

You will know us by...
our stories

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SUGGESTION

1

Dream spaces, "A picture is something that makes invisible its before and after." Jeff Wall. This activity looks at the concept of collaborative narratives by exploring our dreams. Discuss the statement above. Do you agree with its literal interpretation? Can we attempt to visualise a photograph's 'before' and/or 'after' in a sequence? Using digital photography collaborate with a partner school to discuss photographic narratives.

Activity

- Discuss dreams and their meanings, encourage your students to keep a dream diary. Stage these situations in context and record using digital photography. You may decide to work as a group to recreate a common dream. Share these with your partner school.
- Discuss and interpret what you have received, encourage the use of descriptive language. What could have happened before, after or even at the same time? Write about this individually or as a group activity and imagine what the next or previous image in this story could be.
- Improvise this new scene responding to the image that you have received, this could be happening before, after or at the same time as the original image. Continue this activity week by week until you have an extended series of photographs with your partner school.

Possibilities

- Develop a performance based upon these interpreted narratives either as the entire story or divide it between you.
- Create a soundscape to accompany the images. These could be spoken word (native language) and/or sounds. Look at the work of Dominique Gonzalez-Foerster and create an installation within a space that uses sound and image.
- Create an installation that allows the viewer to move these images and text to create their own timeline.



Cindy Sherman, Untitled Film Still #17 1978
Black and white photograph, 8 x 10 inches
Courtesy of the artist and Metro Pictures



Jeff Wall, A Sudden Gust of Wind (after Hokusai) 1993
Transparency in lightbox, 2500 x 3970 x 340 mm
© Jeff Wall

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Our Stories, a conversation of sound. This is a collaborative sound project using song as the inspiration for a conversation of sound. Songs are an important way to share ideas, stories and feelings. We use songs to express ourselves and celebrate special occasions. As we grow we learn more complex songs that express more about ourselves and our world.

Activity

- Record someone singing a song which is or has been important to you, individually or as a group. Consider songs that tell a story or express a particular emotion such as jealousy, love, or a song about a place. You may decide to focus on the pop music we listen to. (Please do not use original copy written recordings, sing these instead)
- Share these songs and discuss similarities and differences. Think about the emotions that are expressed, can you imagine what these songs are about? As a group, choose a theme to be your inspiration.
- Think about your own lives and your hopes and dreams for the future. Develop a narrative or musical score for these feelings and choose materials or instruments to create expressive sounds and begin to compose. Consider the different qualities of sound from your partner school's culture. Share this with your partner school.

Possibilities

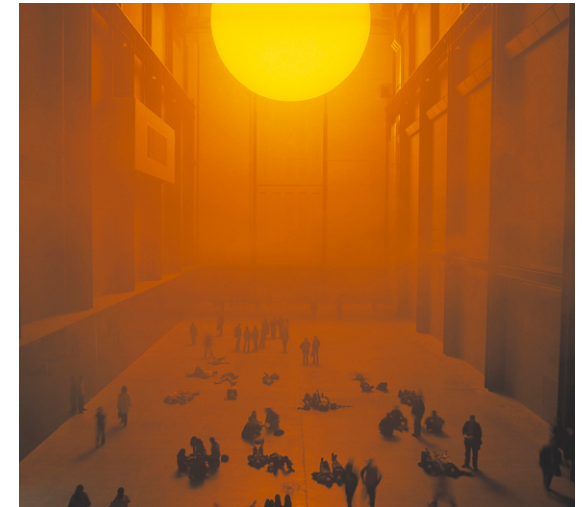
- These can form the foundation of two musical compositions; one based upon your partner school's compositions, one based upon your own. You send each other your interpreted music and you both create a new section of music for each other's composition, continue this to produce a conversational symphony.
- Support your compositions with written, pictorial, oral or performance additions that expand the narrative.
- Develop a new song that explores your theme and combine this with your new score.

Find Out More on the web:

Hamish Fulton "Song Path"
www.tate.org.uk/britain/exhibitions/hamishfulton/

William Blake's songs of Innocence and Experience
www.dundee.ac.uk/english/wics/blake/framconc.htm

Find out about music and have a go:
www.sfskids.org/



Olafur Eliasson, The Weather Project 2003
Installation view Tate Modern
© Olafur Eliasson



Hamish Fulton, Song Path 1992, 1993
Screen print on paper, 626 x 934mm
© Hamish Fulton

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SUGGESTION 3

Every object tells a story. All of us love to hear stories, whether they are the ones our parents or elders tell us. Stories take us on a journey. Cornelia Parker is telling us a story of precious objects with her piece *Thirty Pieces of Silver* which is an installation using over a thousand flattened silver objects, plates, spoons, candlesticks etc. In this project your students will create their own installation using chosen objects to present a visual adventure.

