

## Ridykeulous: Ridykes' Cavern of Fine Wines and Deviant Videos

23 Sep – 7 Jan 2024

The resource is designed for **primary, secondary and post 16 students**. It can be used as part of a range of curriculum subjects: Art & Design, Media Studies, Performing Arts, PSHE, SRE, Citizenship, English and creative writing as well as discussion of contemporary issues. The exhibitions raise **themes of social justice, community, activism, gender, identity, and relationships** as well as **supporting an LGBTQ+ curriculum**.

These activities are designed to be picked up and **used around the galleries**, as well as being **used independently from or as an extension to a gallery visit**.

The activities are **open ended** with no right or wrong outcomes. They are designed to encourage **observation, teamwork, communication and debate, making connections and exploring multiple perspectives** through doing and making.

Resources are designed to help **prepare for a visit** or to **open up conversations** in the classroom. They can be used **to connect to artworks and navigate the galleries and content**. They also invite ways to connect in the classroom.

Resources include:

- Fabulosity Mirrors - a performance activity exploring identities
- Manifesto – an activity exploring activism through word play
- A guide and activities connecting to LGBTQ+ histories
- Framing the conversation resource

**Teacher notes** and an **exhibition content guide** are also available.

In creating these resources, we've tried to:

- centre queer identities rather than 'celebrate difference' which can other people
- involve people from the LGBTQ+ community in their development
- be celebratory in the spirit of the exhibition which calls for "*Queer fabulousity*"

We **encourage you to adapt resources** to suit your group. We **invite you to share photographs, responses and feedback** on social media [@nottm\\_contemp](#) or with the team [learn@nottinghamcontemporary.org](mailto:learn@nottinghamcontemporary.org)

We see these as **work in progress** and part of an **on-going dialogue about curriculum**. We hope the resources **support connections** and enjoyment of the exhibition, as well as being part of work with you to **build community, grow allies, and support advocacy and change**.

## Fabulosity Mirrors - Take 1, 2 and 3...

**A performance activity exploring identities.**

**Materials:** Adjective list, multi-coloured rubber bands and mirror.

*Queer Fabulosity* has been coined by the artist collective, Ridykeulous to centre and celebrate queer identities. This activity invites you to be fabulous and explore the many aspects of your identity.

### Take 1

Work in pairs, one person holds the double-sided mirror while the other performs.

Instruction for mirror holders:

Think of a task for the other person to do. Think of everyday rituals and routines. Here are some suggestions:

Brushing your teeth  
Looking surprised

Eating fast  
Throwing a ball

Swimming very slowly  
THINK of your own!

Instruction for the action-ist:

Act, exaggerate and do a fabulousity version. Can you make you and your partner laugh? Swap roles.

### Take 2

Choose 5 words best associated with you from the list of adjectives on the next page. Place a rubber band around your words to show your choices.

Talk together. Tell your partner why you are interested in those words.

Can you perform one of your words in front of the fabulousity mirror?

Choose an action and do Take 1 again with your words in mind. For example, can you brush your teeth compassionately?

### Take 3

Choose 5 words that you least associate with you and do Take 2 again.

Talk with your partner. How did it feel doing each action in new ways? How did it feel performing in a mirror?

### Extra:

Use the 15 mirrors to make a mini dance studio wall. Half the group stand together in a line and the other half hold the mirrors for them. Can the action-ists hold a pose? Can they include movement?

## **MANIFESTO** ACTIVITY

An activity exploring activism through word play.


**Materials:** a cardboard sheet, Ferby pencils and coloured paper to write your manifesto.



One way to work things out ....and to convince other people of what you know you believe in... is to write (or speak) a manifesto.

As a collective, Ridykeulous have a manifesto that has a lot of word play.


A manifesto is a statement of belief, a guide, advice or a sion.

It can show one's **IN**tentions, or one's commitment to effect change.

It can **demonstrate** how you can be in the world and how you want the world to be.

They are designed by **EVERY**one: artists, politicians, activists, individuals, groups, governments or other organisations.

Language is POWER. Some manifestos with language to emphasise their point

by playing with spellings, the  of words, and use of **CAPITALISED** and lower-case letters.

