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IS FOR JOINING

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VOICE
AGENCY
DEBATE
LANGUAGE
OWNERSHIP

This resource explores the journey from words to forms
forms to meaning
meaning to words

KATE SQUIRES

Note: This activity provides a space to develop individual responses to artworks, consider these responses in new ways and then join together with others to appreciate different and diverse perspectives.

ACTIVITY DEVISED BY
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in collaboration with Schools and Teachers Tate London Learning

BRING ART INTO YOUR CLASSROOM
You can also access the collection artworks from tate.org.uk

TATE

WALK TO AN ARTWORK (ONE THAT INTERESTS YOU).
Use half of the dotted lines below to write words that describe it.

When you have finished, fold along the dotted lines and carefully rip out the words.

Place all of the words on the floor to form a line in the direction towards another artwork, one that is very near to the first one. (YOUR WORDS MIGHT NOT REACH ALL THE WAY, BUT DON'T WORRY!)

NOW TRY TO DESCRIBE THE SECOND ARTWORK BY WRITING WORDS WITHIN THE SPACE THAT'S LEFT ON THE OTHER DOTTED LINES.
Again, rip out the words and place them on the floor in a line going back towards the other line. TRY TO JOIN THEM TOGETHER.

YOU CAN SPACE THEM OUT AND STRETCH THE GAPS IN BETWEEN THEM.

(You now have one line of words connecting both artworks.)

LOOK AT ALL YOUR WORDS.

Are any the same?

What happens when you use the words from the first artwork to describe the second artwork? For example, if you had used the word 'big' to describe the first artwork and the second one was small, what does this do to how you understand or think about the word 'big'?

Does it change the artwork?

How does this change the words?

As a group, discuss how different people feel and think differently about artworks.

Why do you think staff in the gallery placed the artworks near each other, or in the same room?