

**Allan Weber: *My Order***

**Daniel Lind-Ramos: *Ensamblajes***

2 Feb – 4 May 2025

## Learning Resources

The resource is designed for **EYFS, primary, secondary and post 16 students**. It can be used to support a range of curriculum subjects, including Art & Design, PSHE, Citizenship, History and Geography.

The exhibitions explore **themes of community, activism, environmentalism and art with social and political purpose**. They can be used to support **storytelling** and explore **symbolism and materials**.

These activities are designed to be picked up and used around the galleries. We also **encourage you to adapt them to suit the needs and interests** of your group. We'd love to hear about the changes you make and your **suggestions on how they could be developed**.

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

The activities require participants to **work in groups**. Alongside activities there are **discussion questions to encourage students to reflect on the processes and connect to the big themes** within the work.

To allow for smaller groups and numbers in each gallery, more than one activity can take place at a time. It's recommended that **a class of 30 is split into two groups**, with each half doing different activities or in different galleries.

We encourage students and staff to document responses. We'd love to see your experiences and invite you to share photos and feedback on social media channels: Instagram, X and TikTok **@nottm\_contemp** Facebook **@nottcontemporary**.

We hope the resources support connections and enjoyment of the exhibitions.

Please return resources to the reception and let us know about how you and your students experienced them.

Thank you.

## Fibre-Vibes

### Galleries 1 and 2

*Work in two groups of 15*

Allan Weber's work explores the connections between people through communities and social interactions. Some work is inspired by the association of colours and what different colours might remind us of.

This resource is inspired by Allan's use of tarpaulin (a large, strong sheet made from materials like plastic or canvas) which are often used at 'funk parties' in Rio de Janeiro, Brazil. The tarpaulin signifies something is about to happen - all are welcome.

### Materials

- 2 x textile packages
- 2 x instruction leaflets
- Teacher notes



**Activity** Use the textile package, instructions, and questions to collaborate and create a moveable creation with the fabric.

Teacher to prompt using instructions and questions below.

### Observation

- Can you see an artwork in Gallery 1 or 2 that looks like a food delivery package?
- Look carefully at the colours and icons. How did you know it was a food delivery package?
- Ask the pupils to form two groups and examine the textile package.

### Reflect

- What could be inside?
- Why might this package have been created?
- What textures and colours do you notice? What do these remind you of?

### Action

- Unwrap the schools resource package carefully. Each person could choose a piece of fabric to unravel. Reflect together how you unravelled the fabric.
- What does the colour of the fabric make you think of? Remind you of? Make you feel? How does the material feel? Move? What might happen next?

## Construction

Work together.

- Each person selects a strip of fabric.
- Can you hold the fabric in a high and low position? Move under or over, fold or wrap inside or outside the structure.
- How can everyone be a part of it?



## Movement

- Whilst holding the fabric, try gentle movements, perhaps waving actions
- Move forwards and backwards
- Can you each choose a different colour?
- Put the fabric down and swap colours with someone.

## Deconstruction

- Take a moment to think about what you have constructed together.
- How do you feel? What happened? What was your favourite part? Would you like to try and create the structure in a different way.
- Pack the fabric package away for the next visitors to use. Work as a group to roll and pack away. How can you repackage this slowly and carefully for the next group?

## Reflection

- How did it feel collaborating with others?
- What did the colours and textures in the fabric remind you of?
- Why do you think the artist uses particular colours and materials?
- The artist uses tarpaulin in his work to represent the funk parties that bring people together in his community. What would you choose to represent your class, school or local community and what brings you together?

## Eco-Echo Eco

Galleries 3 and 4

*Work in up to 5 small groups*

Daniel Lind-Ramos, born in Puerto Rico, is an artist who creates assemblages\* to tell stories about Afro-descendant heritage and community. Daniel selects found and gifted objects to represent stories about people's lives and cultural experiences rooted in traditions that continue today. He also explores the impact climate change and global events, such as COVID-19 and Hurricane Maria, have on the community.



**Key word: Assemblages\*/ Ensamblajes:** An art form where artists create work by combining and arranging objects and materials all joined together as one.

### Resources/ Recursos

- Teacher question sheet x 2
- Range of objects in each bag x 5
- Word bank x 6 (1 per group + 1 teacher copy) (located at the bottom of this document)
- Large piece of fabric for the assemblage/ ensamblaje x 2

**Activity/ Actividad** Use the objects and question cards to discuss and develop stories and ideas together

### Describe / Describe

- Divide into small groups.
- Each group positions themselves near a piece of Daniel's artwork
-  **Zoom out:** Look at the artwork you have selected. Describe the sculpture using the word bank. Can you describe the textures, materials, colours and shapes.
-  **Zoom in:** Create a finger frame. Focus in on part of the **assemblage/ ensamblaje**.
- Each pupil selects a **gift-find** from the bag.
- Take turns to describe the **gift-find**. Describe the textures, materials colours and shapes?
- How might your **gift-find** connect to Daniel's work?

What might it have been used for?

Describe the texture, material, smell or colour.