As a collective, Ridykeulous have a manifesto that has a lot of word PLAY.


**Activity:** (In small groups)

*What are you passionate about? How do you want to positively change the world?*

Discuss your ideas and note key words and phrases together.


**WHAT** is important about your theme?

**HOW** would you **express** your ideas through words? Or actions?

**WHAT** can you say to convince other people of the need for change?... 



**Explore** the exhibition. *How do the spaces and artworks make you feel?*

Gather words that **STAND OUT**.  Write these down on s e p a r a t e pieces of paper.

Using the word bank provided and your own collection of words gathered from around the exhibition start to construct short sentences that EMPHASISE your points. Add more words if needed.

How could spelling words differently, using different font sizes or playing with layout provoke the reader to *think* differently about your message?



What's the most ***important idea*** in your manifesto? Edit your sentences to emphasise the main point you want to get across.

Think about how you would share your manifesto to the rest of the class.

*How will you alter how you **spea**k for your words to have more meaning?*

*How will you ensure your manifesto, and its meaning will stay in people's minds?*



your manifesto with the rest of the class

### Discussion point:

- *How does making something visual help share your ideas, or challenge your audience's expectations?*
- *Which word changes or word play are the most interesting? Why? What do they make you think about?*
- *Are all the word changes serious, or are some playful? How does making something fun help share your ideas, or challenge your audience's expectations?*

### Extra:

The word manifesto means making something clear or handing it on to others. The syllable 'man' in 'manifesto' has nothing to do with being male, but it still might influence how we think of the word. Can you invent another word?

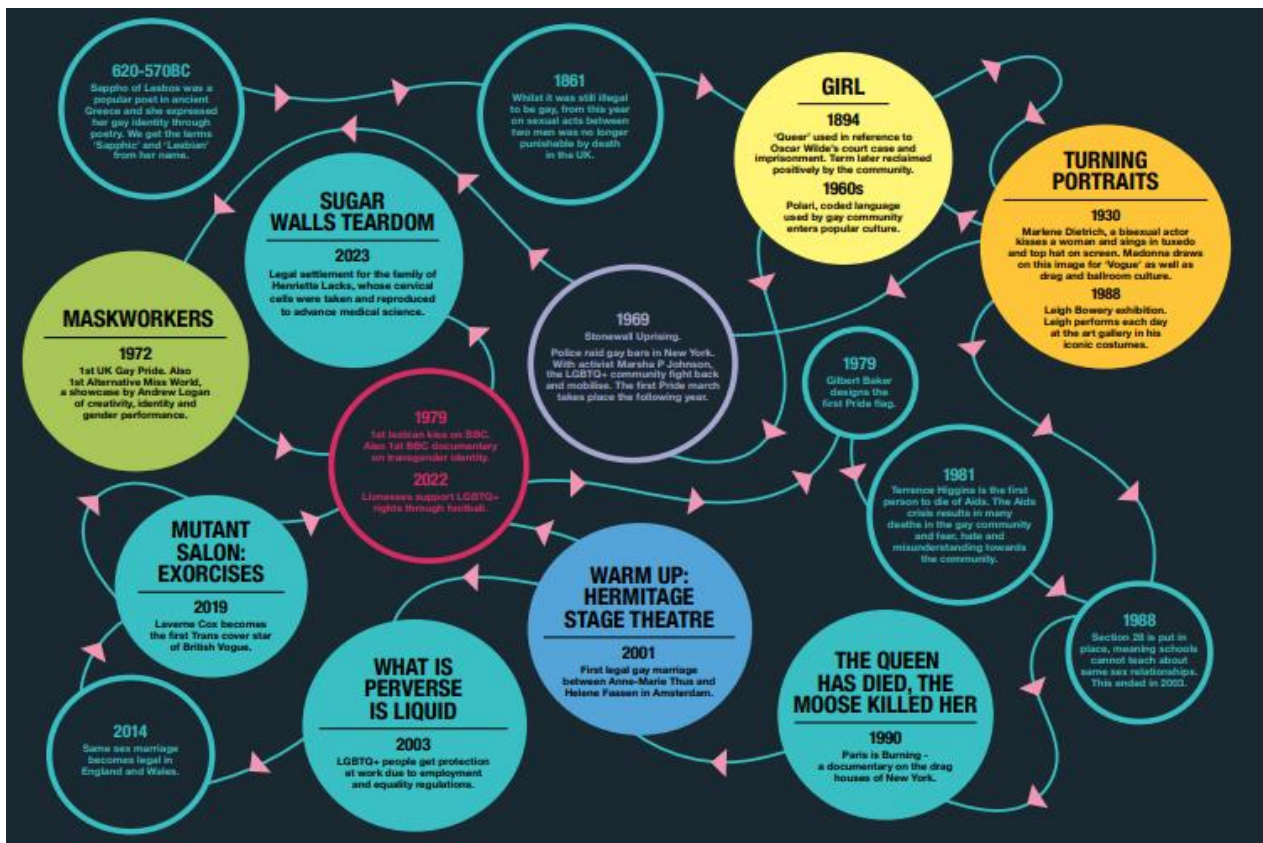
### Links to other manifestos for teachers:

