

INVESTIGATE! States of Flux

Primary: Key Stages 1 & 2

WHERE TO GO:

Room 2:
'Cubism, Futurism, Vorticism'
in the **States of Flux** wing
Find *Suburban Train Arriving in Paris* by
Gino Severini

WHAT TO DO

Look at the artwork around the Severini. In small groups ask the students to pick the work they think is most full of energy and explain why.

Which works show movement?

WHERE TO GO:

Stay in Room 2:
'Cubism, Futurism, Vorticism'
in the **States of Flux** wing
with *Suburban Train Arriving in Paris* by
Gino Severini

WHAT TO DO

Look closely at the Severini. This painting of a train arriving in Paris attempts to express movement and conflicting energies through its fractured, Interpenetrating forms. Severini was inspired by modern machinery and about the idea of war. In June 1915 he stayed for some weeks just outside Paris where the sight of trains passing close by day and night laden with munitions, soldiers or wounded, prompted him to begin his war paintings of trains.

Ask the students what they can see in the fractured elements.

Think of your journey today to Tate Modern. Ask the students to draw an image in the style of Severini that contains fractured elements of things they saw including:

- Buildings
- Objects
- People
- Text (e.g. posters and signs)

WHERE TO GO:

Stay in Room 2:
'Cubism, Futurism, Vorticism'
look at the collection
of sculptures by
Jaques Lipchitz

WHAT TO DO

Remembering the poses that the students pulled in the first room, look closely at the Lipchitz sculptures.

What are the people doing?

What do they have in common with each other?

What do they have in common with the Severini painting?

Ask the students to work in small groups and think of a story behind either one of the sculptures, or that links them all together.

WHERE TO GO:

Activity for any room in
the **States of Flux** wing

WHAT TO DO

A number of the artists whose work we have looked at were inspired by machinery that was modern at the time. They were also influenced by war.

Look at the images in this room talk about how society is different. How might this affect artists?

Do you think modern artists would see war as such an exciting and positive influence on their work?

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
Level 5: Room 1
'Boccioni and Lichtenstein'
in the
States of Flux wing

WHAT TO DO:

Ask the Students to look closely at the two works.

Which shows movement held in motion and which show movement still flowing?

Ask the students to pull poses/make statues of people caught in a moment of time.