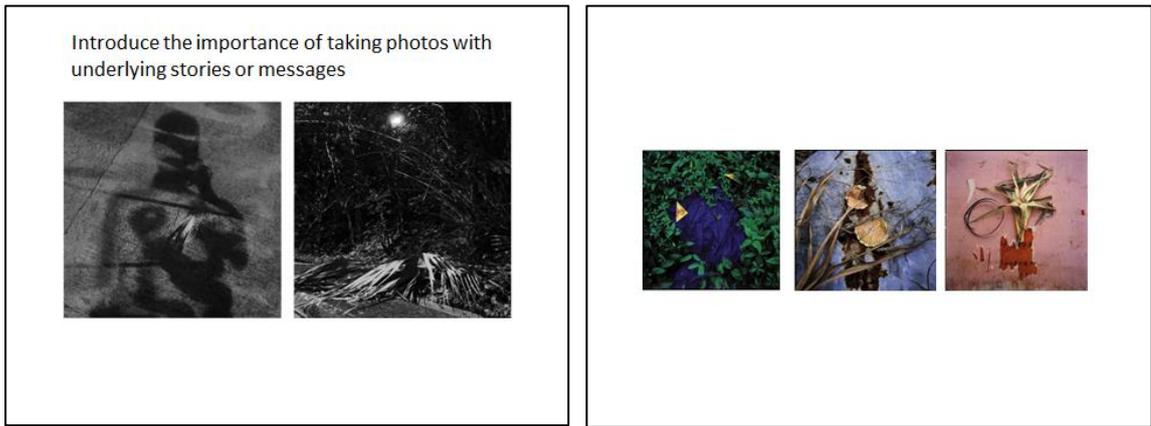
- What were SO’s subjects in the photo? (Two leaves.)
- How did he feel about the leaves? (As if they were two people in a good relationship.)
- How did he create a story with his subjects?

(He overlapped his shadow with the leaves on the ground so that the leaves resembled the human heart. Students may suggest more ideas about the meanings.)

3. **Points to note in the art-making (Suggested length: 35 mins)**

● **Show the “Supplementary Teaching Materials ppt” pp3-4**

Explain how SO developed a story from the two leaves to create a photo with underlying meanings. Point out that SO designed and arranged the content of his photos to express his thoughts and feelings.

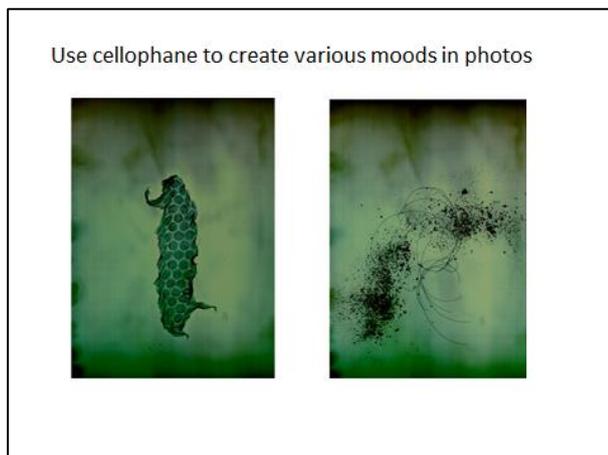


● **Use cellophane to create various moods in photos**

Show the “Supplementary Teaching Materials ppt” p5

Suggested Q&A:

- What are the photographed subjects?
(Bubble wrap, hair and toner.)
- How are their colours in the photos different from their colours in real life?
(A green filter and smoky effect are used in the photos.)
- What feelings do these photos with post-processing techniques create?
(Feelings of mystery, illusion, fantasy, etc.)



Distribute various colours of cellophane to the students, and ask them to look through the cellophane and share their experience.

- Colour-filtering tools allow us to create various effects in the photos and better express our thoughts and feelings.
- Using brighter colours of cellophane can create a relatively lively and happy mood.
- Using darker colours, in contrast, can help create a depressed and cold mood.

- **Learn how to adjust the focus and depth of field**

Show the **“Supplementary Teaching Materials ppt” pp6-10**

Learn how to adjust the focus and depth of field

Methods of setting the focus on an iPad: To set the focus on an iPad, simply touch the focus point on the screen,



and touch the photo-taking button to take a picture.

The image shows a dark screen with a small yellow square in the center, representing the focus point. A blue arrow points from the text to this square. To the right, a white circular button with a camera icon is shown, with another blue arrow pointing from the text to it.