A story of all of us/ [una historia de todos nosotros](#)

Gallery 3 and Gallery 4

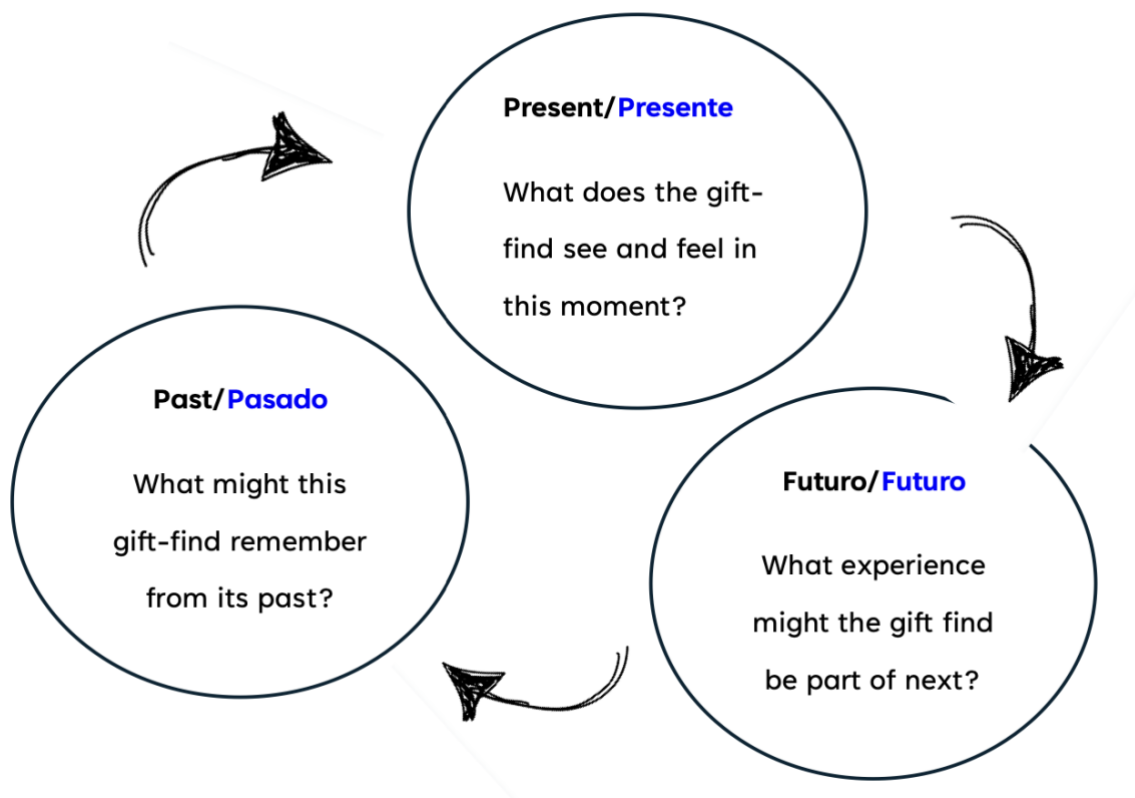
Work in small groups of no more than 6

Daniel aims to find a process with materials that establish the link between our collective experience. He says; 'We have that knowledge from the past... We want to keep it and bring it to another generation.' Use the objects and prompt cards to discuss and develop stories and ideas together about their past, present and future. The object is referred to as a **gift-find** inspired by the way Daniel collects and receives objects.

This activity encourages pupil to handle objects and consider how the past, present and future can be connected.

- Ask pupils to choose an object from the bag.
- Explain the object is a *gift-find* – an object that has been gifted or found.
- Encourage them to hold their object and think about its texture, colour or smell – can they describe it? They can use the word bank to help them.
- The group leader reads each question to the pupils and wait for them to share responses in their group before moving onto the next question.

The activity can be repeated with other *gift-finds* from the bag. Pupils may wish to swap their object for another.



The groups will now work together to create an assemblage and share their stories. Daniel's work transforms everyday objects and represents their meanings through the way they are arranged and how he balances symmetry, space between objects and arrangement of colours.

Teacher to place the large piece of fabric in a clear space on the floor. This can be flat, ruffled, scrunched or draped.

Ask pupils how their **gift-find** will be assembled with others inspired by Daniel's work.

- Think about how the **gift-find** might be placed. You can balance, wrap, hide or reveal.
- How might you put two **gift-finds** together? How might they have a connection?

**Invite** one member of each group in turn to place a **gift-find** on the fabric and share part of the object's story. **Continue** to invite other members of the groups in turn to place the rest of **gift-finds** from their bags until all the objects are part of the assemblage. **Take it in turns** to reflect and share.

**Word bank Colección de palabras**  
Focus on Daniel's artwork you have selected. Use the word bank to describe the textures, materials, colours and shapes.  
Use the word bank for your story.

SYMMETRIC new plastic orange  
washed GREEN pointy soft blue  
rounded RUBBER  
reused mirrored next dry hard  
PAPER paper ROUGH  
smooth patterned feel  
balance SILVER METAL

Resource created by Associate Artist Milee Lee

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**washed** **GREEN** **pointy** **soft** **blue**  
**rounded** **mirrored** **next** **dry** **hard**  
**reused** **PAPER** **paper** **ROUGH**  
*smooth* **pattered**  
**balance** **SILVER** **METAL** **feel**