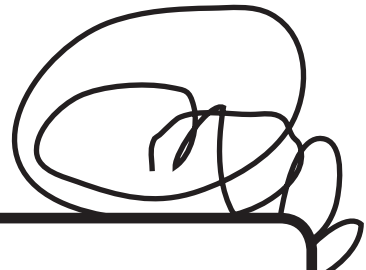


INVESTIGATE! Idea and Object

Primary: Key Stages 1 & 2



WHERE TO GO:
Room 3:
'Around Minimalism' in the
Idea and Object wing

WHAT TO DO
How much of the work in this suite is 'activated' by our bodies engagement with the physical object, and the sharing of the space in which we find it.

Ask the students to find four artworks that represents different elements of their body, and piece them together in a drawing. They will need to find a different piece for their:

- Head
- Torso
- Arms/Hands
- Legs/Feet

Draw these artworks together to form a person.
The students should think about shape, form and position within the gallery. An artwork place high on the wall could be a head, and one on the floor could be the legs or feet.
Allow time to look at a few of the students works, and discuss why different artworks relate to the different body sections.

WHERE TO GO:
Room 10: 'Joseph
Beuys' in the
Idea and Object wing

Find *Felt Suit* above
the exit to the left,
and *the pack* in the
main space

WHAT TO DO
the pack consists of 24 sledges tumbling from the back of a VW van, each carrying a survival kit made up of felt for warmth and protection, a lump of animal fat for energy and sustenance, and a torch for energy and navigation. The work relates directly to Beuys's plane crash in the Crimea during the Second World War, when he was in the German air force. He later described being rescued by a band of Tartars who saved his life by coating his body with fat and wrapping him in felt.

Ask the students what 'The Pack' reminds them of. What do the different elements represent?

Look at Beuys's 'Felt Suit'. Is this a material you would normally expect a suit to be made from? In small groups, ask the students if they can tell a story about Beuys's life from the clues they can see in the objects within the artworks in this room.

WHERE TO GO:
Room 5:
'Sol LeWitt' in the
Idea and Object wing

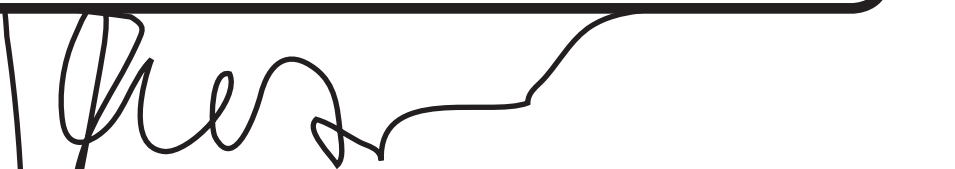
WHAT TO DO
Discuss the experience of being in this room and how the students feel. Why does the work make them feel this way?

Do they recognise any of the shapes from the first room? The *Five Open Geometric Structures* in the first room were also artworks by Sol LeWitt. How are the shapes different here? This artwork was drawn on to the wall by Sol LeWitt's assistants. It can be drawn onto walls of a gallery of any different size, the order of the shapes can be changed, and they can even be repeated.

Ask the students how they think the work would make them feel if this room were as big as the first room. What about if the room was even smaller?

WHERE TO GO:
Room 6:
'Dan Flavin' in the
Idea and Object wing

WHAT TO DO
The students have seen artwork that needs people to share the space with them in order to 'bring them to life'.
They have also looked at artworks that seem alive because of the stories behind them.
Ask them which works they liked most and why?
Ask them to talk about the experience of being in the gallery with the works.



Teacher's notes

Introduction

Investigate is an information sheet for teachers which provides a substitute for an artist-led workshop. It provides an introduction to key ideas in the 'Idea and Object' display along with a set of gallery activities which you will easily be able to explain to your students. The emphasis is on focused looking and thoughtful responses to the artworks. For further information students can read captions and information texts in the galleries. Small groups of students can also carry out further research in the Clore Information Room on level 1.

Background

Before starting the session, make sure students know that the permanent Collection at Tate Modern is displayed in four wings that are titled 'Poetry and Dream', 'Material Gestures', 'States of Flux' and 'Idea and Object', and that this is not potted history of modern and contemporary art.

All the activities are designed to promote talking, looking and discussing, either in pairs or as a group. In most of the activities there are no hard and fast answers: the answers are related to interpretation of what is being seen, in combination with imaginative responses.

Materials and group management

Students will need a pencil and sketchbook, or paper and a clipboard.

Although students will make their own notes and drawings in their sketchbooks, encourage discussion in pairs or threes. Before each activity, ensure the group has enough time to look at the artwork. Don't rush this. Bring the group together for speaking and listening after each of the activities.

It will be helpful for you to collect a gallery plan from the Clore Education Centre or from the Information desk on level 1.

Idea and Object: Key Themes

- Rules
- Shape
- Form
- Symmetry
- Communication
- Idea
- Representation

WHERE TO GO
Room 3:
'Around Minimalism'
in the
Idea and Object wing

WHAT TO DO:

Searching for space

- Name the different shapes you can see
- Explore the similarities in their physical forms
 - Find examples of the same shape appearing in different forms. For example the square appears as a 3D object, a 2D object hanging