

香港藝術發展獎
Hong Kong Arts Development
AWARDS
2015

SOUVENIR BOOK
紀念特刊

Award for Arts Education (Non-School Division)

藝術教育獎 (非學校組)

Fotologue Culture

賽璐珞影像文化

得獎計劃 Award-winning Project

「交換陽光」－ 香港・冰島造相機
攝影交流計劃

“Solar Parcel”- Hong Kong & Iceland
Solargraphy Exchange Project



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在現今資訊和數碼圖像氾濫的互聯網時代，假如能夠收到一幀花時間拍攝的照片、一張親手繪製的明信片，相信會讓人喜出望外。賽璐珞影像文化主辦的「交換陽光」計劃，讓過百位本地及冰島的參加者學習數碼化年代以前的針孔攝影技術，探索獨特的影像記錄方式，並透過交換自製相機和手繪明信片的活動，促進兩地間的文化交流。

計劃的參加者包括香港四間中學的視藝科同學、冰島阿克雷利工業學院的學生和當地一個北部社區的居民。兩地的參加者在工作坊中學習攝影原理、製作針孔相機和繪製記錄當地生活故事的明信片，然後透過郵寄方式互換，再用對方的相機展開為期三至八個月的攝影創作。最後，透過展覽將所拍攝的作品和活動記錄向公眾分享。

手工製作 郵寄傳遞

策劃人廖慧怡表示，計劃的最大特色是讓學生有機會接觸這些較古老的攝影技術以及自製相機：「香港學生將月餅罐、小食罐等物件改裝成相機，而冰島的朋友則用他們的飲品罐來作改裝；當大家收到對方的『特色相機』時都很興奮，也會對其地方文化產生興趣。」此外，現今的學生大多依靠互聯網與人溝通，對他們來說傳統的郵遞方式也是異常新鮮：「今次的參加者全都是第一次郵寄東西，甚至由此才知道甚麼是明信片。」等待的過程是活動的另一特點，「除了拍攝過程需要等待，也要等待對方的回信。」這些過程讓參與者對所拍攝的物象有更入微的觀察，也讓他們更珍惜彼此間的交流。

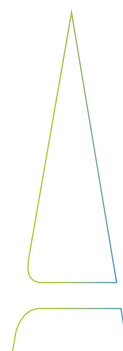
陽光軌跡 快樂印記

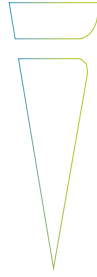
收到對方製作的相機後，參加者會用以拍攝一張記錄「陽光軌跡」的相片，就是以長時間曝光的方式，拍攝太陽

從日出到日落時移動的軌跡。過程中，同學體會到攝影原來殊不簡單，廖慧怡說：「數碼相機只要按掣便能拍攝，拍得不滿意又可以刪除。但用『原始器材』的話，你得尋找正確的方法去設置相機，需要敏銳的觀察及高度的專注力。」

計劃帶給學生的，不單只是拍攝一張照片的體驗，廖慧怡認為：「整個親手製作的過程，與遠方朋友交流的經歷，都是成長過程中難忘的回憶與獨特的體驗，相信會在學生心裡留下一個快樂的印記之外，也將藝術知識承傳下去。」她希望冰島只是第一站，期望計劃在未來可以與更多不同的國家作交流，延續下去，同時也希望將當中的經驗與創作成果集結成教材，與學界分享。

以藝術及文化交流為本，在推廣針孔攝影及視藝教育的同時，帶出與人溝通和分享的意義，讓參加者作深層次的交流，拓闊其視野及思維。計劃將視覺藝術提升到另一層面，概念新穎，能帶動民間的創意，值得表揚。





In this age of the Internet where information and digital pictures are never lacking, it would be a nice surprise to receive a photo taken by traditional method or a handmade postcard. The “Solar Parcel” organised by Fotologue Culture enabled more than 100 participants in Hong Kong and Iceland to learn pre-digital age pinhole photography and explore special ways of recording images. The project promoted cultural exchange of the two places through the exchange of handmade cameras and postcards.

Participants of the project included visual arts students from four secondary schools in Hong Kong, students of the Verkmenntaskolinn a Akureyrir and the citizens of a northern community in Iceland. Participants from both places learnt the principles of photography and the methods of making pinhole camera, and drew postcards that recorded stories of local life. They posted the handmade cameras to each other and spent three to eight months to create photographic artworks using the cameras. Lastly, an exhibition was held to share the artworks and records of the activity with the public.

Handmade gifts sent by post

The project’s organiser, Liu Wai-yee, believes the most prominent feature of the project was that students were given the opportunity to learn traditional photographic techniques and making DIY camera: “Hong Kong students made cameras with mooncake or snack tin boxes while the Icelanders used drink cans for the purpose. Everyone was excited receiving the ‘special camera’ from other participants and became interested in the culture of their place.” Since students nowadays greatly rely on the Internet to communicate with people, traditional posting

method is particularly “new” to them: “It was the first time for the participants to send things by post. Some of them only knew what a postcard is through the project.” The process of waiting was another feature of the activity: “Waiting was required for taking the photos, as well as for receiving the reply from the correspondences.” Participants learnt to be more observant and value their communications.

Record happiness through solargraphy

When the participants received the DIY camera from their counterparts, they would use it to take a photo that recorded the trajectory of sunlight. The photo captured the moving trajectory of the sun from sunrise to sunset by long exposure. The students realised that photography was not as simple as it seemed to be. “You can take photos anytime by just pressing the button of a digital camera. You can delete any unwanted photos freely as well. But when you have to use obsolete photographic equipment, you have to find the right way to set up the camera, which requires astute observation and being highly focused,” says Liu.

What the project provided students with was not only the experience of taking a photo, as Liu explains: “The entire process of hands-on photography, the cultural exchange with friends far away are all unforgettable memories and unique experiences to have when growing up. We believe the whole experience will be happily cherished by the students.” Liu hopes that the exchange with Iceland was only the beginning of more intercultural exchange opportunities to come. She also wishes the experience and creative outcomes of the project could be made available to the education sector as teaching materials.

Grounded in the goals of arts and cultural exchange, the project promotes pinhole photography and visual arts education. It brings attention to the significance of interpersonal communication and sharing. Participants are given the opportunity to take part in in-depth exchanges which help to broaden their horizon and mind. The project lifts visual arts to a higher level with its originality and deserves recognition for its stimulation of the creativity of the public.

