

# Contemporary Learning Resource Box

## **Daniel Steegmann Mangrané: THE WORD FOR WORLD IS FOREST**

### **Elizabeth Price: FELT TIP**

The resource box contains a range of activities for schools, colleges and community groups visiting our exhibitions to actively engage groups in looking at, thinking about and discussing the artworks and their underlying themes. The activities are designed to work on several levels so that they can be used with primary, secondary and post 16.

The activities are open ended with no right or wrong answers. They are designed to encourage observation, team working, communication and debate, making connections and learning about different perspectives.

Some of the activities could be extended by writing down responses in notebooks or sketchbooks and making drawings of the artworks. (We can provide paper, clipboards and special pencils. Please only use these pencils in the gallery).

There are more than enough activities to fill a visit so pick the ones you think would be most suitable for your group. Each activity card indicates the approximate amount of time the activity may take.

The activities require the participants to work in pairs and small groups of 4-6 and then share with the whole group.

We encourage people to explore the artwork, but please ensure participants do not touch.

# Contents list

## Teacher / group leader's notes

### Activities to do in the galleries:

#### **'Feeling the Rainforest'**

Watch the film **16mm** about the rainforest while feeling and passing natural objects.

*Natural rainforest objects.*

#### **'Synchronised'**

Move around Gallery 1 at a fixed speed for a fixed time to experience the rainforest inspired installation.

*Digital metronome, 5 lengths of tape.*

#### **'Tying a tie'**

Try tying a man's tie in different ways.

*15 ties, 'How to do tie a tie' cards.*

#### **'Camera Obscura'**

Find out what a pinhole camera does

*Six pinhole cameras, six magnifiers, 6 packs of coloured acetates.*

## Subjects for debate

## Gallery 2

### 'Feeling the Rainforest'

#### Whole group split into six smaller groups

*Approximate time of activity 20 mins*

Daniel Steegmann Mangrane's film **16mm** is shot on a camera suspended on a cable traveling along a perfectly straight line through the chaos of the Brazilian Mata Atlântica rainforest. He is interested in how our senses and emotions are affected when entering the dense rainforest.

The whole group enters the screening space in Gallery 2 to watch the film, which is on a continuous loop with a black screen to show the start and end of the film.

A natural object is passed to each small group, and when they have all handled the object it is passed to another group. Each object is handled in turn by each group

When everyone has handled every object, the whole group leaves the space and gathers in gallery 2 to discuss how they felt about the film and the objects they were holding.

*Suggested discussion questions:*

- What sounds could you hear? What might have been making the sounds?
- How do you think it would be different if you were actually walking in the rainforest?
- How do you think you would feel if you were there?
- How did touching and feeling natural objects from the rainforest change how you feel it might be like?

# Gallery 1 (start in Gallery 2)

## ‘Synchronised’

### Whole group split into two groups

*Approximate time of activity 20 mins.*

Daniel Steegmann Mangrané’s film **16mm** shown in Gallery 2 uses a Structural film approach, developed by film artists in the 1960s and 70s, where the way the film is shot is as important as the subject. Using a modified 16mm camera on a specially built cable track and one roll of film, the camera moved through the rainforest at the same speed that the roll of film ran through the camera. For every metre the camera moved, a metre of the roll of film was shot. The film was made in one take.

*A standard roll of 16mm film is 200 feet (60.96m), which when shot continuously produces a film ‘take’ of 5 minutes, 33 seconds. So 1m of film is consumed every 5.46 seconds, or 18.3cm per second.*

The activity imitates the system used to make the film. There is a roll of tape for each group, 10 metres long and marked every 18.3 cm.

### **It is best to start this activity in Gallery 2.**

Firstly, a couple of people from each group go into Gallery 1 and lay out their group’s tape in a geometric three, four or five-sided shape on the gallery floor amongst the sculptural rainforest branches.

The teacher or group leader has a metronome set to tick every second. They switch it on to start a beat. Everyone claps to the beat, clapping exactly every second. The members of each group move to the start of their tape one after the other and take a step every second (clap) along the tape through the rainforest. Their toes should touch each mark on the tape as they step. Several people may walk on the tape at once.

### *Suggested discussion questions:*

- How many seconds did it take for one person to walk along the tape?
- How many seconds or minutes did it take for the whole group to complete the walk?
- How did walking at a regular speed, on a controlled route affect how you observed the rainforest installation?

## **Gallery 3 & outside the gallery entrance.**

### **‘Camera Obscura’**

#### **Small group activity**

*Approximate time of activity 20 mins.*

Elizabeth Price is interested in the history and development of photography and film. She has used a simple pinhole camera without a lens to create four-metre-high photos that fill Gallery 3, floor-to-ceiling. In the film KOHL the images of colliery pit-heads are upside down. This effect can be recreated using a Camera Obscura which uses the same principle as a pin-hole camera to capture an upside-down image, using just a dark box and a very small light source.

