

INVESTIGATE! States of Flux

Secondary: Key Stages 3 & 4

WHERE TO GO:
Room 2:
'Cubism, Futurism,
Vorticism'
in the **States of Flux** wing

WHAT TO DO

In the early years of the twentieth century, artists forged a radically new image of the world. The artists in this room would have been working at the same time as the photographers in the first space.

In their groups ask the students to explore all the artworks in this room, trying to find works that they think best link into their list of words.

Ask them to make quick annotated sketches of elements from the works in their sketchbooks, linking the words with the images.

WHERE TO GO:
Room 10:
'Popular Painting
from Kinshasa'
in the **States of Flux** wing

(Please check this room before pupils do activities here as you might feel one of these paintings has unsuitable imagery)

WHAT TO DO

The works in this room address the state of the world from the perspective of artists from the city of Kinshasa - the largest city in the Republic of Congo in Africa.

As a group look at the paintings by Moke, Cheik Ledy and Chéri Samba. These artists have used frank and symbolic imagery in contrast with imagery from the everyday culture of Kinshasa. Ask pupils to choose one painting and begin to describe what they feel is taking place in the painting by noting as many contrasts of emotion, colour, objects and imagery they can find. They could either discuss their ideas in small groups for each painting or in sketchbooks by writing and drawing opposing imagery.

Discuss as one group the ideas that the pupils found in the paintings.

Ask the pupils how they think the word 'popular' refers to these artists lives and interests and how they think these artists might view their roles in society?

WHERE TO GO:
Room 7: 'Pop'

Find *Almanac* by
Robert Rauschenberg

WHAT TO DO

Rauschenberg's intention was 'to escape the familiarity of objects and collage'. Like all the works in the Pop room, *Almanac* has no specific meaning or narrative. The images are organised in a loose, poetic manner, creating an impression of visual flux that allows the viewer to free-associate.

Looking together as a group, are there any images they recognise from their own lives perhaps somewhere from the past?

Following on from the discussion in the hub and the Kinshasa room, ask the group to sketch a number of objects and places that describe their own lives and interests. Using Rauschenberg's style they should put these images together by drawing over them and adding text.

Ask students to pair up, and discuss what they think each other's choice of objects may tell them about their lives.

WHERE TO GO:
Activity for any room in the
States of Flux wing

WHAT TO DO

Ask the students to think about the works they have looked at today. How do they think the artists working in the hub (Cubism, Futurism, Vorticism room) would have responded to today's consumer driven world? Remember, the work in the hub was produced around the time of the first World War, and the global community was a completely different place to today.

Umberto Boccioni

Unique Forms of Continuity in Space 1913, cast 1972



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 10:
'The Machine Eye'
in the **States of Flux**
wing

WHAT TO DO:

Ask the students to look closely at the photographs in this room, and to individually write down a list of words to describe:

- Society
- Culture
- Architecture
- Feelings
- Activities
- People

Divide the students into four groups and ask them to pool their words into one list. Discuss how the world in these photos taken at the turn of the last century differs from the student's everyday experience.