- [1525: Future of Futures Manifesto - Nottingham Contemporary](#)
- [Black Creatives' Manifesto | Manifest \(blackcreativesmanifesto.com\)](#)
- [WePresent | A Manifesto by punk band activists Pussy Riot \(wetransfer.com\)](#)
- [W■A■G■E■ WOMANIFESTO \(wageforwork.com\)](#)
- [FATT PROJECTS: A THEMIFESTO FOR QUEER JOY — FATT PROJECTS](#)

# Welcome to the Time Tangle

A non-linear timeline of selected artworks & moments from LGBTQ+ histories

<p><b>LGBTQ+ ON SCREEN</b></p> <p><b>ALL GALLERIES</b></p> <p><b>KEY WORDS:</b> visibility, embracing identities, speaking out</p> <p><b>HISTORY:</b> 2022 EURO WIN FOR THE LIENESSES WEARING PRIDE ARMBANDS.</p> <p><b>ACTIVITY:</b> This exhibition presents lots of video artworks. What do you think are key moments in tv, film and video history that centre LGBTQ+ experiences and rights? What is the role of celebrities in promoting equality and speaking up on issues? Design a wristband on a social issue that you want to highlight or celebrate. What symbols and slogans might you develop and use?</p>	<p><b>TURNING PORTRAITS + GUEST</b></p> <p><b>CHARLES ATLAS</b></p> <p><b>GALLERY 4</b></p> <p><b>KEY WORDS:</b> image, performance, evolving</p> <p><b>HISTORY:</b> 1930 MARLENE DIETRICH, 1988 LEIGH BOWERY, 1990 MADONNA'S VOGUE</p> <p><b>ACTIVITY:</b> Work in small groups to develop a sequence of moving portraits. Create 6 poses each lasting about 10 seconds. Think about facial expressions, movement and creating choreography. Will group members perform the same pose, or move differently? How might you use the things you have around you? How will you use the space?</p>	<p><b>GIRL</b></p> <p><b>EJ HILL</b></p> <p><b>GALLERY 3</b></p> <p><b>KEY WORDS:</b> word play, language, codes, fabulousity* <i>*a word invented by Flakykulous</i></p> <p><b>HISTORY:</b> 1894 OSCAR WILDE'S COURT HEARING. 1960'S POLARI IN POPULAR CULTURE</p> <p><b>ACTIVITY:</b> In small groups build a word bank. Create one list of favourite things and a second list of positive adjectives. Play with combining these words to make your everyday favourite words extra special. For example Chocolate + Delicious = Chococious. Take it in turns to say your new words out loud. Repeat 10 times. Experiment expressing it in different ways using pace, pitch, rhythm and facial expressions.</p>	<p><b>Welcome TO THE TIME &amp; TANGLE</b></p> <p><b>A NON LINEAR TIMELINE, WITH SELECTED ARTWORKS AND MOMENTS FROM LGBTQ+ HISTORY.</b></p> <p>Use this guide to connect to and navigate the exhibition.</p> <p>Here you will find activities inspired by the artworks and key points in history.</p> <p>Activities and histories connect to themes of justice, language, image and performance.</p> <p>Activities are colour coded and link to key dates on the timeline.</p> <p>Follow the arrows to move through the Time Tangle chronologically.</p> <p>Activities can be done during your visit or later on whilst reflecting on the exhibition.</p>
<p><b>MASKWORKERS</b></p> <p><b>MY BARBARIAN</b></p> <p><b>GALLERY 1</b></p> <p><b>KEY WORDS:</b> collective, performance, celebrating identities</p> <p><b>HISTORY:</b> 1972 1ST UK PRIDE AND ALTERNATIVE MISS WORLD</p> <p><b>ACTIVITY:</b> Perform a movement, strike a pose or facial expression to make something about you visible. Nominate a person to be the caller. They will call out things for people to perform to and with the rest of the group. The group will perform together at the same time. Example performances are: Something that makes you happy / Something everyday / Something special / The best thing about you / The second best thing about you / Something else about you Perhaps you can think of more or take it in turns to be the caller and performers.</p>	<p><b>WARM UP: HERITAGE STATE THEATRE</b></p> <p><b>KLARA LIDÉN</b></p> <p><b>GALLERY 2</b></p> <p><b>KEY WORDS:</b> body, togetherness, fitting in, new possibilities</p> <p><b>HISTORY:</b> 2001 GAY MARRIAGE</p> <p><b>ACTIVITY:</b> One person in the pair moves and the other person mirrors their actions. Mime a task or dream job. Swap over after two minutes. How easy was it to follow the actions? The artist in the film shows what trying to fit in looks like. She believes that difference brings new ideas and possibilities.</p>	<p><b>ACTIVISM AND MAKING CHANGE</b></p> <p><b>ALL GALLERIES</b></p> <p><b>KEY WORDS:</b> activism, rights, allies, social change</p> <p><b>HISTORY:</b> 1969 STONEWALL UPRISING</p> <p><b>ACTIVITY:</b> This exhibition celebrates LGBTQ+ identities and our 'Time Tangle' highlights some of the struggles for people's rights. What are the ways we can stand against bullying and discrimination? How can LGBTQ+ experiences and identities be supported and celebrated? How can you do this in school? Share ideas. What could you do now?</p>	