Each small group is given a tube which has one end open and the other end covered except for a very small pinhole.

If you look into the tube when it is pointed at something, an image of it appears projected upside down and back-to front onto a piece of opaque tracing paper inside the tube.

The students take the tubes outside (or to a window) where the light is brighter and take it in turns to point the tube at something and look into it to see an inverted image. They may experiment with magnifying glasses and coloured acetates over the pinhole to see how they affect the image.

#### *Suggested discussion questions:*

- Why might an artist choose to use old-fashioned photography techniques?
- How do you think Elizabeth Price’s pinhole camera images in Gallery 3 were made so big?
- How does seeing something upside down change it’s meaning?

## Gallery 3

### 'Tying a tie'

#### Pair activity

*Approximate time of activity – 20 mins*

**FELT TIP** uses the simple necktie as a symbol for social and technological change within the workplace. Used to communicate class distinction for those in clean, office based, 'white-collar' employment - a necktie was the workwear accessory for the 20<sup>th</sup> century professional male.

During the film alternative ways of tying a tie are shown.

Working in pairs, try and tie a necktie at first in the correct way.

(Follow the steps on the 'How to tie a tie' card if you don't know how to do this).

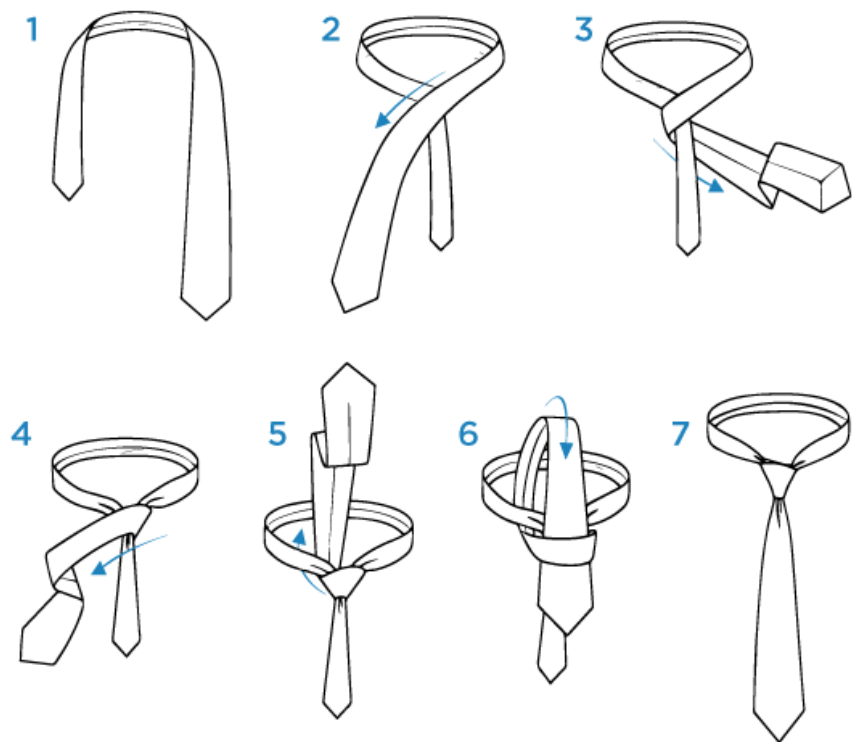
Next, experiment with other ways of tying it that are more creative and show what you feel about wearing a uniform that defines who you are to others. Where on your body will you tie the tie? What type of knot will you make?

*Please don't tie your tie too tight around you or your partner's neck!*

*Suggested discussion questions:*

- What do you think is the point of a necktie?
- Who do you know who wears one and why do they?
- Is there anything women often wear to work that you think has similar meaning?
- How do you think the pattern on a tie affects how the person who is wearing it is seen?

## HOW TO TIE A FOUR IN HAND KNOT



# Subjects for debate

Discuss if you think advances in technology have made people's jobs better or worse?

What kind of job would you prefer – a clean office job or a dirty manual job? Why?

## Two facts about coal:

*It is a non-renewable fossil fuel that is contributing to climate change. Hundreds of thousands of people became unemployed overnight when the coalmines were closed and whole communities lost their way of life.*

Was it right to close most of the coalmines in Nottinghamshire, Derbyshire and Yorkshire?

Why do you think it may be important to stop the rainforest disappearing? How can we help prevent this happening?

What do you think makes natural places feel different to towns and cities?

Which do you prefer to be in – woods and forests or city centres? Why?