Method of setting the focus on a digital camera :

Slightly press the shutter-release button halfway down to set the focus, and then press it down completely to take a picture.

Auto-focus: It can be selected from the modes of focus.

Manual focus: The user should set the focus first, and then move the camera to frame the picture.



The image shows a close-up of a camera's lens and the shutter release button. The lens is on the right, and the shutter release button is on the left. The camera is black and silver.

Explanation of depth of field – About depth of field

Depth of field: It is defined by the sharp area in the photo that stretches in front of and behind the focus point.

- Deep depth of field: The background is sharp.
- Shallow depth of field: The background is blurred.



Explanation of depth of field – The aperture and depth of field

We can adjust the depth of field by adjusting the aperture size.

- The larger the aperture size, the smaller the F value, and the shallower the depth of field.
- The smaller the aperture size, the larger the F value, and the deeper the depth of field.



Differences in depth of field created by different aperture sizes



Aperture: F1.8

Aperture: F10

Observe the background of the two photos respectively. What are the differences created by using different aperture sizes?

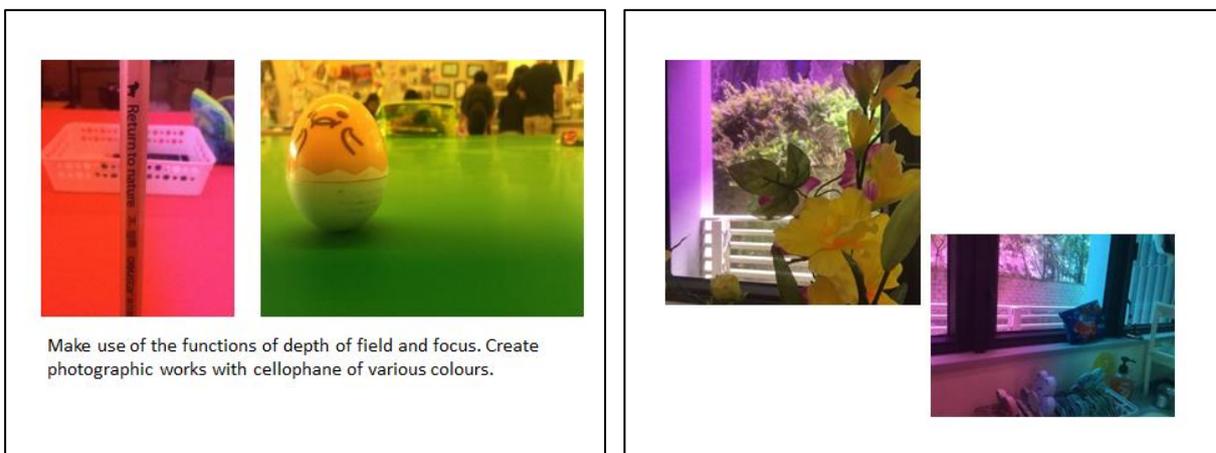
4. **Class activity 1: Taking photos (Suggested length: 30 mins)**

Have the students stick cellophane of different colours over the lens of the iPad camera to take photos.

- Ask the students to express their thoughts and feelings with underlying stories about the theme of their photos.
- Have them design the composition of their photos.
- Have them practise adjusting the focus and the depth of field.

Show images of the students' work as examples if necessary.

Show the **“Supplementary Teaching Materials ppt” pp12-13**



5. **Appreciation of SO's works with post-processing techniques (Suggested length: 5 mins)**

Show the **“Supplementary Teaching Materials ppt” pp15**

- Introduce the skills and concepts of post-processing:
- e.g. superimposing images with double exposure, creating marks with chemicals, and scratching on the film or photo. These methods combine the arts of photography and drawing.



6. **Class activity 2: Post-processing (Suggested length: 40 mins)**

Post-processing techniques allow us to emphasise the messages of our photos.

- Show the students how to create special effects using techniques such as drawing, scratching, sticking, and hollowing out on the plastic sheet, and various materials, such as glass stains, oil-based paint markers, technical pens and collages. Then stick the plastic sheet on a photo
- Have the students draw creatively on a plastic sheet using various materials and stick it to a photo to add special effects.

Show examples of the students' work if necessary.

Show the **“Supplementary Teaching Materials ppt” p16**



7. **Materials**

Camera or tablet computer, such as an iPad, cellophane, glass stain, marker pens, acrylic photo frame, and objects (e.g. various types of stationery)