## Framing the Conversation

LGBTQ+ inclusion is an essential part of a school meeting its legal and statutory requirements under the Equality Act, and its responsibility to support the health and wellbeing of students.

This exhibition is for everyone in different ways. Please read guidance and speak with our team to better understand the adult content within the exhibition and to inform a risk assessment and messaging. Below are recommendations and links to support teachers to support students:

### Be familiar

Be familiar with the historical reasons that LGBTQ+ people have been stigmatised. Consider the impact on young people and families and the need to make change. 45% of young LGBTQ+ people experience bullying in schools (Stonewall 2017). Do some work to know yourself and address your own gaps in knowledge and bias. A guide for allyship is [here](#) and a timeline of key moments of LGBTQ+'s history is [here](#).

### Create your environment

Create a culture where children feel listened to and respected; that feels safe to share an experience, opinion or question; where children can be confident that hurtful words and actions are challenged; where there is a practice of constructive discussion and where children know that it's ok to not know or to make a mistake. Learn more about developing learning environments [here](#)

### Empowering ourselves

Anticipate how children might respond verbally and emotionally. Be ready for these conversations. Preparation might take the form of a set questions, strategies to encourage responses and build confidence or a glossary. Think about how you will close a discussion and the further support students might need. Some strategies for the classroom are [here](#) and a glossary is [here](#). Anticipate questions and scenarios that may unfold beyond the classroom. This [resource](#) supports trans inclusion within galleries but includes scenarios and responses that could be considered and adapted.

### Find your community

Find out what connections working with LGBTQ+ communities already exist within your setting. Reach out to establish new partnerships to foster new ways of working and gain experience and to find critical friends and allies.

[The Classroom – Rainbow Flag Award](#)

[LGBT+ Service Nottinghamshire \(lgbtplusnotts.org.uk\)](http://lgbtplusnotts.org.uk)

### Resources

<https://www.theproudtrust.org/schools-and-training/>

<https://www.stonewall.org.uk/schools-colleges>