

# INVESTIGATE! Poetry and Dream

## Primary: Key Stages 1 & 2

### WHERE TO GO:

Room 1:

"Giorgio de Chirico  
and Jannis Kounellis'  
in the Poetry and Dream  
wing

### WHAT TO DO

Look at Jannis Kounellis' installation 'Untitled 1979'.

Discussion:

- What similarities are there between this work and their drawings of home, looking at style, realism, perspective, levels of detail?
- What is 'familiar' in this work and what is 'unfamiliar'?

Consider the role of context and the significance of being out-of-context in making an image 'unfamiliar.' Ask your students which elements of this installation are "out-of-place." Kounellis was interested in merging 'real life' and 'fiction' in artwork. Discuss which elements of this artwork are 'real life', and which are 'fiction.'

Allow a further 5 minutes to add something 'unfamiliar' to their drawings of home.

### WHERE TO GO:

Room 2:

'Surrealism and Beyond' in the  
Poetry and Dream wing

### WHAT TO DO

In 1924, André Breton wrote the Surrealist Manifesto, inspired by theories of the unconscious and by dreams. Surrealists used chance and random elements, unexpected juxtapositions, and free association to create dream-style imagery, often with an unsettling effect.

Discuss dreams with your students. Can they remember any dreams? How would they know if they were dreaming now? Was the Jannis Kounellis installation like a dream? In small groups, allow students time to look at all of the artworks in this room and to select one that is most dream-like. Share choices with the whole group.

Word Association: Explain the 'word association' process to your students and start the game off with a word. Ask your students make quick word associations, and make a list of three words from the class. Ask your students to draw a picture that has all three words represented in it in some way, and to think about how the connections were made.

### WHERE TO GO:

Room 7:

'Cy Twombly and  
Joseph Beuys' in the  
Poetry and Dream wing

### WHAT TO DO

Before you read any of the wall texts, allow students time to look at the four paintings by Cy Twombly in the room. Discuss their responses to the different paintings. What do they remind your students of? How do they make your students feel? Each of the paintings represents a season, now look at the labels -did the students guess correctly?

In small groups, ask your students to pick one of the paintings and invent a short story to explain it, use words based on formal descriptions (e.g light, soft, warm, bright) and possible emotions (e.g peaceful, confused, happy, thoughtful) for the story of their chosen painting.

How do the words you came up with compare to the real meanings of the works?

### WHERE TO GO:

Activity for any room  
in the Poetry and Dream  
wing

### WHAT TO DO

Are your students surprised by anything they have seen during this session? Collect 'one word' responses to Surrealism, and ask if this was what your students expected to see

## 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

Go to Level 3 concourse,  
outside the  
**Poetry and Dream**  
wing

#### WHAT TO DO:

Ask each student to draw his or her home.  
Allow only 2 minutes for this activity.

- Discuss their drawing styles. Are they 'realistic', have they used perspective, shading, and detail?
  - Explain that you have asked them to draw something 'familiar' to them, and something 'normal'.
  - Ask for opposites to 'familiar' and to 'normal' for a vocabulary to describe the 'unfamiliar'.