Activity

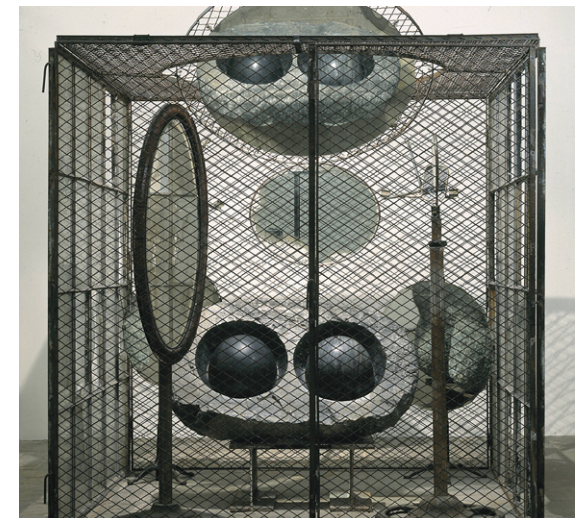
- Bring objects to your school that are important to you. Discuss these and send photographs of these objects to your partner school. Imagine what their histories are.
- Research the work of artists such as Cornelia Parker or Mario Mars. Consider ways of presenting these combined real and copied objects as an installation. Consider the story of the object. Who used the objects, where did they come from, what do they mean? What do you think is the artist's story and what would your story be if all these objects belonged to you?
- Create images, paintings, sculptures or displays based upon these objects. Combine these to develop a story with your partner school. The students could interact with their artwork and become part of the narrative with recorded stories and ambient sounds. If you film their progress you could share this as well.

Possibilities

- French artist Louise Bourgeois has created a space which reminds her of her childhood. In making this piece she is re-living her story.
- Think about your story. What is important about you, your name, the way you look, your family, the place in which you live, your school. Think of different ways of expressing each of these ideas (or just one if you prefer). You might use collage or an installation, film video or a short dance piece.



Cornelia Parker, *Thirty Pieces of Silver* 1989-9
Silver and metal
© Cornelia Parker



Louise Bourgeois, *Cell (Eyes and Mirrors)* 1989 -93
Marble, mirrors, steel, and glass
© Louise Bourgeois

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SUGGESTION

4

Inspiration and Aspiration. Using edited interviews with international athletes from the chosen countries, this segment will provide a soundscape with which to engage the students. The sound clips will provide stories through which students can explore themes such as hopes and dreams, and make the connection between how we live, and the moments which have inspired us to live those stories.

Activity

- Listen to the interview with Danny Crates, British athlete and Paralympics 800m Gold Medallist at the Athens Olympic Games. Discuss his tone of voice and mannerisms. Can you imagine his emotional state? Do you need to understand the language to understand the emotional context?
- Discuss your own hopes and aspirations. Interview each other using video about your aspirations for the future or even a life changing event in your own lives. Share these with your partner school.
- Combine your partner school's video with images and text of your own. Consider how these can be merged together to produce something unique to you and your partner school. Try to visually represent the voices that you hear.

Possibilities

- Consider the sounds and images to produce a soundscape within a space. Use multiple CD players for this. Instruct your partner school in how these need to be re-constructed at their site, bringing the words together, mixing the voices, giving life and physicality to our inspirations and aspirations.
- Interview other people that you know. What are their aspirations? Who are the most important people that they have met? Was there a moment in time that changed the way they thought about their future forever.
- You could interview people in your school who are considering the London Olympics as a sporting endeavour but you could also speak to your parents and your teachers about the importance of hopes and dreams through inspiration and aspiration.



This piece is about the accident which caused Danny Crates to lose a limb.

www.blunt-arts.com/tate/dannytwo-s.mov

Copyright; The British Library



This piece is about Danny's victory in the 800 metres and we have used footage of the opening and closing ceremonies in Athens and merged these with sound. www.blunt-arts.com/tate/dannyc3.mov